

**Kansas Licensure Standards
Agricultural Education**

Kansas Licensure Standards for Agricultural Educators

****Learner(s)** is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Learner Difference. The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.

Function 1: The teacher provides experiential learning through FFA.

Content Knowledge (CK)	Professional Skills (PS)
1.1.1 CK The teacher understands the advisor’s function and responsibilities to maintain an FFA Chapter.	1.1.4 PS The teacher advises and manages an FFA Chapter.
1.1.2 CK The teacher knows the structure of the National FFA Organization.	
1.1.3 CK The teacher knows the opportunities and benefits of the National FFA Organization to students.	

Function 2: The teacher provides experiential learning through SAE.

Content Knowledge (CK)	Professional Skills (PS)
1.2.1 CK The teacher knows SAE opportunities for students	1.2.4 PS The teacher supervises Student SAE’s 1.2.5 PS The teacher assist students in identifying their personal career goals.
1.2.2 CK The teacher understands the procedure for assisting students in developing an SAE.	
1.2.3 CK The teacher understands financial record keeping for SAE.	

Standard 2: Content Knowledge. The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.

Function 1: The teacher possesses a knowledge of animal systems.

Content Knowledge (CK)	Professional Skills (PS)
2.1.1 CK The teacher knows career opportunities in animal systems.	2.1.5 PS The teacher integrates knowledge of animal systems into instructional planning, delivery, and assessment
2.1.2 CK The teacher understands current practices in animal systems.	
2.1.3 CK The teacher is aware of current issues in animal systems.	
2.1.4 CK The teacher understands relevance of animal systems to the consumer.	

Function 2: The teacher possesses a knowledge of plant systems.

Content Knowledge (CK)	Professional Skills (PS)
2.2.1 CK The teacher knows career opportunities in plant systems.	2.2.5 PS The teacher integrates knowledge of plant systems into instructional planning, delivery, and assessment
2.2.2 CK The teacher understands current practices in plant systems.	
2.2.3 CK The teacher is aware of current issues in plant systems.	
2.2.4 CK The teacher understands relevance of plant systems to the consumer.	

Function 3: The teacher possesses a knowledge of power, structural and technical systems.

Content Knowledge (CK)	Professional Skills (PS)
2.3.1 CK The teacher knows career opportunities in power, structural and technical systems.	2.3.1 PS The teacher integrates knowledge of power, structural and technical systems into instructional planning, delivery, and assessment
2.3.2 CK The teacher understands current practices in power, structural, and technical systems.	
2.3.3 CK The teacher is aware of current issues in power, structural, and technical systems.	
2.3.4 CK The teacher understands relevance of power, structural and technical systems to the consumer.	

Function 4: The teacher possesses a knowledge of agribusiness systems.

Content Knowledge (CK)	Professional Skills (PS)
2.4.1 CK The teacher knows career opportunities in agribusiness systems.	2.4.5 PS The teacher integrates knowledge of agribusiness systems into instructional planning,

2.4.2 CK The teacher understands current practices in agribusiness systems.	delivery, and assessment
2.4.3 CK The teacher is aware of current issues in agribusiness systems.	
2.4.4 CK The teacher understands relevance of agribusiness systems to the consumer	
Function 5: The teacher possesses a knowledge of environmental service and natural resource systems.	
Content Knowledge (CK)	Professional Skills (PS)
2.5.1 CK The teacher knows career opportunities in environmental services and natural resource systems.	2.5.5 PS The teacher integrates knowledge of environmental service and natural resource systems into instructional planning, delivery, and assessment.
2.5.2 CK The teacher understands current practices in environmental service and natural resource systems.	
2.5.3 CK The teacher is aware of current issues in environmental service and natural resource systems.	
2.5.4 CK The teacher understands relevance of environmental service and natural resource systems to the consumer.	
Function 6: The teach possesses a knowledge of biotechnology systems	
Content Knowledge (CK)	Professional Skills (PS)
2.6.1 CK The teacher knows career opportunities in biotechnology systems.	2.6.1 PS The teacher integrate knowledge of biotechnology systems into instructional planning, delivery, and assessment.
2.6.2 CK The teacher understands current practices in biotechnology systems.	
2.6.3 CK The teacher is aware of current issues in biotechnology systems.	
2.6.4 CK The teacher understands relevance of biotechnology systems to the consumer.	
Function 7: The teacher possesses a knowledge of food products and processing systems	
Content Knowledge (CK)	Professional Skills (PS)
2.7.1 CK The teacher knows career opportunities in food products and processing systems.	2.7.5 PS The teacher integrate knowledge of food products and processing systems into instructional planning, delivery, and assessment
2.7.2 CK The teacher understands current practices in food products and processing systems.	
2.7.3 CK The teacher is aware of current issues in food products and processing systems.	

2.7.4 CK The teacher understands relevance of food products and processing systems to the consumer.	
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Standard 3: Content Knowledge. Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.

