

American Association for Agricultural Education (AAAE)

National Standards for Teacher Education in Agriculture

CONCEPTUAL FRAMEWORK

Standard 1: The design, implementation, and evaluation of an agricultural education teacher preparation program reflect a dynamic conceptual framework, grounded in experience-based knowledge developed with input valued by all stakeholders. The conceptual framework establishes the vision for the agricultural education teacher preparation program to prepare teachers to work effectively in schools.

Expectations:

- 1a. The conceptual framework, harmonious with the institutional teacher preparation mission and goals, has been communicated to preservice teachers, public school administrators, teachers, and teacher educators.

Sample Indicators/Evidence:

- 1.a.1. The conceptual framework is related to the institutional mission statement.
1.a.2. The conceptual framework is explained and demonstrated in activities of the program and documented through copies of letters, meeting notes, student records, handbooks, etc.
- 1b. The conceptual framework of the program is in alignment with processes, expected outcomes and realities of teaching community-based agricultural education.

Sample Indicators/Evidence: The program policies, procedures, needs assessments, advisory and other stakeholder meeting notes, practice, and/or other documents indicate that

- 1.b.1. Identified outcomes of the program are linked with conceptual framework components.
1.b.2. A clear linkage exists between the conceptual framework and contemporary issues in the field (problems of practice).
- 1c. The conceptual framework is enhanced through periodic stakeholder review.

Sample Indicators/Evidence:

- 1.c.1. An advisory committee reviews the relevance and application of the conceptual framework as evidenced through meeting minutes and other meeting notes.
1.c.2. Documentation is provided to clearly show that preservice student and teacher input is used to annually review the conceptual framework.

1d. The conceptual framework provides for the needs of life-long learners.

Sample Indicators/Evidence:

- 1.d.1. Needs assessment documentation, meeting/discussion notes, focus group transcripts, and/or other documents indicate that the conceptual framework seeks input from teachers in the field, on an annual basis, to identify continuing education needs.
- 1.d.2. Comparisons of conceptual frameworks, developed over time, clearly show that the input of life-long learners is used to enhance the preservice program.

1e. The conceptual framework is used as the benchmark to evaluate proposed changes to the program.

Sample Indicators/Evidence:

- 1.e.1. A review committee evaluates proposed changes to the program using the conceptual framework as evidenced by minutes, meeting notes, transcripts and/or other documents.
- 1.e.2. Impacts to the program are considered beyond the proposed changes (e.g., certification requirements, credit load balance, emerging issues) as evidenced by minutes, meeting notes, transcripts and/or other documents.

1f. The conceptual framework encourages and facilitates rather than restricts students to complete the preservice requirements in agricultural education in agreement with the teacher education program's institutional mission (e.g., BS degree, 5th year program, certification programming).

Sample Indicators/Evidence:

- 1.f.1. Departmental policies, handbooks, recruitment plans, and/or other documentation clearly indicate the sequential nature of the teacher preparation program.
- 1.f.2. Entry requirements for the agricultural teacher education program are related to teacher performance and are consistent with the professional education unit of the institution as evidenced by the application package and records of admission decisions.

CATEGORY I: CANDIDATE PERFORMANCE

Sub-Category: Curriculum Components

Standard 2: The design of the agricultural education teacher preparation program ensures that students complete a balanced program of general education, technical content, and pedagogical and professional studies.

Expectation2a: *General Education*

2a. The program provides for teacher education candidates to complete general courses in the liberal arts and sciences that develop theoretical and practical understandings.

Sample Indicators/Evidence:

- 2.a.1. General education includes the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences as evidenced by program requirements.
- 2.a.2. General education constitutes approximately one-third of the total program hours required for teacher licensure or certification.
- 2.a.3. Teacher candidates attain a minimum GPA in overall coursework consistent with institutional certification standards within the professional education unit.

Expectation 2b: Professional and pedagogical knowledge

- 2b. The program provides for teacher candidates to acquire and develop the pedagogical and professional understandings and skills needed to work with all students.

