

Higher Education Teacher Preparation Standards

Agriculture grades 6-12



Kansas leads the world in the success of each student.

AGRICULTURE

Early Adolescence through Late Adolescence

Grades 6-12, Standards June 9, 2026

Standard 1: Program Foundations

The teacher candidate can describe and implement the three-circle model of School-based Agricultural Education (SBAE) programming integrating classroom instruction and laboratory experiences, work-based learning opportunities through Supervised Agricultural Experiences (SAEs), and leadership and personal development through FFA.

Function 1: The teacher candidate is able to accurately describe SBAE Program of Study (POS) design and evaluation.

Content Knowledge (CK)

- 1.1.1 CK The teacher candidate can identify industry trends and other local needs data to design an SBAE POS.
- 1.1.2 CK The teacher candidate can identify potential local business and community partnerships to support the SBAE POS.
- 1.1.3 CK The teacher candidate can describe the secondary and postsecondary course sequencing and alignment for career pathways.

Professional Skills (PS)

- 1.1.4. PS The teacher candidate is able to organize an Advisory Committee to evaluate and advise the SBAE POS.
- 1.1.5 PS The teacher candidate can guide students through their Individual Plan of Study (IPS) in identifying potential paths within the SBAE POS.

Function 2: The teacher candidate can accurately describe classroom instruction and laboratory experiences as a part of the broader POS design.

Content Knowledge (CK)

- 1.2.1 CK The teacher candidate can identify National Agriculture Cluster Standards and Kansas Course Competencies for SBAE courses.

Professional Skills (PS)

- 1.2.2. PS The teacher candidate can create an SBAE POS Scope and Sequence that aligns standards and competencies for the courses to be taught within a pathway.

Function 3: The teacher candidate can identify the steps used to create work-based learning opportunities through Supervised Agricultural Experiences (SAEs) as a part of the broader POS design.

Content Knowledge (CK)

- 1.3.1. CK The teacher candidate can explain how work-based learning impacts readiness for postsecondary success.
- 1.3.2. CK The teacher candidate can identify the levels of work-based learning through SAEs available to students. (i.e., Career Awareness, Career Exploration, and Career Preparation)
- 1.3.3. CK: The teacher candidate will identify and describe the different types of Supervised Agricultural Experience Programs.
- 1.3.4. CK: The teacher candidate demonstrates the knowledge and skills to encourage each student to develop their own SAE that can enhance their real-world experiences.

Professional Skills (PS)

- 1.3.5. PS The teacher candidate can create a scope and sequence of SAE programming available to students by career interests.
- 1.3.6. PS The teacher candidate utilizes Supervised Agricultural Experiences to reinforce student development of life and career skills.

Function 4: The teacher candidate is able to describe leadership and personal development through FFA as a part of the broader POS design.

Content Knowledge (CK)

- 1.4.1. CK The teacher candidate can explain the levels of involvement and benefits of leadership for personal growth through FFA available to students. (i.e., Career and Leadership Development Events, Leadership role opportunities, Conferences and Conventions, and Awards & Grants).

Professional Skills (PS)

- 1.4.2. PS The teacher candidate can create a scope and sequence of FFA programming available to students based on career and leadership interests.

Standard 2: Content Knowledge.

The teacher candidate will possess knowledge of agriculture in each of the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Function 1: The teacher candidate possesses a knowledge of each of the Kansas approved AFNR pathways.

Content Knowledge (CK)

2.1.1 CK The teacher candidate can identify and describe career opportunities in each of the career pathways.

2.1.2 CK The teacher candidate can explain current practices in each of the current pathways.

2.1.3 CK The teacher candidate is aware of current issues in each of the current pathways.

2.1.4 CK The teacher candidate can provide examples of the relevance of each current pathway to the consumer.

Professional Skills (PS)

2.1.5 PS The teacher candidate integrates knowledge of each current pathway into instructional planning, delivery, and assessment.

Standard 3: Core Academic Integration.

Knowledgeable teacher candidates can integrate reading, writing, mathematics, science, and social studies content into instruction in agriculture.

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

Content Knowledge (CK)

3.1.1 CK The teacher candidate identifies reading strategies appropriate for agricultural content.

Professional Skills (PS)

3.1.2 PS The teacher candidate incorporates reading strategies into instruction in agriculture.

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

Content Knowledge (CK)

3.2.1 CK The teacher candidate identifies technical writing strategies appropriate for agricultural content.

3.2.2 CK The teacher candidate identifies the different styles of writing appropriate for agricultural content, such as APA vs. MLA.

Professional Skills (PS)

3.2.3 PS The teacher candidate incorporates technical writing strategies into instruction in agriculture.

3.2.4 PS The teacher candidate incorporates and demonstrates APA style writing into instruction in agriculture.

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

Content Knowledge (CK)

3.3.1 CK The teacher candidate identifies math principles appropriate for agricultural content.

3.3.2 CK The teacher candidate utilizes correct math terminology in agricultural content.

3.1.3 CK The teacher candidate can explain and demonstrate the application of basic formulas and conversions used in agricultural content.

Professional Skills (PS)

3.3.3 PS The teacher candidate incorporates math principles into instruction in agriculture.

3.3.4. PS The teacher candidate demonstrates and uses basic formulas and conversions in instruction in agriculture.

Function 4: The teacher candidate integrates science content and lab skills into agricultural content and instruction.

