

Quality Program Development For Nebraska Secondary (Grades 9-12) Agricultural Education



A Project By
The National Council for Agricultural Education and Nebraska FFA
Foundation

INTRODUCTION

The National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are a result of a need to provide a consistent delivery of high quality agricultural education programs across the nation focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local, state and national leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are designed to be used by the local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement.

Each standard or standard statement is followed by a series of quality indicators/questions which further define or assess the standard or standard statement. The sum of the indicators scores serve as a ranking and determine if the standard or standard statement has been met. The sum of the indicator scores must reach the identified criteria score for meeting the standard or standard statement.

Local Program Success materials found in the National FFA Local Program Resource Guide may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

NEBRASKA IMPLEMENTATION

A team of Nebraska Agricultural Educators, building on input from business, industry, parents, administrators and other stakeholders adapted the National Program Standards to meet the educational environment and structure of the state of Nebraska. The seven standard statements remain unchanged from the National Program Standards. In some cases, the quality indicators have remained unchanged as well. In some cases, a need was seen to modify the quality indicators to more accurately reflect education in the state of Nebraska.

DEFINITIONS:

Standard or Standard Statement - A descriptive statement established and used as a model of quantitative characteristics for the development, management and assessment of secondary (Grades 9-12) Agricultural Education programs.

Quality Indicator – A measurement used to further define or measure the standard or standard statement.

DIRECTIONS:

Reviewers should strive to rate the quality indicator based upon the level of criteria met.

The rating scale indicates the following:

Exemplary = 4
Promising = 3
Improving = 2
Developing = 1
Non-Existent = 0

A Glossary and Definition of Terms is located in the back of this document.

Supporting Organizations

The following organizations have reviewed the standards and quality indicators in the National Program Standards and support its use for assessment of Secondary (Grades 9-12) Agricultural Education Programs.

Agricultural Education Policy Committee of the Association for Career & Technical Education

American Association for Agricultural Education (AAAE)

National Association of Agricultural Educators (NAAE)

National Association of Supervisors of Agricultural Education (NASAE)

National Council for Agricultural Education

National FFA Alumni Association

National FFA Foundation Sponsors Board

Seminis Seeds Division of Monsanto, Inc. - Glenn Stith, Vice President, NA & SA Operations and National FFA Foundation Board Chairman

Cargill, Incorporated - Jerry R. Rose, Corporate Vice President,

Deere & Company - Douglas C. DeVries, Senior Vice President, Agricultural Marketing - North America, Australia & Asia,

Wayne Farms LLC - Elton H. Maddox, President and Chief Executive Officer

Elanco Animal Health - Jeff Simmons, Executive Director North America Sales & Marketing

National FFA Organization Board of Directors

National Farm and Ranch Business Management Education Association. (NFRBMEA)

National Postsecondary Agricultural Student Organization (PAS)

National Young Farmer Educational Association (NYFEA)

INDEX

<u>Item</u>	<u>Page</u>
Nebraska Quality Program Standards for Secondary Agricultural Education.....	1
Introduction and Strengths.....	2
Standard 1: Program Design and Instruction Standard Statement – Curriculum & Program Design.....	3
Standard 1: Program Design and Instruction Standard Statement – Instruction.....	8
Standard 1: Program Design and Instruction Standard Statement – Facilities and Equipment.....	14
Standard 1: Program Design and Instruction Standard Statement – Assessment.....	20
Standard 2: Experiential Learning.....	24
Standard 3: Leadership Development.....	28
Standard 4: School and Community Partnerships.....	35
Standard 5: Marketing.....	39
Standard 6: Certified Agriculture Teachers and Professional Growth.....	43
Standard 7: Program Planning and Evaluation.....	49
Summary.....	53
Recommendations and Suggestions for Improvement.....	54
Glossary and Definition of Terms.....	55

NEBRASKA QUALITY PROGRAM STANDARDS FOR SECONDARY (GRADES 9-12) AGRICULTURAL EDUCATION

Standard 1: Program Design and Instruction

Standard Statement – Curriculum & Program Design: A Standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

Standard Statement - Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Standard Statement - Facilities & Equipment: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Standard Statement – Assessment: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Standard 2: Experiential Learning

Standard Statement: Education is enhanced through active participation by all students in a year-round experiential learning program.

Standard 3: Leadership Development

Standard Statement: All students participate in agricultural student leadership programs and activities.

Standard 4: School and Community Partnerships

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Standard 5: Marketing

Standard Statement: Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture teachers provide the core of the program.

Standard 7: Program Planning and Evaluation

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

INTRODUCTION

Include a brief description of the agricultural education program, number of students served, enrollment, number of teachers and any unique information about the program.

STRENGTHS

Summarize below the major strengths of the agricultural education program. Include outstanding accomplishments of students, teachers and the FFA Chapter.

Standard 1: Program Design and Instruction

Standard Statement – Curriculum & Program Design: A Standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

Quality Indicators

1. The curriculum includes: 1.) course names & descriptions; 2.) course objectives/competencies; 3.) course sequences, 4.) course prerequisites and 5.) Staffing assignments for all courses.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum includes all 5 quality indicator components, and a current copy of indicators is on file and approved by the local school.	The curriculum includes all 5 quality indicator components.	The curriculum includes 4 of the 5 quality indicator components.	The curriculum includes 3 of the 5 quality indicator components.	The curriculum includes 2 or less of the 5 quality indicator components.	
Evidence, Comment & Suggestions:					

2. Program and curriculum design is based upon input from stakeholders.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Program and curriculum design is based upon input from stakeholders as evidenced through biannual advisory committee minutes and program changes/modifications.	Program and curriculum design is based upon input from stakeholders as evidenced through advisory committee minutes.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with stakeholders.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with teacher.	Program and curriculum design shows no evidence of input from stakeholders.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction (continued)

3. The curriculum is up-to-date and organized logically and sequentially from introductory to advanced levels.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum is up-to-date, challenging, and organized logically and sequentially from introductory to advanced levels.	The curriculum is up-to-date and organized logically and sequentially from introductory to advanced levels.	The curriculum is up-to-date and organized logically and sequentially.	The curriculum is organized logically and is currently being updated.	The curriculum is outdated and unorganized.	
Evidence, Comment & Suggestions:					

4. An approved program of study is up-to-date and based on business & industry validated technical content standards, and, when applicable, industry certification and/or licensing agency standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A program of study is up-to-date, school board approved and based on business & industry validated technical content standards, and, when applicable, industry certification and/or licensing agency standards with evidence of certification provided.	A program of study is up-to-date, school board approved and based on business & industry validated technical content standards, and, when applicable, industry certification and/or licensing agency standards.	A program of study is up-to-date and school board approved.	A program of study exists for the program.	No program of study exists.	
Evidence, Comment & Suggestions:					

Standard Statement - Curriculum & Program Design (continued)

