

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



The Standards for School-Based Agricultural Education Teacher Preparation Programs are the learning goals for graduates of an agricultural education teacher preparation program where graduates earn a license to teach school-based agricultural education.

The Standards for SBAE Teacher Preparation Programs are not a curriculum. Institutions and teacher educators may choose their own curriculum. This document serves as a guide for agriculture teacher educators and institutions when planning and evaluating their program.

A 21st century student completing an agricultural education teacher preparation program and who will be licensed to teach will...

STANDARD 1: PEDAGOGICAL CONTENT KNOWLEDGE

Demonstrate the capacity to utilize experiential learning opportunities to encourage student development and construct an instructional delivery process that allows all students access to systematic experiential, service, and work based experience learning.

- A. Knowledge Indicators
 - a. Highlight STEM concepts in lesson plan construction
 - b. Understand how to implement safe and effective laboratory activities.
 - c. Facilitate student centered learning using a variety of approaches.
 - d. Understand and teach to students the reliability of sources.
- B. Performance indicators
 - a. Plan lessons for instruction from a local and global perspective.
 - b. Implement experiential education.
 - c. Implement inquiry-based learning.
 - d. Utilize higher order questions.
 - e. Demonstrate a variety of teaching methods.
 - f. Implement research-based pedagogy and best practices for instruction.
 - g. Develop and sequence curriculum framework for SBAE program.
- C. Teach students how to use technology appropriate to the agricultural industry
- D. Appropriately utilize digital literacy and social media to enhance student learning

Understand individuals and create a learning environment to encourage positive social interactions, self-motivation, and active learning.

- A. Knowledge Indicators
 - a. Understand effective classroom management strategies
 - b. Understand effective age-appropriate motivational strategies
 - c. Convey excitement about subject matter to students
 - d. Demonstrate basic knowledge on meeting the needs of all students

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



- B. Performance indicators
 - a. Demonstrate and display effective classroom management strategies
 - b. Engage all students through effective motivational strategies to ensure a positive learning environment
 - c. Develop and demonstrate instruction that fulfills the needs of all students
 - d. Implement inquiry-based learning.

STANDARD 3: TECHNICAL CONTENT KNOWLEDGE

Recognize and appreciate the influence of diverse cultures on global agricultural production practices, possess global competence of issues relating to food and fiber systems, and realize the impact of agriculture/agricultural practices on global populations.

Be able to have a broad understanding and awareness of curriculum development of relevant agricultural areas (AFNR).

- A. Knowledge Indicators
 - a. Broad awareness of AFNR content standards and quality program standards
 - b. Develop curriculum based on community needs
 - c. Understand and possess scientific reasoning skills
 - d. Understand common core and academic standards role within agricultural education
 - e. Design rigorous and relevant curriculum that integrates core academic standards
 - f. Possess knowledge and skills to operate equipment in Agricultural Education facilities
- B. Performance Indicators
 - a. Exhibit a broad knowledge of the agriculture industry
 - b. Exhibit foundational knowledge of the basic skills and knowledge of each area in AFNR.
 - c. Exhibit knowledge of agricultural equipment found in facilities
 - d. Exhibit awareness and utilization of AFNR Quality standards

Be technologically literate.

- A. Demonstrate awareness of cutting edge technology in agriculture and its use
- B. Teach students how to use technology appropriate to the agricultural industry
- C. Appropriately utilize digital literacy and social media to enhance student learning

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



STANDARD 4: PROGRAM PLANNING

Meet the needs of program stakeholders.

- A. Engage, manage, and sustain community partnerships within the AFNR program
- B. Engage business and industry stakeholders to provide currency to college and career ready skills related to AFNR pathways
- C. Differentiate the purpose and utility of a program advisory committee from other stakeholder volunteer groups.
- D. Develop strategies to effectively publicize and differentiate student learning opportunities and resulting outcomes of AFNR programs to various audiences
- E. Interpret the contribution of an FFA Alumni Chapter to the instructional program

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum.

