

Agriculture Sciences Technology
4-8, 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multi cultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher knows how agricultural education relates to other disciplines.

The teacher has knowledge of animal science and production.

The teacher has knowledge of plant science and production.

The teacher has a knowledge of horticulture and floriculture.

The teacher has knowledge of the area concepts of agriculture mechanics.

The teacher has a knowledge of greenhouse management.

The teacher has knowledge of soil science.

September 11, 1998

The teacher has a knowledge of fruit and vegetable production.

The teacher has knowledge of the role and practices of supervised agricultural experiences in agricultural education.

The teacher has knowledge of the science of natural resources and conservation.

The teacher has knowledge of the role, history and practices of Future Farmers of America (FFA) as an integral part of agricultural education.

The teacher has knowledge of records and reports (inventory, cash flow statements, net-worth statements, etc.) related to farm production and agri-business.

The teacher has knowledge of agri-business, processing, and marketing agricultural products.

The teacher has knowledge of agri-economics and entrepreneurship.

The teacher has knowledge of parliamentary procedures, public speaking, and other leadership skills.

The teacher has a knowledge of forestry.

The teacher has a knowledge of trends and issues of agricultural education.

The teacher has knowledge of the political processes affecting education and agricultural policies.

The teacher has knowledge of the basic concepts of agricultural education and engages students in activities designed to improve understanding of agriculture and its role in today's society.

The teacher has a knowledge of the historical, philosophical, and legal basis of services for children both with and without special needs.

The teacher has a knowledge of new and emerging technology and its application to agriculture.

September 11, 1998

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher has a positive attitude toward agricultural education.

The teacher values communicating the positive aspects of agricultural education to internal and external publics.

The teacher is open to alternative ideas and viewpoints.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

The teacher presents factual and accurate information.

The teacher encourages discussion of alternative views on issues of agriculture.

The teacher stays up to date on agriculture issues.

The teacher employs various methods and styles of teaching.

September 11, 1998

The teacher implements lab exercises where practical to evaluate new information.

The teacher, where appropriate, uses examples of various cultural perspectives in agriculture.

The teacher has knowledge of current trends and issues in general education and special education.

The teacher exhibits enthusiasm for agricultural education and helps to connect it to everyday life.

The teacher actively integrates vocational and academic skills into his/her teaching.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows about the community and local resources and how to develop instructional activities and programs.

The teacher knows how to develop curriculum relevant to students.

The teacher knows how to teach writing and oral communication skills through interdisciplinary units of study in coordination with teachers of other disciplines.

September 11, 1998

The teacher knows how to develop comprehensive student evaluation methods that are aligned with curriculum.

The teacher knows how to integrate technical subject matter in the curriculum.

The teacher knows how to use various instructional technology and methods appropriate to content.

The teacher knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The teacher knows how to adapt oral and written communication to the needs of the student.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to determine instructional, functional, and developmental needs of pupils through the use of curriculum-based assessments and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher know how to develop formal and informal alternative types of assessment (e.g., portfolio assessment, curriculum based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

The teacher actively encourages students to participate in leadership and other career development events.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher values using a variety of instructional activities and assessment techniques.

The teacher values exploring and using technology currently used in business and industry.

The teacher appreciates innovative ideas, teaching methods and materials, and technology.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher demonstrates the ability to develop and use instructional aids relevant to the curriculum and the student's level of learning.

The teacher stimulates relevant student discussion and feedback.

The teacher demonstrates the ability to integrate broad spectrum vocational communication and academic skills.

September 11, 1998

The teacher develops long range curriculum, course outlines, lesson plans, and relevant subject-specific skills.

The teacher correlates supervised agriculture experience, FFA, and career development activities into the curriculum.

The teacher demonstrates the ability to make an orderly presentation of a lesson.

The teacher demonstrates infusion of appropriate safety and sanitation practices throughout the curriculum.

The teacher formulates units of study and lesson plans in harmony with related curriculum frameworks.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with

The teacher plans and implements developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualize family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils (i.e., gender, gifted to low functioning, various disabilities, high to low SES, varying learning styles, culturally and linguistically diverse, and social problems specific to the community [e.g., drugs, poverty, guns]).

The teacher has the ability to infuse speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher has the ability to select media and technology appropriate to instructional goals and objectives and the ability to use assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information

September 11, 1998

about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedure based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher participates and collaborates with other professionals as a team member in conducting family-centered assessments (especially for early childhood teachers).