Sample Indicators/Evidence: Written program requirements, students' individual summaries of record and transcripts, course catalogs, and other documents clearly indicate that

- 2.b.1. Pedagogical and professional instruction related to agricultural education includes coursework and/or experiences in
 - ✓ Social, historical, and philosophical foundations of education and career/technical education to include the impact of technological and societal changes on schools;
 - ✓ School law and educational policy;
 - ✓ Program planning in agricultural education;
 - ✓ Curriculum development and analysis;
 - ✓ Coordination of Supervised Agricultural Experience programs;
 - ✓ Coordination of National FFA Organization activities;
 - ✓ Professional ethics;
 - ✓ Classroom and laboratory teaching methods (e.g. problem-solving, inquiry/discovery);
 - ✓ Career development (portfolios, interviewing, and placement);
 - ✓ Student performance assessment;
 - ✓ Serving learners with exceptionalities;
 - ✓ Inquiry and research; and
 - ✓ Instructional uses of technology.
- 2.b.2. Teacher candidates attain a minimum GPA in professional and pedagogical coursework consistent with institutional certification standards within the professional education unit.
- 2.b.3. Professional and pedagogical coursework constitutes approximately one-third of the total program hours as identified by the state agency responsible for teacher licensure or certification. This is evidenced by program requirements and/or other documents.

- 2c. Programs are designed so that teacher candidates attain competence in basic principles, concepts, and experiential practices in agricultural science and natural resources related to

- A. Business, Management, and Economic Systems
- B. Agricultural and Mechanical Systems

- C. Plant, Animal, and Food Systems
- D. Natural Resources and Environmental Systems

With proficiency or advanced competence in at least one of the areas.

Sample Indicators/Evidence: Written program requirements, course catalogs, and other documents clearly indicate that

- 2.c.1. Technical subject matter constitutes approximately one-third of the total hours required for program completion.
- 2.c.2. Teacher candidates attain a minimum GPA in technical subject matter courses consistent with institutional certification standards within the professional education unit.
- 2.c.3. Teacher candidates acquire minimum state requirements in technical work experience for teacher licensure or certification as verified by program records.
- 2.c.4. Teacher candidates acquire advanced competence in at least one of the content areas of agriculture as evidenced by advanced course standing.

CATEGORY I: CANDIDATE PERFORMANCE

Standard 3: The agricultural education teacher preparation program recruits, admits, and retains an adequate supply of quality students who demonstrate potential for professional success in the agricultural education community.

Expectations:

3a. A plan is activated to recruit, admit, and retain a diverse student population in agricultural teacher education.

Sample Indicators/Evidence:

- 3.a.1. A recruitment plan is developed, is on file, and actively used to identify prospective students from diverse backgrounds.
- 3.a.2. Scholarships and other incentives are available to attract and retain a student population based on the diversity of the region served by the program.
- 3.a.3. The program faculty review teacher education admission criteria on a periodic basis as evidenced by meeting notes, minutes, or other records.
- 3.a.4. The recruitment plan is annually reviewed and revised.
- 3.a.5. The program maintains records of applications, teacher education admissions, and program completers.

3b. The program monitors and assesses the progress of its students by providing appropriate advising from admission through induction into the teaching profession.

Sample Indicators/Evidence:

- 3.b.1. Students have a plan of study on file.
- 3.b.2. Student assessments are based on multiple data sources, (e.g., GPAs, portfolios, observations, and videotapes of clinical teaching experiences).

- 3.b.3. Students are monitored and advised throughout all stages of their programs, and based on criteria for admission into teacher education.
- 3.b.4. Assistance and remediation are available to students who are not making satisfactory progress.
- 3.b.5. Criteria are consistent with the department/program area's conceptual framework for students' eligibility for professional internships.
- 3.b.6. Student placements are tracked through initial placement.
- 3.b.7. Faculty and staff serve as resource persons through teacher induction.

CATEGORY II: UNIT CAPACITY

Sub-Category: Delivery (Quality Instruction)

Standard 4: Teaching in the agricultural education teacher preparation program is of high quality, consistent with the program's conceptual framework, and reflects knowledge derived from research and sound educational practice.

Expectations:

4a. Faculty use a variety of effective instructional strategies that reflect an understanding of different models and approaches to learning. (e.g. models, strategies, or approaches include, but are not limited to problem-solving, experiential learning, constructivism, inquiry, microteaching, reflective teaching, and effective use of emerging technologies).

Sample Indicators/Evidence:

- 4.a.1. Course syllabi, lesson plans and assessments indicate regular use of instructional strategies consistent with accepted theory and sound educational practices.
- 4.a.2. Samples of student journals, portfolios, and other assessments show evidence of different models and approaches to teaching and learning.
- 4.a.3. Candidates engage in concrete and vicarious experiences in clinical and laboratory contexts (e.g., microteaching, reflective teaching, and observations) as evidenced by their journals, portfolios, and other artifacts.
- 4.a.4. Faculty model appropriate technologies in a variety of instructional settings.