5. The technical content is aligned with academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The technical content objectives/ competencies are aligned and cross-referenced with state and academic content standards.	The technical content objectives/ competencies are aligned but not cross-referenced with state and academic content standards.	The technical content objectives/ competencies are partially aligned with state and academic content standards.	The technical content objectives/ competencies are listed.	No technical content or academic content standards are listed.	
Evidence, Comment & Suggestions:					

6. The program provides and encourages access for all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The program enrollment is representative of the total school population, providing and encouraging access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials, and facilities.	The program encourages access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials, and facilities.	There is limited evidence showing the program encourages access for all students including non-traditional and special populations	The program enrollment is not reflective of the total school population.	There is no evidence showing the program encourages access for all students.	
Evidence, Comment & Suggestions:					

Standard Statement - Curriculum & Program Design (continued)

7. The curriculum is aligned and/or articulated with post-secondary institutions.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, formal written articulation agreements, and post-secondary dual credit.	The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, and formal written articulation agreements.	The curriculum is aligned with postsecondary institutions including instructional support.	The curriculum is aligned with postsecondary institutions.	The curriculum is not aligned with postsecondary institutions.	
Evidence, Comment & Suggestions:					

8. Experiential learning and leadership & personal development are integrated throughout the instructional program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All students evaluate and analyze their leadership & personal development and experiential learning experiences as an integral part of the instructional program as evidenced by student files. This includes FFA opportunities and SAE development.	All students' experiences in leadership & personal development and experiential learning are incorporated in the instructional program. This includes FFA opportunities and SAE development.	Content related to leadership & personal development and experiential learning is integrated in the instructional program. This includes FFA opportunities and SAE development.	Students are informed of leadership & personal development and experiential learning opportunities as part of the instructional program.	Leadership & personal development and experiential learning programs are not addressed in the curriculum	
Evidence, Comment & Suggestions:					

Standard Statement - Curriculum & Program Design (continued)

SUMMARY

Quality Indicator Scores					Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0					
1. The curriculum includes: 1.) course names & descriptions; 2.) course objectives/ competencies; 3.) course sequences, 4.) course prerequisites and 5.) Staffing assignments for all courses.					
2. Program and curriculum design is based upon input from stakeholders.					
3. The curriculum is up-to-date and organized logically and sequentially from introductory to advanced levels.					
4. An approved program of study is up-to-date and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.					
5. The technical content is aligned with academic content standards.					
6. The program provides and encourages access for all students.					
7. The curriculum is aligned and/or articulated with post-secondary institutions.					
8. Experiential learning and leadership & personal development are integrated throughout the instructional program.					
TOTAL					
Score					
Range	32 – 25	24 – 17	16 – 9	8 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Curriculum & Program Design must be 22 or above to meet this standard.

MET _____

NOT MET _____

Standard Statement - Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Quality Indicators:

1. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning, and leadership & personal development.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
<p>A well-planned, balance exists between the classroom & laboratory instruction, experiential learning, and leadership & personal development. The balance is documented, and resulted from collaboration with stake holders and state requirements. This includes FFA opportunities and SAE development.</p>	<p>Evidence exists that an attempt has been made to balance the classroom & laboratory instruction, experiential learning, and leadership & personal development, utilizing input from state staff, local administrators, and a local advisory committee. The curriculum appears to be dominated by 1 or more of the 3 components. This includes FFA opportunities and SAE development.</p>	<p>While one component of the curriculum is clearly dominating the instruction, the instructor(s) has a plan for bringing the deficient areas into balance. The instructor(s) is relying on assistance from state staff, local administrators, advisory committees, and other resources and has documented this in writing.</p>	<p>One component of the classroom & laboratory instruction, experiential learning, and leadership & personal development areas obviously dominates the curriculum, while others are minimally addressed or ignored altogether.</p>	<p>No balance is visible between classroom & laboratory instruction, experiential learning and leadership and personal development.</p>	
<p>Evidence, Comment & Suggestions:</p>					

Standard Statement - Instruction: (continued)

2. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for each lesson taught in the program which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 75% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 50% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for less than 50% of the lessons taught in the program.	Limited written lesson plans are available and no teaching calendar exists.	
Evidence, Comment & Suggestions:					

3. Instructional activities provide for the mastery of technical skills and the development of higher-order thinking.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Program planning and evaluation documentation indicates that instructional/ educational activities which provide for the mastery of technical skills & the development of higher-order thinking.	Program planning and evaluation documentation indicates that instructional/ educational activities which provide for the mastery of technical skills.	Program planning and evaluation documentation indicates that instructional/ educational activities which provide for introductory technical skills.	Program planning and evaluation documentation indicates that instructional/ educational activities are provided.	No evidence of instructional activities to provide for the mastery of technical skills and the development of higher-order thinking.	
Evidence, Comment & Suggestions:					

Standard Statement - Instruction: (continued)

4. Instruction reinforces the application of relevant and rigorous academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Planned instruction indicates that rigorous state and national academic content standards have been incorporated into the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards were consulted when deciding on the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards have been considered on a limited basis when selecting the teaching methods, support materials, and content of texts utilized in the courses of study.	Planned instruction shows signs of some academic rigor, but has no documented association to any state or national content standards.	No evidence exists that instruction reinforces the application of relevant and rigorous academic content standards.	
Evidence, Comment & Suggestions:					

5. Instructional methods address the learning styles of all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Documented teacher instructional methods support a variety of student learning styles.	Teacher instructional methods support a variety of student learning styles.	Teacher uses a variety of instructional methods.	Teacher uses a limited variety of instructional methods.	No evidence exists that instructional methods address the variety of student learning styles.	
Evidence, Comment & Suggestions:					

Standard Statement - Instruction: (continued)

6. Authentic student experiences are integrated into instructional methods.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All applicable lessons have authentic student experiences integrated into the instructional methods.	At least 75% or more of applicable lessons have authentic student experiences integrated into the instructional methods.	Fifty percent or more of applicable lessons have authentic student experiences integrated into the instructional methods.	Less than 50% of applicable lessons have authentic student experiences integrated into the instructional methods.	No evidence exists that authentic student experiences are integrated into the instructional methods.	
Evidence, Comment & Suggestions:					

7. Classroom management practices maximize time on task and minimize disruptive behaviors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher utilizes a maximum of instructional time with all students engaged in learning with minimal interruption of instructional continuity.	Teacher utilizes a maximum of instructional time with most students engaged in learning with limited interruption of instructional continuity.	Teacher utilizes a maximum of instructional time with most students engaged in learning.	Teacher uses limited instructional time and students exhibit disruptive behaviors.	No evidence exists that classroom management practices are used to maximize time on task and minimize disruptive behaviors.	
Evidence, Comment & Suggestions:					

Standard Statement - Instruction: (continued)

8. Instructional methods and resources are inclusive and non-biased.

(This can be accomplished through a curriculum committee, review by a recognized expert, or other methods approved by the local administration, school board, and advisory committee.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All instructional methods and resources have been approved as inclusive and non-biased.	All instructional methods and resources have been reviewed as inclusive and non-biased.	A plan has been developed to replace non-inclusive and biased resources.	Instructional methods and resources are being reviewed for lack of inclusiveness and possible bias.	No evidence exists that the instructional methods and resources are inclusive and non-biased.	
Evidence, Comment & Suggestions:					

