

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

Standard #1 Program Design and Instruction



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)

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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 OF CURRENT PROGRAM DESIGN AND INSTRUCTION

Summarize below the major strengths of the agricultural education program as it relates to the Program Design and Instruction. Include outstanding accomplishments of students and teachers.

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

<u>Quality Indicator Scores</u>					<u>Score Summary</u>
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.					
<u>TOTAL</u>					
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
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.	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.	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.	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.	No balance is visible between classroom & laboratory instruction, experiential learning and leadership and personal development.	

Evidence, Comment & Suggestions:

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

<u>Quality Indicator Scores</u>	<u>Score Summary</u>
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
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.	
<u>TOTAL</u>	

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

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	<u>Score Summary</u>
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.	
<u>TOTAL</u>	

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

1. 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:					

2. 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

<u>Quality Indicator Scores</u>	<u>Score Summary</u>
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 _____

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

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Standard	Recommendations

GENERAL SUGGESTIONS FOR IMPROVEMENT

Standard	Recommendations

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.