4b. Agricultural education faculty instruction encourages the development of reflection, higher-order thinking, and professional disposition of teacher candidates.

Sample Indicators/Evidence:

- 4.b.1. Faculty gather a variety of evidence to assess students' abilities to reflect through written compositions and oral expressions (e.g., process portfolios, journals, self-assessment of microteachings).
- 4.b.2. All candidates develop a personal philosophy of education that is kept on file in the program; opportunities are provided for reflection and revision of the philosophy during the course of the student's program.
- 4.b.3. Candidates are student members in professional/student organizations and participate in professional development activities as documented by student membership rolls, meeting minutes, or travel records, etc.

4c. Faculty instruction is systematically evaluated with the results used to improve the quality and effectiveness of instruction.

Sample Indicators/Evidence:

- 4.c.1. Faculty use appropriate evaluation techniques to improve instruction as evidenced by summaries of evaluations, course syllabi, and faculty notes.
- 4.c.2. Documentation is provided to show that faculty use peer assessment(s) to improve instruction on a periodic basis.
- 4.c.3. Faculty continuously engage in professional development opportunities to improve their instruction on an ongoing basis as evidenced by travel records, faculty notes, and other documents.

CATEGORY II: UNIT CAPACITY

Sub-Category: Delivery (Quality Field Experiences)

Standard 5: The agricultural education teacher preparation program ensures that field experiences are of high quality, consistent with the program's conceptual framework, and are well planned and sequential.

Expectations:

5a. Early field experiences include a minimum of 40 student contact hours in diverse school-based agricultural education programs.

Sample Indicators/Evidence:

- 5.a.1. Plans and records indicate that early field experience placements are made in schools that reflect the diversity of the state and region.
- 5.a.2. Early field experiences provide preservice students with the opportunity to observe the intra-relationship among instruction, FFA, and SAEs as evidenced by reflection, journaling, and completion of a structured program of experience.
- 5.a.3. Early field experiences are supervised by individuals with teaching experience in agricultural education.

5b. The teaching internship experience consists of a minimum of 10 complete weeks of student teaching, or its equivalent, in a successful and diverse agricultural education program.

Sample Indicators/Evidence:

- 5.b.1. Placement plans describe selection criteria of teaching internship sites. Records indicate that the program selects field experiences, including teaching internships, to provide candidates with opportunities to
 - 5.b.1.1. Apply principles and theories from the conceptual framework to actual practice in classrooms and schools where diverse agricultural education programs have demonstrated success in integrating instruction, Supervised Agricultural Experience, and FFA;

5.b.1.2. Study and practice in a community with diverse student populations (students of different ages, cultures, and abilities).

5.b.2. Teaching internships encourage reflection by candidates and feedback from agricultural education faculty, school faculty, and peers as evidenced by written course expectations, and samples of journals, portfolios, and other documents.

5.b.3. Teaching internship experiences include significant intensity and duration of classroom instruction, supervision of student agricultural experience programs, and supervision of FFA activities to demonstrate initial agricultural education teacher competence as evidenced by written course expectations, and samples of journals, portfolios, and other documents.

5c. Teaching interns are supervised by agricultural education faculty.

CATEGORY II: UNIT CAPACITY

Sub-Category: Community

Standard 6: The agricultural education teacher preparation program collaborates with stakeholders to provide an effective and dynamic preservice teacher education program for preparing agricultural educators.

Expectations:

6a. The program interacts with a diverse group of stakeholders.

Sample Indicators/Evidence:

6.a.1. The program interacts regularly with stakeholders including, but not limited to staff of national- and state-level units of education; staff and administration of units within higher education institutions; agricultural business and industry representatives; leaders and administrators of professional agricultural education organizations; program alumni; government agency personnel; and students as evidenced by meeting minutes, focus group transcripts, letters, and other documents.

6.a.2. Documented records of involvement by program personnel show intent and practice of engagement with various stakeholders in the professional and immediate geographical community (boards, committees, task force proceedings, etc.).

6.a.3. Program personnel attend professional meetings with stakeholders and others as evidenced by travel records, meeting minutes and other documentation.

6b. An advisory committee provides input regarding the planning, assessment, and promotion of the agricultural education teacher preparation program.

Sample Indicators/Evidence:

6.b.1. Members are selected from stakeholder groups, traditional and nontraditional (i.e., elementary education), as evidenced by records.

