

Proposed Competencies for Agriculture Teacher Preparation in SAE
AAAE Teacher Education SIG

- 1. All students have supervised agricultural experience programs based on career pathways/clusters/interests and agricultural curriculum standards.**
Agriculture teacher candidates will be able to:
 - a. Articulate the theories of experiential learning as they relate to school-based agricultural education.
 - b. Define, by example, the four SAE types as recognized in the National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education.
 - c. Relate the process of student SAE selection, creation, and growth toward college and/or career readiness to their state's interpretation of Career Clusters & Pathways.

- 2. Supervised agricultural experience programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and/or employer.**
Agriculture teacher candidates:
 - a. Create a sequential curriculum to guide students through SAE selection and creation, management, and analysis.
 - b. Interpret the positive impacts of developing an instructional relationship involving parents/guardians in the establishment and management of an SAE.
 - c. Design a formal procedure for incorporating the employer relationship into the establishment and experiential progression of an exploratory or placement SAE.

- 3. The agriculture teacher maintains accurate records of SAE supervision.**
Agriculture teacher candidates will:
 - a. Describe the relationship of instructional SAE visitations as a means of individualized learning to support college and/or career readiness of the school-based agricultural education student.
 - b. Formulate a record keeping strategy to document student SAE outcomes based upon the concept of career pathway progression.

- 4. Continuous instruction and supervision of SAE programs are provided by the agriculture teacher throughout the calendar year.**
Agriculture teacher candidates will be able to:
 - a. Illustrate to school administration the intra-curricular nature of SAE as an extended teaching strategy for student learning within a selected career pathway.
 - b. Conduct an SAE supervisory visit and enlist the assistance of others in SAE supervision.
 - c. Design a reporting procedure to school administration that measures and validates student learning outcomes as a result of year round SAE supervision.

5. **Each agriculture student maintains up-to-date and accurate SAE records.**
Agriculture teacher candidates will be able to:
 - a. Design a curriculum unit in which students are introduced to the basic elements of record keeping as they relate to enterprise development and management.
 - b. Adapt an SAE record keeping format appropriate for an enterprise in each of the four SAE types recognized by The National Council for Agricultural Education.
 - c. Devise a plan to incorporate SAE involvement into the school-based agricultural education program grading system.

6. **An annual summary of students' SAE programs is completed and submitted to appropriate entities.**
Agriculture teacher candidates will be able to:
 - a. Write measurable student learning outcomes that provide evidence of progress toward selected career pathway goals and college and/or career readiness based upon various student SAE records.
 - b. Design a strategy to compare and contrast individual student progress toward selected college and/or career readiness, and prepare a summary report of findings to appropriate entities based on a four year time period.

7. **Students have comprehensive SAE programs that show evidence of growth in size and/or scope.**
Agriculture teacher candidates will be able to:
 - a. Develop a plan of comprehensive student growth toward college and/or career readiness within each of the four SAE types recognized in the National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education.

Bibliography

- National Association of State Directors of Career and Technical Education Consortium. (2012). Career Clusters At-a-Glance. Retrieved from: <http://www.careertech.org/career-clusters/>
- National Council for Agricultural Education. (2009). National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education. Retrieved from: https://www.ffa.org/thecouncil/documents/National_Quality_Program_Standards_revised_4-29-09.pdf
- Phipps, L.J., Osborne, E.W., Dyer, J.E. and Ball, A. (2008). Supervising and Evaluating SAE Programs. Handbook on Agricultural Education in Public Schools. 6th Ed. (pp. 467-476). Clifton Park, NY. Thomson Delmar Learning.

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