- A. Knowledge Indicators
 - a. Understand the importance of the FFA Alumni Chapter
 - b. Understand how to manage a total program in CTE, integrating the SBAE Model.
 - c. Identify the role SAE provides to career exploration and in determining career goals
 - d. Understand how to balance the classroom with maintaining an active FFA Chapter
 - e. Understand how to effectively communicate with students and parents.
 - f. Understand how to develop a positive relationship with community and administration
- B. Performance indicators
 - a. Evaluate the effectiveness of a SBAE program
 - b. Engage business and industry to guide and provide essential learning for students
 - c. Exhibit an understanding of how to manage SAEs at all levels
 - d. Exhibit FFA knowledge, participation, and leadership development
 - e. Exhibit ability to work with adult volunteers and stakeholders
 - f. Exhibit knowledge of child labor laws and their impact upon SAE
 - g. Maintain inventory necessary for operation of laboratory, greenhouse, mechanics and land laboratories used for student learning
 - h. Organize, develop, and use a local advisory committee

Integrate leadership development into the SBAE program.

- A. Comprehend the value of Career and Technical Student Organizations (FFA) toward the transfer of learned traits and abilities to real world settings
- B. Possess a depth of knowledge of FFA and its associated programming
- C. Use FFA to complement SAE and classroom instruction

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



Integrate SAE and experiential learning into the SBAE program.

- A. Comprehend the value of Supervised Agricultural Experiences and experiential learning to apply classroom knowledge in a real-world setting
- B. Possess a depth of knowledge of SAE and its associated programming
- C. Use SAE to complement FFA and classroom instruction

STANDARD 5: DIVERSITY

Embrace and celebrate diversity by creating environments that build positive rapport with students, parents, stakeholders, and community members ensuring fairness and equity.

STANDARD 6: PROFESSIONALISM

Strive for personal and professional growth to meet the needs of their students, school, community and profession through dedication to all aspects of the discipline.

To show their disposition for professionalism, teachers of agriculture must demonstrate that they:

- a. Engage in professional development opportunities in content, teaching and experiences in the agriculture industry
- b. Reflect on teaching and identify opportunities for personal and professional growth.
- c. Utilize feedback to improve teaching and guide professional growth
- d. Interact in a collaborative manner and foster positive relationships with stakeholders
- e. Maintain a professional image and display professional behavior through ethical conduct
- f. Fulfill professional responsibilities including engagement in professional education organizations
- g. Value a service-minded approach
- h. Model personal leadership traits involving the investment and empowerment of others

Exhibit professional responsibilities in the school environment.

- A. Recognize the role of the agriculture program in contributing to the broad mission of the school
- B. Exhibit a Collaborative Spirit
 - a. Collaborates with other educators
 - b. Makes efforts towards curriculum integration
 - c. Engages in professional networking

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



- d. Maintains a positive rapport with school leaders
- C. Decision Making
 - a. Makes sound ethical judgements in the workplace
 - b. Approaches situations with sound mind and judgement
- D. Management Tasks
 - a. Handles school finances and requisitions
 - b. Demonstrates time management in attention to professional assignments

Demonstrate personal leadership traits.

- A. Model leadership skills
- B. Participate in professional education organizations
- C. Demonstrate and emphasis on leadership for students as well as self
- D. Invest in and empower others.
- E. Exhibit a service-minded approach to leadership

STANDARD 7: PERSONAL DISPOSITIONS

Demonstrate caring, communicative, creative, and contextually aware dispositions.

- A. Caring Nature-The following qualities, tendencies, and core behaviors are demonstrated by a teacher education candidate:
 - a. Compassion
 - b. Patience
 - c. Caring
 - d. Empathy
 - e. Unselfish
 - f. Willingness to help others
 - g. Inclusive spirit
 - h. Embrace and celebrate diversity
 - i. Passion
 - i. For teaching and learning
 - ii. For the agriculture content
 - iii. For the entire agriculture industry
 - iv. As a lifelong learner
- B. Creative
 - a. Inquisitiveness
 - b. Creative and Critical thinker
 - c. Problem solver
- C. Contextually aware
 - a. Organizational skills
 - b. Results focused
 - c. Manager of change
 - d. Adaptable
- D. Communicative

2017 – 2020 Standards for School-Based Agricultural Education Teacher Preparation Programs



- a. Demonstrate professional communication skills (Speaking, Listening & Writing)

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