9. The instructional program uses a variety of up-to-date instructional materials, equipment, techniques, technology and community-based resources.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The instructional program uses a variety of up-to-date instructional materials, equipment, techniques, technology, and community-based resources.	The instructional program uses a variety of up-to-date instructional materials, equipment, techniques, and technology.	The instructional program uses a variety of instructional materials, equipment, techniques and technology with a written plan for upgrading.	The instructional program uses materials, equipment and techniques that are out-of-date with a plan for upgrading.	No evidence exists that the instructional program uses a variety of up-to-date instructional materials, equipment, techniques, technology, and community-based resources.	
Evidence, Comment & Suggestions:					

Standard Statement - Instruction (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	Score Summary
1. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning, and leadership & personal development.	
2. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.	
3. Instructional activities provide for the mastery of technical skills and the development of higher-order thinking.	
4. Instruction reinforces the application of relevant and rigorous academic content standards.	
5. Instructional methods address the learning styles of all students.	
6. Authentic student experiences are integrated into instructional methods.	
7. Classroom management practices maximize time on task and minimize disruptive behaviors.	
8. Instructional methods and resources are inclusive and non-biased.	
9. The instructional program uses a variety of up-to-date instructional materials, equipment, techniques, technology, and community-based resources.	
TOTAL	

Score					
Range	36 – 28	27 – 19	18 – 10	9 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Instruction must be 25 or above to meet this standard.

MET _____

NOT MET _____

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Quality Indicators

1. Facility size, layout and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Size exceeds standards, serves curricular needs of students and design accommodates emerging instructional needs.	Size meets standards and design accommodates current instructional needs.	Size meets standards and instructor(s) significantly adjusts design to accommodate current instructional needs.	Size does not meet standards and design is not conducive to instructional activities.	No permanent facility exists.	
Evidence, Comment & Suggestions:					

2. Facility meets existing local and/or federal safety standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Exceeds safety standards.	Meets required safety standards.	Plan for improvements in place and improvements being made.	No plan to address needed safety needs but improvements underway.	Does not meet safety standards	
Evidence, Comment & Suggestions:					

Standard Statement - Facilities & Equipment: (continued)

3. Facility meets existing local and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Environmental controls exceed standards and may accommodate future upgrading.	Environmental controls are operational and meet present needs.	Plan for improvements is in place and improvements being made.	Environmental controls work poorly and no plan is in place for improvement.	Multiple environmental standards do not meet health standards	

Evidence, Comment & Suggestions:

4. Facility is clean, organized, and maintained to provide an environment conducive to learning.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Facility is clean and well-maintained, with instructional materials logically organized.	Facility is clean, maintained, and organized.	Facility is clean and organized but needs to be maintained.	Facility is clean but needs organization and maintenance.	Facility is unclean, poorly organized with significant maintenance required	

Evidence, Comment & Suggestions:

5. Facility is free of barriers that would result in the denial of access due to gender or handicap.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Is 100% accessible and accommodating to students.	Is accessible and accommodating, needs minor improvements to achieve 100% access.	Barriers evident, and a board approved plan is in place for eliminating accessibility problems.	Barriers are evident, accessibility plan is being developed.	Barriers are present with no plan to change.	

Standard Statement - Facilities & Equipment: (continued)

6. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Exceeds standards for size and is well organized.	Meets standards for size and organized.	Inadequate space and organized or adequate space and unorganized.	Inadequate space and unorganized.	No storage space.	
Evidence, Comment & Suggestions:					

7. An equipment and technology inventory is completed annually and is developed with a plan for new purchases and replacements.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Equipment and technology inventory is recorded/revised annually, reviewed by advisory committee and a 5 year plan for equipment and technology purchases and replacement is in place.	Equipment and technology inventory is recorded/revised annually with an organized plan for annual purchase and replacement.	An equipment and technology inventory is completed with an organized plan for new purchases and replacement under development.	An inventory is recorded, but incomplete	No inventory of equipment or technology exists.	
Evidence, Comment & Suggestions:					

Standard Statement - Facilities & Equipment: (continued)

8. Classroom and laboratory equipment is maintained; adequate consumable supplies are provided annually and are current to industry standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Classroom and laboratory equipment is well maintained; current to industry standards and adequate consumable supplies are provided.	Classroom and laboratory equipment is maintained; and adequate consumable supplies are provided.	Classroom and laboratory equipment needs maintenance or upgrading and adequate consumable supplies are provided.	Classroom and laboratory equipment needs upgrading and sufficient consumable supplies are not provided.	Classroom and laboratory equipment is outdated or inadequate and consumable supplies are not provided.	
Evidence, Comment & Suggestions:					

9. Safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	A safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	Safety inspections are conducted infrequently with defective items removed, repaired, or replaced.	Safety inspections are infrequent, and defective items are present and accessible.	No safety inspection has been conducted, and defective items are present and accessible. Tools and equipment should not be used until corrective measures are completed.	
Evidence, Comment & Suggestions:					

Standard Statement - Facilities & Equipment: (continued)

10. The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Safe, adequate tools and equipment meets the needs of all classes.	Tools and equipment meet the needs of all classes or instructional strategies accommodate all students.	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students.	Tools and equipment needs have not been met for all classes nor have instructional strategies been put in place to accommodate all students.	Tools and equipment are insufficient to meet the instructional needs.	
Evidence, Comment & Suggestions:					

11. Current technology is available to deliver instruction and manage the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
State of the art technology is inventoried and present in the agricultural program and is incorporated into agricultural instruction.	Technology is inventoried and present in the agricultural program and is incorporated into agricultural instruction.	Technology is available to the agricultural program and is incorporated into agricultural instruction.	Technology is available to the agricultural program and is not utilized in agricultural instruction.	Technology is not available.	
Evidence, Comment & Suggestions:					

Standard Statement - Facilities & Equipment: (continued)

SUMMARY

Quality Indicator Scores	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
1. Facility size, layout and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.	
2. Facility meets existing local and/or federal safety standards.	
3. Facility meets existing local and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.	
4. Facility is clean, organized, and maintained to provide an environment conducive to learning.	
5. Facility is free of barriers that would result in the denial of access due to gender or handicap.	
6. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.	
7. An equipment and technology inventory is completed annually and is developed with a plan for new purchases and replacements.	
8. Classroom and laboratory equipment is maintained; adequate consumable supplies are provided annually and are current to industry standards.	
9. Safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	
10. The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.	
11. Current technology is available to deliver instruction and manage the program.	
TOTAL	

Score					
Range	44 – 34	33 – 23	22 – 12	11 - 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Facilities and Equipment must be 31 or above to meet this standard.

