

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

Standard 5 Marketing



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 5: Marketing

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

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 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 MARKETING

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

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

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

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.