Content Knowledge (CK)

- 3.4.1 CK The teacher candidate identifies science principles appropriate for agricultural content.
- 3.4.2 CK The teacher candidate utilizes correct science terminology in agricultural content.
- 3.4.3 CK The teacher candidate demonstrates proper use of basic scientific equipment (example, but not limited to, a compound microscope, electronic balance, etc.).

Professional Skills (PS)

- 3.4.4 PS The teacher candidate incorporates science principles and lab skills into instruction in agriculture.
- 3.4.5 PS The teacher candidate incorporates and demonstrates scientific equipment use into agricultural instruction.

Function 5: The teacher candidate integrates social studies content into agricultural content and instruction.

Content Knowledge (CK)

- 3.5.1 CK The teacher candidate identifies social studies principles appropriate for agricultural content.
- 3.5.2 CK The teacher candidate utilizes correct historical terminology in agricultural content.

Professional Skills (PS)

- 3.5.3 PS The teacher candidate incorporates social studies principles into instruction in agriculture.

Standard 4: Instructional Practice.

Effective instructional practice requires that teacher candidates are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, practice instructional strategies in classroom and laboratory settings and 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 within the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Function 1: The teacher candidate develops assessments for use in classroom and laboratory learning in Kansas-approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.1.1 CK The teacher candidate identifies and practices creation of multiple forms of traditional and authentic assessments appropriate to the content area and level of cognition.

Professional Skills (PS)

4.1.2 PS The teacher candidate constructs and implements multiple forms of valid and reliable assessments appropriate to the content area and level of cognition.

4.1.3 PS Teacher candidate utilizes authentic assessments to evaluate hands-on skills of students.

Function 2: The teacher candidate plans for classroom and laboratory learning in Kansas-approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.2.1 CK The teacher candidate has knowledge of College and Career Ready skills as reflected in instruction, FFA, and SAE.

4.2.2 CK The teacher candidate has knowledge of Kansas AFNR Pathways and is utilizing the agriculture competencies.

4.2.3 CK The teacher candidate has knowledge of instructional strategies and tools appropriate to agriculture in classroom and laboratory settings.

Professional Skills (PS)

4.2.4 PS The teacher candidate develops instructional plans.

4.2.5 PS The teacher candidate implements and maintains approved career pathways.

4.2.6 PS The teacher candidate plans course curriculum units and sequence for a comprehensive agriculture education program.

Function 3: The teacher candidate provides classroom instructional opportunities for student learning in Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.3.1 CK The teacher candidate identifies teaching strategies appropriate to agricultural content.

Professional Skills (PS)

4.3.2 PS The teacher candidate uses teaching strategies appropriate to agricultural content.

Function 4: The teacher candidate provides laboratory instruction opportunities for student learning in Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.4.1 CK The teacher candidate identifies specific safety issues in various agricultural laboratory settings.

4.4.2 CK The teacher candidate has knowledge of agricultural equipment, materials, and practices.

Professional Skills (PS)

4.4.3 PS The teacher candidate utilizes best agricultural management practices in laboratory settings.

4.4.4 PS The teacher candidate safely operates and maintains agricultural equipment.

4.4.5 PS teacher candidate teaches appropriate laboratory safety procedures to students.

Function 5: The teacher candidate applies information, media and technology skills to assure learner mastery of agricultural content.

Content Knowledge (CK)

4.5.1 CK The teacher candidate identifies appropriate information and communication technology tools and strategies for delivery of agricultural content.

Professional Skills (PS)

4.5.2 PS The teacher candidate utilizes information, media and technology in classroom and laboratory instruction.

Standard 5: Professional Responsibility.

Teacher candidates engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.

Function 1: The teacher candidate participates in Professional Organizations.

Content Knowledge (CK)

5.1.1 CK The teacher candidate identifies the benefits of joining the different professional organizations available in agricultural education.

Professional Skills (PS)

5.1.2 PS The teacher candidate attends local, district, and state professional meetings, professional development opportunities, and joins professional organizations in Agriculture Education and Career and Technical Education. (ex. KAAE, NAAE, K-ACTE, ACTE).

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

Content Knowledge (CK)

5.2.1 CK The teacher candidate follows self-reflection guidelines.

Professional Skills (PS)

5.2.2 PS The teacher candidate practices self-reflection continuously and modifies practices based on those reflections.

Function 3: The teacher candidate regularly examines practice through collaborative feedback.

Content Knowledge (CK)

5.3.1 CK The teacher candidate engages in and seeks out collaborative feedback from other teachers in the Ag Ed community through networking and mentoring programs in professional agricultural organizations.

5.3.2 CK The teacher candidate engages in and seeks out collaborative feedback from educational professionals outside school-based agriculture education.

Professional Skills (PS)

5.3.3 PS The teacher candidate utilizes and/or modifies practice based on collaborative feedback.

Function 4: The teacher candidate exhibits ethical behavior in and out of the classroom

Content Knowledge

5.4.1 CK The teacher candidate serves as a role model for students with actions and words that reflect ethical principles.

Professional Skills

5.4.2 PS The teacher candidate maintains professional boundaries and acts with honesty and integrity during all interactions.

For more information, contact:

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