

# Crosswalk: Previous versus New Agricultural Education Standards

## General Information about this Revision:

- » Added “Education” to content area title.
- » Added references to the AFNR (Agriculture, Food & Natural Resources) Career Cluster and eight Agricultural pathways: 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.
- » Language was updated to reflect current learning strategies and College and Career Ready Standards
- » Standard-level differentiation of key focus of each standard (i.e. Learner Difference, Content Knowledge, Instructional Practice, Professional Responsibility).

The new agriculture education standards are significantly different enough from the previous standards (several of which were un-measurable) that a standard by standard crosswalk is not helpful. In the chart below, the previous standards are presented in the first column for reference purposes. The new standards are presented in the middle column with notations to the right.

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of agricultural education knows and uses biology, physical, and applied science in instruction of agriculture, food, fiber, and natural resources systems.	<b>Standard 1.</b> 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.	<ul style="list-style-type: none"> <li>• Emphasis on customizing learning opportunities for individual differences/diverse learners</li> </ul>
The teacher of agricultural education demonstrates knowledge of the “whole person” concept of education, including leadership, personal, and interpersonal skills.	<b>Standard 2.</b> 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.	<ul style="list-style-type: none"> <li>• Added the eight Agricultural pathways: 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.</li> </ul>

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The teacher of agricultural education demonstrates knowledge of career/technical educational programs that continually and systematically respond to the trends and demands of the marketplace.</p>	<p><b>Standard 3.</b> Content Knowledge. Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.</p>	<ul style="list-style-type: none"> <li>• Added integration of reading, writing, mathematics, and science content areas.</li> </ul>
<p>The teacher of agricultural education provides the stimuli to foster the spirit of free enterprise and develop creative entrepreneurship and innovation.</p>	<p><b>Standard 4.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Added applicability to ‘real world’ settings.</li> <li>• Integration of cross-disciplinary skills</li> </ul>
<p>The teacher of agricultural education provides leadership that establishes and maintains strong partnerships in the total educational system and community.</p>	<p><b>Standard 5.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Added instructional strategies.</li> <li>• Added the eight Agricultural pathways.</li> </ul>
<p>The teacher of agricultural education provides standards of excellence in classroom and laboratory instruction, supervised agricultural experiences (SAEs), and FFA</p>	<p><b>Standard 6.</b> Professional Responsibility. Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.</p>	<ul style="list-style-type: none"> <li>• Added professional learning.</li> </ul>