

5.1 Agriculture Specialist Standards Course Matrix

In the matrix below denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Agriculture Specialist Candidate Competencies	AGED 50 Ag Ed Orient.	AGED 135 Intro to Ag Ed	AGED 150 Ag Resources & Computers Applications	AGED 187 Org, Admin & Supervision in Ag Ed	AGED 189 Educ. In Ag Mech	CI 161 Methods & Materials in Secondary Ag Education	AGRI 280 Seminar in Ag Ed	AGRI 281 Problems in Ag Ed	EHD 154A/155A Initial Student Teaching	EHD 155B Final Student Teaching
2	Candidates display knowledge of the philosophical underpinnings of career and technical education with particular attention to the role occupational experience plays in this type of education, and the ability to apply this knowledge in the development and implementation of agriculture education programs.	I	P		P, A		P	A			
	Candidates understand the historical background for the emergence of career and technical education as a component of a comprehensive education.	I	P		P, A			A			
	Candidates understand current and emerging trends that affect career and technical education, including the increased emphasis on core educational skills and standardized learning and assessment of those skills, and the effects of these trends on agriculture education programs.	I	P		P, A		P	A		P	A

	Candidates understand current and emerging research on the value of situated and contextual learning in terms of acquiring knowledge, understanding and skills for academic and career success, and methods for creating educational experiences reflecting this research.		<u>I</u>		<u>P</u>		<u>P</u>	<u>A</u>	<u>A</u>	<u>P</u>	<u>A</u>
3	Candidates are able to organize and deliver a comprehensive program of agriculture instruction, including identification of relevant instruction, appropriate sequencing of courses, and articulation of curriculum.	<u>I</u>	<u>P</u>		<u>P</u>		<u>P</u>	<u>A</u>		<u>P</u>	<u>A</u>
	Candidates know and have the skills needed for acquisition of instructional resources, including identifying grant and funding opportunities and available community resources.		<u>I</u>	<u>P</u>	<u>P</u>			<u>A</u>		<u>A</u>	<u>A</u>
	Candidates are able to integrate classroom instruction, activities related to Future Farmers of America (FFA) programs, and Supervised Agricultural Experiences (SAEs).	<u>I</u>	<u>P</u>		<u>P</u>			<u>A</u>		<u>P</u>	<u>A</u>
	Candidates know and have the skills needed to design and develop community-based programs, including assembling advisory committees, managing support/booster organizations, and accessing community resources.	<u>I</u>	<u>P</u>		<u>P</u>						<u>A</u>
	Candidates demonstrate how to maintain program accountability.	<u>I</u>	<u>P</u>	<u>P</u>	<u>P</u>			<u>A</u>			<u>A</u>
4	Candidates demonstrate knowledge and understanding of record keeping using the California FFA Record Book.		<u>I</u>	<u>P</u>				<u>A</u>		<u>P</u>	<u>A</u>
	Candidates demonstrate the skills required to conduct successful project site visits, including home, school farm, and employer visits.	<u>I</u>	<u>P</u>		<u>P</u>			<u>A</u>		<u>P</u>	<u>A</u>
	Candidates are able to assist students in identifying and establishing appropriate project selection, placement, planning, managing and marketing.	<u>I</u>	<u>P</u>		<u>P</u>	<u>P</u>		<u>A</u>		<u>P</u>	<u>A</u>
	Candidates possess the ethical principles that govern the design and development of appropriate student projects and supervised agricultural experiences.		<u>I</u>		<u>P</u>	<u>P</u>		<u>A</u>		<u>P</u>	<u>A</u>

5	Candidates demonstrate knowledge and understanding of principles of leadership, cooperation, and relationships with appropriate constituencies, and the ability to integrate and apply those principles through the Future Farmers of America (FFA) Program.	<u>I</u>	<u>P</u>	<u>P</u>	<u>P, A</u>			<u>A</u>		<u>P</u>	<u>A</u>
6	Candidates demonstrate advanced knowledge in one of the six domains in agriculture as defined in the Specific Preconditions for the Agriculture Specialist Instruction Credential.	<u>I</u>	<u>I</u>					<u>A</u>	<u>A</u>	<u>P</u>	<u>A</u>
7	Candidates demonstrate the knowledge, skill and the ability to establish, maintain and teach in safe and effective shop and field environments where students will utilize tools, machinery and equipment, and to manage student learning activities and behavior to maintain safe conditions for learning.	<u>I</u>	<u>I</u>		<u>P</u>					<u>A</u>	<u>A</u>
8	Candidates demonstrate the ability to teach in venues other than the traditional classroom environment.	<u>I</u>	<u>I</u>		<u>P</u>					<u>A</u>	<u>A</u>
9	Candidates demonstrate the knowledge, skill and ability to integrate and apply concepts of career planning and preparation in careers in agriculture needed to advise students, including the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.	<u>I</u>	<u>P</u>		<u>P</u>	<u>P</u>				<u>P</u>	<u>A</u>