The teacher collaborates with other professionals in evaluating the student.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows how to provide level-appropriate opportunities for students to explore new opportunities in Agricultural Education through activities such as judging teams, Future Farmers of America (FFA) activities, public speaking, etc.

The teacher knows how to provide activities requiring teamwork, cooperative learning, and problem-solving.

The teacher knows how to use advisory committees and community resources to find information and services to support students.

September 11, 1998

The teacher knows how to use a variety of level-appropriate student assessment techniques such as observation, written examinations, oral examinations, group projects, etc.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher is sensitive to ethical considerations inherent in classroom behavior management.

The teacher knows techniques for crisis prevention, as well as for working with students from various cultural backgrounds, and with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching children with special needs.

The teacher knows and understands how exceptionalities and medications may affect behavior and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values a positive climate conducive to learning.

The teacher values the maintenance of a physically comfortable classroom for all students.

The teacher values high expectations for students and respects individual ability levels.

The teacher appreciates student participation.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn and persists in helping all children achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL appropriate classroom activities.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher uses student feedback to monitor and adjust.

The teacher participates in professional development activities such as professional reading, in-service activities, etc.

The teacher maintains composure in all situations.

The teacher adapts materials to ability-level of students.

The teacher makes every effort to prevent student failure.

The teacher uses individual work and group activities.

September 11, 1998

The teacher provides demonstrations and models.

The teacher calls on different students by name.

The teacher asks probing questions.

The teacher uses student experiences.

The teacher uses current technology.

The teacher applies concepts of human growth and development to classroom instruction in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/student interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher help pupils work and cooperatively interact with their peers.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows the morals and values of the community.

The teacher knows how to communicate on the level that the students can understand.

The teacher knows how to demonstrate and teach respect and dignity.

The teacher knows how to recognize and teach to individual differences.

The teacher knows how to exhibit leadership as a vital part of the instructional program.

The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The teacher knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The teacher knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher values the creation of opportunities for all students to develop their potential.

The teacher appreciates an attitude that promotes order in the classroom environment.

The teacher values the importance of effective communication.

The teacher values having democratic principles, citizenship, and patriotism as part of the instructional program.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all persons with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher accepts cultural diversity within the classroom without demeaning children.

The teacher promotes an environment which will develop student potential.

The teacher communicates effectively with students, parents and community.

The teacher teaches respect and dignity for all individuals.

The teacher demonstrates effective discipline in the classroom.

The teacher maintains a program that will teach and demonstrate leadership through listening, communicating, interest, and work ethics.

The teacher recognizes and addresses diversity of the student population in developing individual potential.

The teacher uses Supervised Agriculture Experiences to promote career awareness and exploration.

The teacher models the roles which teachers, other professionals, and parents assume in a collaborative relationship.

September 11, 1998

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The teacher explains educational programs of students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher encourages students to be a positive advocate of their program, school, community, other students, and themselves.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows the importance of good community relations.

The teacher knows the importance of recognition of parents and family in students' development.

The teacher has knowledge of Business and Industry concerns and expectations in the community.

The teacher has knowledge of legal obligations.

The teacher knows the importance of Future Farmers of America (FFA).

The teacher knows how to use advisory committees, alumni, and community resources.

September 11, 1998

The teacher knows that he/she is an integral part of the school system.

The teacher knows the importance of collaboration with P-16 colleagues.

The teacher maintains an open-line of communication with parents.

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher knows how to use stress management skills.

The teacher knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to involve parents in the instructional process.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is open to accepting various situations.

The teacher values current research and technology to direct relevant change.

The teacher appreciates involvement in activities to improve the school.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher actively participates in shaping the direction of agricultural education through participation in community and professional organizations.

The teacher is active in professional agriculture organizations.

The teacher develops a professional growth plan.

The teacher incorporates current research into curriculum and Supervised Agriculture Experiences.

The teacher demonstrates competence in legal obligations of the profession.

The teacher advocates student learning and school improvement.

The teacher demonstrates competence in laboratory and facility use through effective use of resources.

The teacher pursues adequate funding for Future Farmers of America (FFA) and program needs from school community, and any other available resources.

September 11, 1998

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development.

The teacher involves families in assessing planning for individual children, including children with special needs.

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with students needs.

The teacher demonstrates knowledge of the roles and uses of paraprofessionals and volunteers in an instructional program.

The teacher employs adult learning principles in supervising and training adults.

The teacher facilitates the identification of staff development needs and strategies for

September 11, 1998

professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of children and their families.