MET _____

NOT MET _____

Standard 1: Program Design and Instruction

Standard Statement – Assessment: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

(Assessment involves evaluation of classroom instruction including technical and academic competencies, experiential learning, and leadership participation.)

Quality Indicators

- Students demonstrate technical/academic performance through assessments based upon identified competencies, cross-referenced with state & national standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Program has on file, technical/academic assessments based on identified competencies, cross-referenced with state and national standards.	Program has assessments based on technical or academic competencies with state standards.	Program has assessments that are based on state technical or academic competencies.	Program has assessments that are not based on identified competencies.	No evidence that performance through assessments exist or that competencies have been identified.	
Evidence, Comment & Suggestions:					

- Students demonstrate their performance of technical competencies through authentic assessments.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Students demonstrate their performance of technical competencies through local authentic assessments with identified mastery levels.	Students demonstrate their performance of technical competencies through local authentic assessments.	Students demonstrate their performance through local assessments.	Evidence exists of authentic student assessment.	No evidence exists of authentic student assessment.	
Evidence, Comment & Suggestions:					

Standard Statement – Assessment: (continued)

3. Student’s experiential learning program is evaluated to measure knowledge and skill level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Student experiential learning programs are evaluated to measure knowledge and skill level for each enrolled grading period as a part of the class grade. Record keeping is linked with instructional objectives. This includes the continued development of an SAE.	Student experiential learning programs are evaluated each enrolled grading period as a part of the class grade. This includes the development of an SAE.	Student experiential learning programs are reviewed to assure they are up-to-date and complete.	Student experiential learning programs are not assessed.	Student experiential learning program does not exist.	
Evidence, Comment & Suggestions:					

4. Students develop a file and/or portfolio that document their agricultural education experience programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Students develop a file and/or portfolio that document their agricultural education experience programs with all completers possessing an employer-ready portfolio that has been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs that have been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs.	Limited documentation exists related to students’ agricultural education experience programs.	No documentation of student agricultural education program exists.	
Evidence, Comment & Suggestions:					

Standard Statement – Assessment: (continued)

5. Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning, and leadership and personal development).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program and shared with student, parents and, if applicable, the employer.	An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/ laboratory instruction and one other component of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/ laboratory instruction.	An approved grading plan is not in place.	
Evidence, Comment & Suggestions:					

Standard Statement – Assessment: (continued)

SUMMARY

Quality Indicator Scores	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
1. Students demonstrate technical/academic performance through assessments based upon identified competencies, cross-referenced with state & national standards.	
2. Students demonstrate their performance of technical competencies through authentic assessments.	
3. Student’s experiential learning program (SAE) is evaluated to measure knowledge and skill level.	
4. Students develop a file and/or portfolio that document their agricultural education experience programs.	
5. Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning, and leadership and personal development).	
<u>TOTAL</u>	

Score					
Range	20 – 16	15 – 11	10 – 6	5 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Facilities and Equipment must be 14 or above to meet this standard.

MET _____

NOT MET _____

Standard 2: Experiential Learning

Standard Statement: Education is enhanced through active participation by all students in a year-round experiential learning program.

Quality Indicators

1. All students have an experiential learning plan and/or SAE program based on career pathways/clusters/ interests and agricultural curriculum standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have an approved experiential learning plan and/or SAE program.	75% or greater of the students enrolled in the program have an approved experiential learning plan and/or SAE program.	50% or greater of the students enrolled in the program have an approved experiential learning plan and/or SAE program.	Less than 50% of the students enrolled in the program have an approved experiential learning plan and/or SAE program.	Students enrolled in the program do not have an approved experiential learning program.	
Evidence, Comment & Suggestions:					

2. Experiential learning course plans and/or SAE programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and employer, if applicable.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Each student has experiential learning course plans and/or SAE programs developed through a consultation between the student, agriculture instructor, parents/ guardians, and the employer when applicable.	75% or greater of students have experiential learning course plans and/or SAE programs developed through a consultation between the student, agriculture instructor, parents/ guardians, and the employer when applicable.	50% or greater of students have experiential learning course plans and/or SAE programs developed through a consultation between the student, agriculture instructor, parents/ guardians, and the employer when applicable.	Less than 50% of students have experiential learning course plans and/or SAE programs developed through a consultation between the student, agriculture instructor, parents/ guardians, and the employer when applicable.	25% or less of students have experiential learning course plans and/or SAE programs developed through a consultation between the student, agriculture instructor, parents/ guardians, and the employer when applicable.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

3. The agriculture teacher maintains accurate records of all experiential learning assessment and/or supervision.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented record of each experiential learning supervision visit outside of regular class time, with a minimum of 2 SAE visits <u>or</u> 2 experiential learning conferences <u>or</u> 1 SAE visit and 1 experiential learning conference per student per year.	A documented record of each experiential learning supervision visit outside of regular class time, with a minimum of 1 SAE visit <u>or</u> 1 experiential learning conference per student per year.	A documented record of each experiential learning supervision visit with a minimum of 1 visit <u>or</u> conference per student per year.	Experiential learning supervision visits are made, with no records kept.	No experiential learning supervision visits planned or made.	
Evidence, Comment & Suggestions:					

4. Each agriculture student maintains up-to-date and accurate experiential learning plan portfolio and/or SAE program records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Each student enrolled in the program maintains an up-to-date and accurate experiential learning plan portfolio and/or SAE program record.	75% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning plan portfolios and/or SAE program records.	50% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning plan portfolios and/or SAE program records.	Less than 50% of students enrolled in the program maintain an up-to-date and accurate experiential learning plan portfolios and/or SAE program records.	25% or less of students enrolled in the program maintain an up-to-date and accurate experiential learning plan portfolios and/or SAE program records.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

5. An annual summary of students' experiential learning plans and/or SAE programs is completed and submitted to appropriate entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
An annual summary of students' experiential learning plans and/or SAE programs is completed and submitted to appropriate entities, including state department of agricultural education, local school board, administration, and is then maintained in the department's permanent records.	An annual summary of students' experiential learning plans and/or SAE programs is completed and submitted to local school board, administration, and is then maintained in the department's permanent records.	An annual summary of students' experiential learning plans and/or SAE programs is completed and submitted to local administrator and is then maintained in the department's permanent records.	An annual summary of students' experiential learning plans and/or SAE programs is completed and maintained in the department's permanent records.	No summary of students' experiential learning plans and/or SAE programs is completed.	
Evidence, Comment & Suggestions:					

6. Students have comprehensive experiential learning plan portfolios and/or SAE program records that show evidence of growth in size and/or scope.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have comprehensive experiential learning plan portfolios and/or SAE program records that show evidence of growth in size and/or scope	75% or greater of students enrolled in the program have comprehensive experiential learning plan portfolios and/or SAE program records that show evidence of growth in size and/or scope	50% or greater of students enrolled in the program have comprehensive experiential learning plan portfolios and/or SAE program records that show evidence of growth in size and/or scope	Less than 50% of students enrolled in the program have comprehensive experiential learning plan portfolios and/or SAE program records that show evidence of growth in size and/or scope	Experiential learning plan portfolios and/or SAE program records are nonexistent.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

SUMMARY

Quality Indicator Scores	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent – 0	
1. All students have an experiential learning plan and/or SAE program based on career pathways/clusters/ interests and agricultural curriculum standards.	
2. Experiential learning course plans and/or SAE programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and employer, if applicable.	
3. The agriculture teacher maintains accurate records of all experiential learning assessment and/or supervision.	
4. Each agriculture student maintains up-to-date and accurate experiential learning plan portfolios and/or SAE program records.	
5. An annual summary of students’ experiential learning plans and/or SAE programs is completed and submitted to appropriate entities.	
6. Students have comprehensive experiential learning plan portfolios and SAE program records that show evidence of growth in size and/or scope.	
<u>TOTAL</u>	

Score					
Range	24 – 18	17 – 11	10 – 4	3 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 2: Experiential Learning must be 16 or above to meet this standard.