Function 1: The teacher integrates reading content into agricultural content and instruction.

Content Knowledge (CK)	Professional Skills (PS)
3.1.1 CK The teacher identifies reading strategies appropriate for agricultural content.	3.1.2 PS The teacher incorporates reading strategies into instruction in agriculture.

Function 2: The teacher integrates writing content into agricultural content and instruction

Content Knowledge (CK)	Professional Skills (PS)
3.1.1 CK The teacher identifies writing strategies appropriate for agricultural content.	3.1.2 PS The teacher incorporates writing strategies into instruction in agriculture.

Function 3: The teacher integrates mathematics content into agricultural content and instruction

Content Knowledge (CK)	Professional Skills (PS)
3.1.1 CK The teacher identifies math principles appropriate for agricultural content.	3.1.3 PS The teacher incorporates math principles into instruction in agriculture.
3.1.2 CK The teacher utilizes correct math terminology in agricultural content.	

Function 4: The teacher integrates science content into agricultural content and instruction

Content Knowledge (CK)	Professional Skills (PS)
3.1.1 CK The teacher identifies science principles appropriate for agricultural content.	3.1.3 PS The teacher incorporates science principles into instruction in agriculture.
3.1.2 CK The teacher utilizes correct science terminology in agricultural content.	

Standard 4: Content Knowledge. Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.

Function 1: The teacher applies life and career skills to assure learner mastery of agricultural content.

Content Knowledge (CK)	Professional Skills (PS)
4.1.1 CK The teacher defines the role of Supervised Agricultural Experiences in life and career skill development.	4.1.2 PS The teacher utilizes Supervised Agricultural Experiences to reinforce student development of life and career skills.

Function 2: The teacher applies critical thinking and communication skills to assure learner mastery of agricultural content.

Content Knowledge (CK)	Professional Skills (PS)
4.2.1 CK The teacher solves problems using critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams.	4.2.3 PS The teacher utilizes meaningful FFA and SAE student engagement activities to promote critical thinking and communication.
4.2.2 CK The teacher uses oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.	4.2.4 PS The teacher utilizes various laboratory experiences to develop student critical thinking and communication skills.

Function 3: The teacher applies information, media and technology skills to assure learner mastery of agricultural content

Content Knowledge (CK)	Professional Skills (PS)
4.3.1 CK The teacher identifies appropriate information technology tools and strategies for delivery of agricultural content.	4.3.2 PS The teacher utilizes information, media and technology in classroom and laboratory instruction.

Standard 5: Instructional Practice. Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Function 1: The teacher develops assessments for use in classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)	Professional Skills (PS)
5.1.1 CK The teacher identifies and practices creation of multiple forms of traditional and authentic assessments appropriate to the content area and level of cognition.	5.1.2 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to the content area and level of cognition.

Function 2: The teacher plans for classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)	Professional Skills (PS)
5.2.1 CK The teacher has knowledge of how to integrate Kansas College and Career Ready Standards into agricultural curriculum.	5.2.4 PS The teacher develops instructional plans.
5.2.2 CK The teacher has knowledge of Kansas agriculture competencies.	5.2.5 PS The teacher implements and maintains approved career pathways.
5.2.3 CK The teacher has knowledge of instructional strategies and tools appropriate to agriculture in classroom and laboratory settings.	5.2.6 PS The teacher plans course curriculum units and sequence for a comprehensive agriculture education program.

Function 3: The teacher provides classroom instructional opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)	Professional Skills (PS)
5.3.1 CK The teacher identifies teaching strategies appropriate to agricultural content.	5.3.2 PS The teacher uses teaching strategies appropriate to agricultural content.

Function 4: The teacher provides laboratory instruction opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)	Professional Skills (PS)
5.4.1 CK The teacher identifies specific safety issues in various agricultural laboratory settings.	5.4.3 PS The teacher utilizes best agricultural management practices in laboratory settings.
5.4.2 CK The teacher has knowledge of agricultural equipment, materials, and practices.	5.4.4 PS The teacher safely operates and maintains agricultural equipment.

Standard 6: Professional Responsibility. Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.

Function 1: The teacher participates in Professional Organizations

Content Knowledge (CK)	Professional Skills (PS)
6.1.1 CK The teacher identifies the benefits to joining the different professional organizations available in agricultural education.	6.1.2 PS The teacher attends local, district, and state professional meetings.

Function 2: The teacher regularly examines practice through self-reflection

Content Knowledge (CK)	Professional Skills (PS)
6.2.1 CK The teacher follows self-reflection guidelines.	6.2.2 PS The teacher modifies practice based on self-reflection.

Function 3: The teacher regularly examines practice through collaborator feedback

Content Knowledge (CK)	Professional Skills (PS)
6.3.1 CK The teacher seeks out collaborator feedback.	6.3.2 PS The teacher modifies practice based on collaborator feedback.