- 6.b.2. Records or other documents of annual meetings and activities, including agendas, attendees, and accomplishments and/or recommendations are kept on file.
 - 6.b.3. The program uses the American Association for Agricultural Education National Standards for Agricultural Teacher Education Program Improvement to direct program improvement efforts.
- 6c. Agreements with schools, cooperating teachers and agencies; professional organizations; and others indicate that (a) field experiences and teaching internships are designed and implemented in concert, (b) teaching interns are supported in their achievement of desired outcomes, and (c) cooperating teachers receive ample training for assisting, coaching, and mentoring the preservice teacher or intern.

Sample Indicators/Evidence:

- 6.c.1. Agreement forms reflect current expectations of the program and field experience sites, as well as state requirements as evidenced by meeting notes, letters, needs assessment documents, and other items.
 - 6.c.2. The program maintains a file of documented teaching intern and cooperating teacher evaluations and/or testimonials relating to program activities.
 - 6.c.3. Samples of student portfolios and other documents provide evidence of the quality of the field and internship experiences.
- 6d. Program personnel are an integral part of the agricultural education leadership team (state, regional, and national).

Sample Indicators/Evidence:

- 6.d.1. Personnel actively serve and provide leadership on committees of the professional organizations as evidenced by records, meeting minutes, curriculum vitae, etc.
- 6.d.2. Personnel regularly participate in meetings and activities (e.g., advisory committees, task force teams, and inservice activities) as evidenced by meeting minutes and other records.
- 6.d.3. Personnel provide leadership to agricultural education teachers and other related stakeholder groups.

CATEGORY II: UNIT CAPACITY

Sub-Category: Diversity

Standard 7: The agricultural education teacher preparation program demonstrates and promotes an ongoing commitment to diversity.

Expectations:

- 7a. The faculty and staff of the program represent the diversity of the region/area served by the program.

Sample Indicators/Evidence:

- 7.a.1. A plan is on file and actively used in identifying and hiring prospective faculty/staff candidates who a) are members of underrepresented populations (gender and race); b) have different experiences, expertise, and talents; and c) possess different philosophical perspectives.
- 7.a.2. Documentation is provided to show appropriate measures (e.g., social support, special mentoring programs, incentives) that are available to attract, hire, and retain diverse faculty and staff.
- 7.a.3. Evidence is provided to show that the plan is reviewed and revised on a regular basis, particularly with each new search/hire.

7b. A plan is in place to recruit, admit, and retain a diverse student population.

Sample Indicators/Evidence:

- 7.b.1. A plan is on file and actively used in recruiting and maintaining a diverse student body.
- 7.b.2. Appropriate measures (e.g., social support, special mentoring programs, scholarships, and other incentives) are available to attract and retain a diverse student population.
- 7.b.3. Evidence is provided to show that the recruitment plan is reviewed and revised annually.
- 7.b.4. The program maintains records of applications and enrollment decisions.

7c. The curriculum, field experiences, and other activities provide both faculty and students with opportunities to interact with individuals of diverse backgrounds.

Sample Indicators/Evidence:

- 7.c.1. Course syllabi and requirements, student journals, portfolios, and other documentation evidence student reflections about and sensitivity toward diversity.
- 7.d.1. The program encourages preservice and in-service activities that support and/or promote an awareness of diversity.
- 7.d.2. Curriculum and instructional materials present the agricultural industry as a career opportunity for all individuals.

CATEGORY II: UNIT CAPACITY

Standard 8: Agricultural education teacher preparation faculty demonstrate scholarship in their teaching, inquiry, and outreach roles.

Expectations:

8a. All faculty have an earned doctorate in agricultural education or a closely related field.

Sample Indicators/Evidence:

8.a.1. Curriculum vitae and transcripts are on file.

8b. Agriculture teacher education faculty are committed to scholarly teaching, inquiry, and outreach.

Sample Indicators/Evidence:

- 8.b.1. Faculty hires have demonstrated excellence in teaching in school-based settings at the middle and/or secondary levels. This is evidenced by references, peer reviews, recommendations, and/or documentation of their students' achievements.
- 8.b.2. Faculty are knowledgeable about and integrate technology into their teaching as evidenced by course syllabi, course descriptions, samples of student portfolios and assignments, and websites, etc.
- 8.b.3. Faculty are knowledgeable and experienced in teaching and learning, cultural differences, and exceptionalities as evidenced by curriculum vitae, course syllabi, and other documentation.
- 8.b.4. Dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology as evidenced by faculty research agendas, publication records, courses taught, and other artifacts.
- 8.b.5. Faculty have had at least three years of successful teaching experience in agricultural education prior to their faculty appointments.
- 8.b.6. Faculty engage in school-based field experiences (e.g. classroom instruction, student teaching supervision, action research, classroom observations, FFA/4-H leadership activities) as evidenced by departmental records.