MET _____

NOT MET _____

Standard 3: Leadership Development

Standard Statement: All students participate in agricultural student leadership programs and activities.

Quality Indicators

1. Students enrolled in the secondary agricultural education program are members of the FFA.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
85% or more of students are FFA members.	70-84% of students are FFA members.	56-69% of the students are FFA members	Less than 55% of students are FFA members.	The agricultural education program does not have a chartered FFA chapter.	
Evidence, Comment & Suggestions:					

2. All students have a progressive plan for leadership and personal development.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
100% of students have a progressive written plan for leadership and personal development documented.	90% or greater of students have a progressive written plan for leadership and personal development documented.	85% or greater of students have a progressive written plan for leadership and personal development in place.	A format is in place for students to develop a plan but less than 85% of students have documented plans in place.	No format is in place for students to develop a plan for leadership and personal development.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

3. All FFA members participate in FFA-related programs and activities.

(Program Areas are defined as Career Development Events, Leadership Skills Events, Proficiency Awards, Service Learning Activities, Fundraising Activities, Leadership Conferences such as Washington Leadership Conference, Made For Excellence or EDGE, National Chapter Award Committees, COLT, IMPACT, Camps, holding a chapter office and/ or other local activities .)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All FFA members participate in at least two program areas and at least four activities each year.	75% or more members participate in at least two program areas and at least three activities per year.	50% or more members participate in at least two program areas and at least two activities each year.	Less than 50% members participate in at least one program area and at least one activity each year.	No evidence of member participation in FFA program areas or activities.	
Evidence, Comment & Suggestions:					

4. FFA members participate in FFA leadership and personal development activities/events above the local level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All members participate in FFA leadership and personal development activities/events above the local level.	75% or more members participate in FFA leadership and personal development activities/events above the local level.	50% or more members participate in FFA leadership and personal development activities/events above the local level.	Less than 50% members participate in FFA leadership and personal development activities/events above the local level.	No evidence of member participation in FFA leadership and personal development activities/events above the local level.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

5. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies and distributed to each FFA member, with a copy being placed on file with school administrators and the school board.	The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws reviewed and updated within the last 3 years, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws that has been reviewed and updated within the past five years.		
Evidence, Comment & Suggestions:					

6. FFA members are involved in the planning and implementation of a Program of Activities (POA).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The annual program of activities is planned and implemented by chapter members, committees and committee chairs are assigned. Every member has access to the POA with school board and school administration having a copy on file.	The annual program of activities is planned and implemented annually by chapter members, committees and committee chairs are assigned and every member has access.	The annual program of activities is planned and implemented by chapter members and every member has access.	The annual program of activities is not planned and implemented by the members and/or is not complete.		

Standard 3: Leadership Development (continued)

7. The FFA chapter conducts well-planned regularly scheduled chapter meetings.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Regularly scheduled monthly meetings are conducted using a distributed agenda including reports and proper use of parliamentary procedure, with minutes and reports kept on file.	Regularly scheduled monthly meetings are conducted using a distributed agenda and minutes.	Regularly scheduled monthly meetings are conducted without regular use of an agenda, reports and/or minutes.	Periodic meetings are being held without the use of an agenda or minutes.	No evidence chapter meetings are being held.	
Evidence, Comment & Suggestions:					

8. The FFA chapter plans and conducts award recognition programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Members and supporters are recognized using a student planned and conducted award recognition program. The function is attended by 95% or more of chapter members, with parents and community members attending, and school staff/officials invited.	Members and supporters are recognized using a chapter planned and conducted program. The function is attended by 75% or more of chapter members with parents and community members attending, and school staff/officials invited.	Members and supporters are recognized using a chapter planned program. The function is attended by 50% or more of chapter members with parents and community members attending, and school staff/officials invited.	Members are recognized during a school organized program not planned by the FFA chapter.	Members and supporters are not recognized using a formal program.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

9. The FFA chapter has a current budget which provides the financial resources to support the Program of Activities (POA) and maintains accurate financial records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports. Chapter has a positive cash flow.	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports.	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records with regular chapter meeting reports.	Relies on the school to maintain accurate financial records. Financial resources are not sufficient to support the POA.	No evidence that the FFA chapter has financial resources to support the POA and maintains financial records.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

10. Capable and trained officers lead the FFA chapter.
(A chapter leadership continuum program is designed to develop the leadership skills of members to enhance their growth to assume future leadership positions.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities above the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities at the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office.	No written process in place to elect chapter officers. No training processes in place to ensure chapter officers understand the duties of their office.	No chapter officers in place to lead the chapter.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

SUMMARY

Quality Indicator Scores	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
1. Students enrolled in the secondary agricultural education program are members of the FFA.	
2. All students have a progressive plan for leadership and personal development.	
3. All FFA members participate in FFA-related programs and activities.	
4. FFA members participate in FFA leadership and personal development activities/events above the local level.	
5. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually.	
6. FFA members are involved in the planning and implementation of a Program of Activities (POA).	
7. The FFA chapter conducts well-planned regularly scheduled chapter meetings.	
8. The FFA chapter plans and conducts award recognition programs.	
9. The FFA chapter has a current budget which provides the financial resources to support the POA and maintains accurate financial records.	
10. Capable and trained officers lead the FFA chapter.	
TOTAL	

Score					
Range	40 – 31	30 – 21	20 – 11	10 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 3: Leadership Development must be 28 or above to meet this standard.

