# School-Based Agricultural Education (SBAE)

Based on the Based on the American Association for Agricultural Education (AAAE)  
 [Standards for School-Based Agricultural Education Teacher Preparation Programs](https://aaea.wildapricot.org/Standards-for-Teacher-Preparation/)

## 1. PEDAGOGICAL CONTENT KNOWLEDGE

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Demonstrate the capacity to utilize experiential learning opportunities to encourage student development and construct an instructional delivery process that allows all students access to systematic experiential, service, and work-based experience learning. | ☐ | ☐ |  |
| 1b. Understand individuals and create a  learning environment to encourage positive social interactions, self-motivation, and active learning. | ☐ | ☐ |  |

## 2. TECHNICAL CONTENT KNOWLEDGE

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Recognize and appreciate the influence of  diverse cultures on global agricultural production practices, possess global competence of issues relating to food and fiber systems, and realize the impact of agriculture/agricultural practices on  global populations. | ☐ | ☐ |  |
| 2b. Have a broad understanding and awareness of curriculum development of relevant agricultural areas (AFNR). | ☐ | ☐ |  |
| 2c. Be technologically literate. | ☐ | ☐ |  |

## 3. PROGRAM PLANNING

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Meet the needs of program stakeholders. | ☐ | ☐ |  |
| 3b. Plan instruction based upon knowledge of subject matter, students, the community,  and curriculum. | ☐ | ☐ |  |
| 3c. Integrate leadership development into  the SBAE program. | ☐ | ☐ |  |
| 3d. Integrate Supervised Agricultural Experience (SAE) and experiential learning into the  SBAE program. | ☐ | ☐ |  |

## 4. DIVERSITY

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Embrace and celebrate diversity by creating environments that build positive rapport  with students, parents, stakeholders, and community members ensuring fairness  and equity. | ☐ | ☐ |  |

## 5. PROFESSIONALISM

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Strive for personal and professional growth to meet the needs of their students, school, community, and profession through dedication to all aspects of the discipline. | ☐ | ☐ |  |
| 5b. Exhibit professional responsibilities in the  school environment. | ☐ | ☐ |  |
| 5c. Demonstrate personal leadership traits. | ☐ | ☐ |  |

## 6. PERSONAL DISPOSITIONS

| School-based agricultural education teachers must: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6a. Demonstrate caring, communicative, creative, and contextually aware dispositions. | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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