8c. Faculty engage in ongoing professional development in critical and emerging issues in education for the purpose of updating program components and instruction.

Sample Indicators/Evidence:

- 8.c.1. Emerging issues (youth development, ethics, equality, and diversity, etc.) are proactively addressed by faculty in content and pedagogy as evidenced by unit and lesson plans, syllabi, and other artifacts.

8d. Faculty are actively involved in professional activities.

Sample Indicators/Evidence:

- 8.d.1. Agricultural teacher education faculty provide leadership in professional associations at the local, state, and national levels.
- 8.d.2. Faculty participate in the decision-making processes (e.g., committees, task forces, ad hoc committees) of professional associations at the local, state, and national levels as evidenced by meeting minutes, agendas, and other records.

8e. Faculty appointments, including off-campus and distance teaching, allow personnel to be involved in scholarly teaching, inquiry, and outreach activities.

Sample Indicators/Evidence:

- 8.e.1. Realistic workloads and assignments facilitate faculty involvement in scholarly teaching, inquiry, and outreach; including working in schools, curriculum development, advising, administration, institutional committees, etc.
 - 8.e.2. The load for faculty teaching each semester does not exceed 12 semester/quarter hours for undergraduate courses or nine semester/quarter hours for graduate courses or an appropriate proportion for a combination of undergraduate and graduate courses.
 - 8.e.3. Determination of faculty teaching load considers, but is not limited to factors such as class size, number of preparations, and research and outreach responsibilities as evidenced by written program policies and procedures.
 - 8.e.4. Faculty workload is adjusted to accommodate student teaching supervision as evidenced by written program policies and procedures.
 - 8.e.5. Faculty workload is adjusted to allow for research and development projects as evidenced by written policies and procedures.
- 8f. Systematic and comprehensive activities enhance the competence and intellectual vitality of the professional education faculty.

Sample Indicators/Evidence:

- 8.f.1. Faculty are encouraged to be continuous learners through program policies, culture, and practices.
- 8.f.2. Faculty are regularly involved in professional development activities as evidenced by annual faculty appraisals.
- 8.f.3. Periodic faculty evaluations are used to improve teaching, inquiry, and outreach as evidenced by program records.
- 8.f.4. The program provides mentoring for new faculty as evidenced by written policies and procedures.
- 8.f.5. The program promotes and supports regular sabbatical and study leaves consistent with institutional policies as evidenced by records, faculty files, etc.

CATEGORY II: UNIT CAPACITY

Standard 9: The agricultural education teacher preparation program has sufficient resources to prepare successful teachers of agriculture.

Expectations:

- 9a. Sufficient human resources exist for the program to provide a quality educational experience for candidates.

Sample Indicators/Evidence:

- 9.a.1. A minimum of two tenure track FTEs is dedicated to the preservice teacher education program.
- 9.a.2. Faculty to student ratios are consistent with the average for the institution.
- 9.a.3. Adequate support staff are assigned to the program at a ratio consistent with the average for the institution.

- 9.a.4. All individuals with supervisory responsibility for agricultural education students receive appropriate training.
- 9b. The program has sufficient facilities to conduct an effective teacher education program.

Sample Indicators/Evidence:

- 9.b.1. Dedicated classroom and laboratory facilities to simulate a model middle school or high school environment are available for use by the program.
 - 9.b.2. Instructional equipment includes current teaching technologies and is available for use in the program.
 - 9.b.3. Space is provided for the program administrative faculty, support staff, and graduate student offices; storage areas (resource materials and instructional equipment); workroom (preparation areas; Internet and other web-based resource materials); and a reference room/library.
- 9c. The program has a broad range of support systems for faculty and students.

Sample Indicators/Evidence:

- 9.c.1. Adequate funding supports faculty salaries (competitive in the market), operating expenses (supplies and materials), travel for supervision of teaching interns, professional development, and cooperating teacher stipends (where applicable).
- 9.c.2. Resource materials are available for faculty and student use including, but not limited to curriculum guides/lesson plans, texts and reference books, resource materials, Internet access, and extension publications.
- 9.c.3. The program facilitates placement of successful graduates, including but not limited to available teaching positions.