MET _____

NOT MET _____

Standard 4: School and Community Partnerships

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Quality Indicators

Standard 4: School and Community Partnerships (continued)

1. School, FFA Alumni, and community partners are recognized for their support of the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Outstanding school, FFA Alumni, and community partners are recognized on an annual basis during a special program, publications and/ or special media attention. Partners are also nominated to be recognized at the area, state and national levels.	School, FFA Alumni, and community partners are recognized on an annual basis during a special program, publications and/ or special media attention. They are recognized through local and regional publications.	School, FFA Alumni, and community partners are recognized on an annual basis during a special program.	School, FFA Alumni, and community partners are recognized by use of thank you or publications but no special recognition function is used.	School, FFA Alumni, and community partners are not recognized in a formal setting.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

2. Community volunteers (FFA Alumni, etc.) are organized and involved in supporting the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Outstanding volunteers are recognized for their leadership/ accomplishment. An organized campaign by existing volunteers is conducted to increase the capacity and support for the program by seeking new volunteers.	Volunteers are well-informed, organized into committees, and understand their role to support the program. Regular meetings and events are scheduled to accomplish goals.	Program volunteer group is in place working with the local teacher to identify needs and plans to support the program.	Community volunteers are identified and contacted only in high demand situations.	Community volunteers are not involved in the support of the local program.	

Evidence, Comment & Suggestions:

3. Each teacher participates in and provides leadership for school, community, and industry activities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Each teacher is actively serving in leadership roles in the school, community, and/ or industry, and is recognized leader and role model for students to follow.	Each teacher serves in some capacity (member of board, committee, team, etc.) in the school, community, and/ or industry, and is a recognized leader and role model for students to follow.	Each teacher has connected with leadership of the school, community, and/ or industry and is attending activities on a regular basis.	Each teacher has identified how they could be involved and is currently attending events or activities.	Each teacher is not involved in school, community, and/ or industry activities.	

Evidence, Comment & Suggestions:

Standard 4: School and Community Partnerships (continued)

4. School, FFA Alumni and community partners advocate for the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
<p>Teacher and partners are working with local, state and national Team Ag Ed organizations to support advocacy efforts on a regular basis.</p>	<p>Special events are held to demonstrate the resources, identify effective use and solicit support. Advocacy volunteer group is organized, with goals being set and accomplished.</p>	<p>Partners are reminded of their need for support, effectively use the resources and encouraged to make contact. During high-reminder time, contact increases.</p>	<p>Partners have been made aware of the resources available to advocate for agricultural education. Contact with key adversaries is minimal.</p>	<p>School and community partners are not knowledgeable of program accomplishments.</p>	
<p>Evidence, Comment & Suggestions:</p>					

Standard 4: School and Community Partnerships (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	Score Summary
1. School, FFA Alumni and community partners are recognized for their support of the program.	
2. Community volunteers (FFA Alumni, etc.) are organized and involved in supporting the agricultural education program.	
3. Teacher participates in and provides leadership for community and industry activities.	
4. School, FFA Alumni and community partners advocate for the agricultural education program.	
<u>TOTAL</u>	

Score					
Range	16 – 13	12 – 9	8 – 5	4 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 4: School and Community Partnerships must be 11 or above to meet this standard.

MET _____

NOT MET _____

Standard 5: Marketing

Standard Statement: Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.

Quality Indicators

1. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents, staff, and students are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Stakeholders including school administrators, board members, FFA Alumni, counselors, parents, staff, and students are knowledgeable and familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program. Instructor participates in industry and community organizations.	Stakeholders including school administrators, board members, FFA Alumni, counselors, parents, staff, and students are informed of the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Stakeholders including school administrators, board members, FFA Alumni, counselors, parents, staff, and students are familiar with the accomplishments of the agricultural education program.	Stakeholders including school administrators, board members, FFA Alumni, counselors, parents, staff, and students are made aware of program activities through regular local media communication.	Only local school and limited community stakeholders are occasionally exposed to program activities.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

2. A positive school and community written marketing plan is developed/reviewed and implemented annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A written marketing plan is developed/ reviewed and implemented annually to increase communications with the school and community with evidence of success presented to stakeholders.	A written marketing plan is developed/ reviewed and implemented annually to increase communications with the school and community.	A marketing plan is developed to increase communications with the school and community.	Program information is provided to the school and community upon request	No evidence of communication related to program accomplishments is available.	
Evidence, Comment & Suggestions:					

3. A public relations plan for key stakeholders is developed, implemented, reviewed and completed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A public relations plan for key stakeholders is developed, implemented, reviewed and completed annually with evidence, such as newspaper clippings, public service announcements, etc., provided.	A public relations plan for key stakeholders is developed, implemented, reviewed and completed annually.	A public relations plan for key stakeholders exists and is provided when requested.	Public relations efforts with key stakeholders are informal in nature.	No public relations efforts occur with key stakeholders.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

4. A recruitment and retention plan is annually developed, reviewed, and implemented for prospective and current students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A recruitment and retention plan is annually developed, reviewed, and implemented for prospective and current students with evidence of success provided to key stakeholders.	A recruitment and retention plan is annually developed, reviewed, and implemented for prospective and current students.	A recruitment and retention plan has been developed and implemented for prospective and current students.	A recruitment and retention plan is outdated or not implemented for prospective and current students.	No recruitment and retention plan for prospective and current students exists.	
Evidence, Comment & Suggestions:					

5. Professional relationships are built with local, state, regional, and national decision makers, including elected officials, through advocacy efforts.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Professional relationships are built with local, state, regional, and national decision makers, including elected officials, through advocacy efforts, with evidence of success provided to key stakeholders.	Professional relationships are built with local, state, and regional decision makers, including elected officials, through advocacy efforts.	Professional relationships are built with local and state decision makers, including elected officials, through advocacy efforts.	Professional relationships exist with local decision makers.	No evidence of professional relationships with local decision makers exists.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	Score Summary
1. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents, staff, and students are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	
2. A positive school and community written marketing plan is developed/reviewed and implemented annually.	
3. A public relations plan for key stakeholders is developed, implemented, reviewed and completed annually.	
4. A recruitment and retention plan is annually developed, reviewed, and implemented for prospective and current students.	
5. Professional relationships are built with local, state, regional, and national decision makers, including elected officials, through advocacy efforts.	
<u>TOTAL</u>	

Score					
Range	20 – 16	15 – 11	10 – 6	5 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 5: Marketing must be 13 or above to meet this standard.

MET _____

NOT MET _____

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture teachers provide the core of the program.

Quality Indicators

1. Each teacher is state certified to teach agriculture.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher(s) has an advanced degree from an accredited college or university.	Teacher(s) has a bachelor's degree and is certified within the state to teach agricultural education.	Teacher(s) holds an agriculture degree from an accredited college or university and is provisionally state certified in agricultural education with a written professional development plan in place for full certification.		Teacher(s) is not endorsed or certified to teach agricultural education. (Must be endorsed or certified to have an approved program)	
Evidence, Comment & Suggestions:					

2. The agriculture teacher(s) holds a 60-day extended contract beyond the school day/year to supervise student instruction and manage the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The agriculture teacher holds a 60-day extended contract beyond the school year with adequate funds for supervision and management of the program.	The agriculture teacher holds an extended contract of 40 days or more beyond the school year with adequate funds for supervision and management of the program.	The agriculture teacher holds an extended contract of 20 days or more beyond the school year with adequate funds for supervision and management of the program.		The agriculture teacher holds an extended contract of less than 20 days beyond the school year.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth (continued)

