

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

**Standard 4
School and Community
Partnerships**



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 SCHOOL AND COMMUNITY PARTNERSHIPS

Summarize below the major strengths of the agricultural education program as it relates to School and Community Partnerships. Include outstanding accomplishments of students, teachers and the FFA Chapter.

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
<p>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.</p>	<p>Volunteers are well-informed, organized into committees, and understand their role to support the program. Regular meetings and events are scheduled to accomplish goals.</p>	<p>Program volunteer group is in place working with the local teacher to identify needs and plans to support the program.</p>	<p>Community volunteers are identified and contacted only in high demand situations.</p>	<p>Community volunteers are not involved in the support of the local program.</p>	
<p>Evidence, Comment & Suggestions:</p>					

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
<p>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.</p>	<p>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.</p>	<p>Each teacher has connected with leadership of the school, community, and/or industry and is attending activities on a regular basis.</p>	<p>Each teacher has identified how they could be involved and is currently attending events or activities.</p>	<p>Each teacher is not involved in school, community, and/or industry activities.</p>	
<p>Evidence, Comment & Suggestions:</p>					

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
Teacher and partners are working with local, state and national Team Ag Ed organizations to support advocacy efforts on a regular basis.	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.	Partners are reminded of their need for support, effectively use the resources and encouraged to make contact. During high-reminder time, contact increases.	Partners have been made aware of the resources available to advocate for agricultural education. Contact with key adversaries is minimal.	School and community partners are not knowledgeable of program accomplishments.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

SUMMARY

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

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.

Standard #4 School and Community Partnerships

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.