3. The FFA advisor(s) is a/are certified agriculture teacher(s).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
FFA advisor(s) is/ are a fully state certified agriculture teacher.		FFA advisor(s) are provisionally certified in agricultural education.	FFA advisor(s) is on staff but not certified in agricultural education.	FFA advisor(s) is/ are not on the staff.	
Evidence, Comment & Suggestions:					

4. All agriculture teachers in the secondary agricultural education program serve as FFA advisors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All teachers in an agricultural education program work cooperatively and serve as FFA advisor(s) with specific duties.	At least 75% of the agricultural education teachers serve as FFA Advisors with specific duties.	At least 50% of the agricultural education teachers serve as FFA Advisors.	At least 25% of the agricultural education teachers serve as FFA Advisors.	No agricultural education teacher serves as FFA Advisors.	
Evidence, Comment & Suggestions:					

5. All agriculture teachers have a professional development plan (PDP).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher has a written professional development plan that is approved/ signed by the school administration, kept on file and reviewed periodically during the year with the administration.	Teacher has a written professional development plan that is approved/ signed by the school administration, kept on file.	Teacher has a written professional development plan on file.	Teacher does not have a formal professional development plan.	No evidence of a teacher's professional development plan.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth (continued)

6. Teacher has continued professional growth through college credit courses, participation in professional development and/or other sources of training.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher holds an advanced degree, actively participates in workshops and other sources of technical training.	Teacher is working toward an advanced degree and actively participates in workshops and other sources of professional and technical training.	Teacher actively participates in professional workshops or classes related to teaching area.	Teacher participates randomly in professional workshops with no evidence of regular or focused professional growth activities.	No evidence in participation in structured professional growth and development activities.	
Evidence, Comment & Suggestions:					

7. Teacher is an active member in related state and national professional education associations.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Member of and holds leadership position in professional organizations at and/or above state level.	Member of professional organizations and participates in functions at and /or above state level.	Member of and participates in the annual state professional organizations functions.	Non-member of the professional organizations, but participates in some professional function(s).	No member or active participation.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth (continued)

8. Teacher cooperates in fostering the professional development of pre-service and beginning teachers.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher serves as an early experience model for those considering the teaching profession, serves as a mentor for beginning teachers and meets the criteria to serve as cooperating site for student teaching.	Provides an early experience model for those considering the teaching profession or participates in mentoring activities for new/ returning teachers of agriculture.	Teacher is available to new teachers as a mentor or for mentoring activities.	Teacher has attended workshops on mentoring or pre-service training.	No evidence of mentoring new or returning teachers or participation in pre-service training.	
Evidence, Comment & Suggestions:					

9. Teachers exhibit a positive professional attitude and promote the profession as a career opportunity.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher(s) is an advocate and spokesperson for a career in teaching agricultural education at the local, state, and national levels.	Teacher(s) is an advocate at state levels with elected and government officials with impact on agricultural education as a profession and a career.	Instructor(s) is a spokesperson for issues in the community which impact agricultural education.	Evidence of contact with community and local leaders.	No evidence of the promotion of the profession as a career opportunity.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth (continued)

10. Teacher contributes to the technical and pedagogical knowledge base of the profession.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
<p>Within the last 3 years the teacher has organized and presented a professional workshop or authored a submission to a refereed professional publication, accepted a leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.</p>	<p>Within the last 5 years the teacher has organized and presented a professional workshop or authored a submission to a refereed professional publication, accepted a leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.</p>	<p>Within the last 7 years the teacher has organized and presented a professional workshop or authored a submission to a refereed professional publication, accepted a leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.</p>	<p>Teacher has participated in a limited number of technical or knowledge based in-service activities, with no evidence of presentations or authoring responsibilities.</p>	<p>No participation in any effort that contributes knowledge to the profession.</p>	
<p>Evidence, Comment & Suggestions:</p>					

Standard 6: Certified Agriculture Teachers and Professional Growth (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	Score Summary
1. Each teacher is state certified to teach agricultural education.	
2. The agriculture teacher(s) holds a 60-day extended contract beyond the school day/year to supervise student instruction and manage the agricultural education program.	
3. The FFA advisor(s) is a/are certified agriculture teacher(s).	
4. All agriculture teachers in the secondary agricultural education program serve as FFA advisors.	
5. All agriculture teachers have a professional development plan (PDP).	
6. Teacher has continued professional growth through college credit courses, participation in professional development and/or other sources of training.	
7. Teacher is an active member in related state and national professional education associations.	
8. Teacher cooperates in fostering the professional development of pre-service and beginning teachers.	
9. Teachers exhibit a positive professional attitude and promote the profession as a career opportunity.	
10. Teacher contributes to the technical and pedagogical knowledge base of the profession.	
<u>TOTAL</u>	

Score					
Range	40 – 31	30 – 21	20 – 11	10 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for Standard 6: Certified Agriculture Teachers and Professional Growth must be 30 or above to meet this standard.

MET _____

NOT MET _____

Standard 7: Program Planning and Evaluation

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

Quality Indicators

- Information on local, state and national performance measures are collected for program improvement and enhanced student learning.

(Recommended local performance data elements that can be collected for use in program improvement includes (1) Student performance on local assessments, (2) Student demographics (gender, race, Perkins), (3) Student enrollment, (4) Student retention, (5) Post secondary enrollment data, and (6) Student performance on statewide standardized assessments.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All recommended performance data elements have been compiled. Three-year trend data has been compiled.	All recommended performance data elements have been compiled. Significant effort to compile trend data is being made.	Some but not all performance data measures have been compiled. Little to no trend data exists.	Some data records exist but little effort made to compile into useable form.	No performance data collected.	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

2. A formal annual program evaluation based on local and/or state performance information and measures, and input from community stakeholder groups is conducted.

(Performance data may include: (1) Testing of technical knowledge and skills {i.e., CDEs, LSEs}, (2) Follow-up Placement, and (3) Graduation rate.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
A program evaluation is developed with significant stakeholder involvement. Based on evaluation recommendations, a continuous improvement plan has been developed.	A program evaluation, using all recommended performance data, is conducted every three years with involvement of community stakeholders. Evidence of program improvement based on recommendations.	An analysis of data and observations are conducted on an irregular basis with observations and recommendations recorded. Little evidence of use for program improvement.	An analysis is conducted with informal observations and recommendations made.	No program evaluation is conducted.	

Evidence, Comment & Suggestions:

3. The program uses an active advisory committee, authorized by the local board of education, with established criteria for membership, including a balance between industry and education.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The program uses a highly structured, active advisory committee authorized by the school board that is reflective of current and emerging local and state industry. Membership is balanced between industry representatives and educators.	The program uses a school board authorized advisory committee with defined membership and operational structure. Membership reflects current local and state industry as well as a balance between industry and educators.	The program uses a school board authorized advisory committee but lacks protocol and a defined membership. Advisory committee reflects industry and education representation.	Advisory committee exists but lacks school board authorization and membership criteria, and an imbalance of industry and educators on committee exists.	No evidence of functioning advisory committee	

Evidence, Comment & Suggestions:

Standard 7: Program Planning and Evaluation (continued)

4. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.

(Recommended evaluation tools may include but are not limited to: (1) Student surveys, (2) Program operation data, (3) Curriculum information, (4) Recruitment and retention strategies, (5) Stakeholder survey, (6) Resource inventory, and (7) Facilities assessment.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Advisory committee assists with all aspects of the program including an evaluation, promotion, planning, instruction, and assessment of student learning.	The advisory committee meets biannually and reviews and provides feedback relative to most all program operations.	The advisory committee meets biannually, and discusses general program operations.	Advisory committee exists, but no evidence of participation in program operations.	No advisory committee exists OR is inactive	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

SUMMARY

Quality Indicator Scores	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
1. Information on local, state and national performance measures are collected for program improvement and enhanced student learning.	
2. A formal annual program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted.	
3. The program uses an active advisory committee, authorized by the local board of education, with established criteria for membership, including a balance between industry and education.	
4. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.	—
TOTAL	

Score					
Range	16 – 13	12 – 9	8 – 4	3 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT

The score for the Standard 7: Program Planning and Evaluation must be 11 or above to meet this standard.

MET _____

NOT MET _____

SUMMARY

Indicate below your score and place an “X” in the rating box.

STANDARD	MY SCORE	SCORE TO MEET STANDARD	EXEMPLARY	PROMISING	IMPROVING	DEVELOPING	NON-EXISTENT
1. Curriculum Design and Instruction – Curriculum & Program Design		22	32 - 25	24 - 17	16 – 9	8 – 1	0
1. Program Design and Instruction – Instruction		25	36 – 28	27 – 19	18 – 10	9 – 1	0
1. Program Design and Instruction – Facilities & Equipment		31	44 – 34	33 – 23	22 – 12	11 - 1	0
1. Program Design and Instruction – Assessment		14	20 – 16	15 – 11	10 – 6	5 – 1	0
2. Experiential Learning		16	24 – 18	17 – 11	10 – 4	3 – 1	0
3. Leadership Development		28	40 – 31	30 – 21	20 – 11	10 – 1	0
4. School and Community Partnerships		11	16 – 13	12 – 9	8 – 5	4 – 1	0
5. Marketing		13	20 – 16	15 – 11	10 – 6	5 – 1	0
6. Certified Agriculture Teachers and Professional Growth		30	40 – 31	30 – 21	20 – 11	10 – 1	0
7. Program Planning and Evaluation		11	16 - 13	12 - 9	8 – 4	3 - 1	0

Glossary and Definition of Terms

A

Adequate Resources – Minimum resources required for quality implementation of agricultural education programs as determined the state department of education.

Advanced Audio/Visual and Communication Equipment – Items used to enhance the presentation of instruction. Examples would be Smart boards, ELMO'S, LCD Projectors, and Projecting Microscopes etc.

Advisory Council/Committee – Volunteers who are officially appointed by the governing board of the local education agency or institution. Their purpose is to make recommendations to improve the quality and impact of instruction in agricultural education programs.

Advisory Council/Committee Membership – Representatives of the total school service area typically selected based upon geographical sections of the school district, predominant businesses and industry in the area, including both labor and management, parents of agriculture students, former students, various ages levels, different educational levels, both genders, special needs, racial and ethnic populations within the district.

Agricultural Student Organization – Agricultural career based organization that supports the development of students enrolled in systematic instruction leading to preparedness for an agricultural career – includes (but not necessarily limited to) the National FFA Organization, postsecondary Agricultural Students and National Young Farmers Education Association

Authentic Assessments – Assessments based on real-life experiences or skills using prior information and knowledge to solve realistic or authentic problems requiring students to use higher order thinking skills to consolidate and apply knowledge.

Authentic Student Experience – Application and sharing of real-life student experiences to facilitate learning.

B

Bloom's Taxonomy – An educationally accepted standardization of levels of learning, types of learning occurs on a continuum and educational programs should offer and transmit to their students, higher and higher orders of learning as the student progresses. Levels include from lowest to highest, knowledge, comprehension, application, analysis, synthesis and evaluation.

C

Career Clusters –Groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize career planning.

Career Pathways – Broad groupings of careers that share similar characteristics and whose

employment requirements call for many common interests, strengths and competencies.

Certified Agriculture Teacher – Teacher meeting all qualifications for the agricultural education licensure(s) in the state for which they are or intend to be teaching.

Challenging Curriculum – A results orientated curriculum that identifies specific learner outcomes that requires significant &/or special effort by the learner.

E

Experiential Learning – Learning through experiences based outside the classroom in the world of work, the community and/or school based laboratories, etc.

Experiential Learning Plan – a designated set of external learning activities intended to compliment course instruction agreed upon by student and instructor.

Experiential Learning Portfolio – a sequential record of external learning activities initiated during the first student agricultural education course to demonstrate authentic learning outcomes.

H

Higher Order Thinking Skills – The higher levels of thought and learning identified on Bloom's taxonomy above the knowledge level. (See Bloom's taxonomy.)

I

Industry Validated – The industry has confirmed by examination and provision of objective evidence that the particular requirements for a specific intended use have been met.

Instructional Facilities – The school based facilities used and/or necessary for learning to occur.

Instructional Material – Items that are designed to serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of hard-backed or soft-backed textbooks, consumables, learning laboratories, videos, DVD's, recordings, manipulative, electronic media (instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools.

Intra-curricular – Inseparable, non-elective practice or method of an educational program taught within the current curriculum.

N

Non-biased – Refusal to use life experiences, gender, race, religion, disability and/or circumstances in decision making or selection.

P

Pedagogical — The art, practice or science of teaching.

Performance Data – The sum or record of student assessment over time. (i.e. pre & post testing, or the measure of student progress over time.)

Performance Measures – Ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities.

Q

Quality Indicators – Programmatic bases for measuring and/or determining the quality of a program

S

Sequences of Courses – Identified pathways of courses which are ordered so as to provide transition preparing a student for success in the world of work or further education

Stakeholders – Anyone who benefits from the products of quality agricultural education programs (business, industry, taxpayers, parents, students, school personnel and administration that has a vested interest in the program.

Supervised Agricultural Experience (SAE) – All practical agricultural activities of educational value conducted by students outside of the regular class or laboratory instructional time for which systematic instruction and supervision are provided by the teacher, parent, employer and others. The activities may include entrepreneurial, exploratory, placement, research/experimental, analytical or directed laboratory experiences.

Supervising Records – Records kept of interactivity and assessment for teachers supervising the experiential learning activities of the students within their charge.

T

Teaching Calendar – The identification of the instructional units and lessons to be taught along with a days devoted to instruction per unit and the order in which the units and lessons will be taught over the period of a school year.

Y

Year Round Instructional Activities – Activities that occur or are scheduled throughout the calendar year, including summers, that involve education, recreational, SAE, and leadership & personal development instruction.