SENATE FINANCE & CLAIMS
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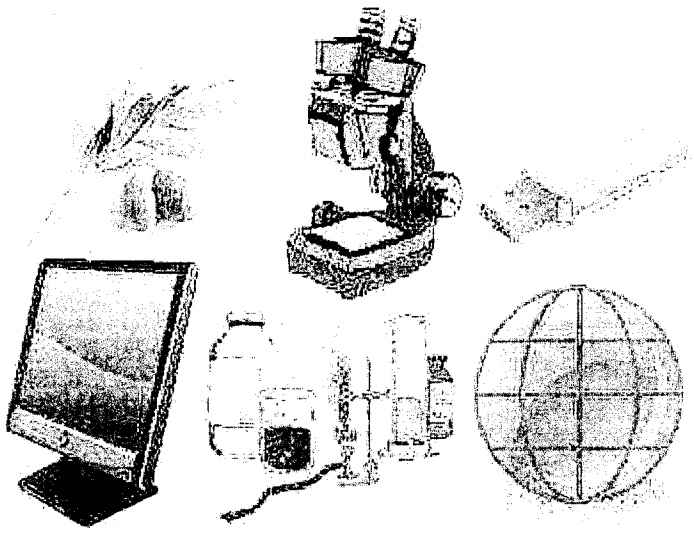
National Quality Program Standards For Secondary (Grades 9-12) Agricultural Education



A Project By
The National Council for Agricultural Education

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.

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

Struggling = 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 this document and support it 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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NATIONAL 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 year-round intra-curricular agricultural student organization 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.

Definitions
May be found in the glossary of terms located near the back of the document.

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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
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 of the 5 quality indicator components.	The curriculum includes 1 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Program and curriculum design is based upon input from stakeholders as evidenced through 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

Standard Statement - Curriculum & Program Design (continued)

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

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	The curriculum is outdated and unorganized.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

4. An approved course of study is current 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A course of study is current, 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 course of study is current, school board approved and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.	A course of study is current and school board approved.	A course of study exists for the program.	No course of study exists.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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	STRUGGLING 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 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

7. The curriculum is articulated with post-secondary institutions.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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 articulated with postsecondary institutions including curriculum alignment and instructional support.	The curriculum is articulated with postsecondary institutions including curriculum alignment.	The curriculum is not articulated with postsecondary institutions.	
Evidence, Comment & Suggestions:					

8. Experiential learning (SAE) and leadership & personal development (FFA) are integrated throughout the instructional program.

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

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. The curriculum includes course descriptions and sequences, including prerequisites and staffing assignments.	
2. Program and curriculum design is based upon input from stakeholders.	
3. The curriculum is organized logically and sequentially from introductory to advanced levels.	
4. The technical content is aligned with academic content standards.	
5. The program provides and encourages access for all students.	
6. The curriculum is articulated with post-secondary institutions.	
7. Experiential learning (SAE) and leadership & personal development (FFA) are integrated throughout the instructional program.	
8. An approved course of study is current and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.	
TOTAL	

Score					
Range	32 – 25	24 – 17	16 – 9	8 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**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 _____

National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education

6/1/07

Standard 1: Program Design and Instruction

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

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators:

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A well-planned, balance exists between the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA). The balance is documented, and resulted from collaboration with stake holders and state requirements.	Evidence exists that an attempt has been made to balance the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA), 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.	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 (SAE), 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 (SAE) and leadership and personal development (FFA).	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

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	STRUGGLING 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. Year-round instructional activities provide for the mastery of technical skills and the development of higher-order thinking.

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

Standard 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher instructional methods support a variety of documented 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 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

6. Authentic student experiences are integrated into instructional methods.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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.	50% 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	STRUGGLING 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 exist that classroom management practices are used to maximize time on task and minimize disruptive behaviors.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All Instructional methods and resources have been certified as inclusive and non-biased.	All Instructional methods and resources have been reviewed and designated 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 current instructional materials, equipment, techniques, technology and community based resources.

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

Standard 1: Program Design and Instruction

Standard Statement - Instruction (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).	
2. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.	
3. Year-round 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 current instructional materials, equipment, techniques, technology and community based resources.	
TOTAL	

Score					
Range	36 – 28	27 – 19	18 – 10	9 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**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.

Definitions
May be found in the glossary of terms located near the back of the document.

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

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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	STRUGGLING 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:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Is 100% 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.	
Evidence, Comment & Suggestions:					

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

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

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

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	STRUGGLING 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:					

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	STRUGGLING 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:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

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	STRUGGLING 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:					

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	STRUGGLING 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 with positive results.	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students with positive results.	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:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

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

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

Standard 1: Program Design and Instruction
Standard Statement - Facilities & Equipment: (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
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, state, and/or federal safety standards.	
3. Facility meets existing local, state, 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**	**STRUGGLING**	**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 (SAE) and FFA participation.)

Definitions
May be found in the glossary of terms located near the back of the document.

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	STRUGGLING 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:					

Standard 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

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

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

3. Student's experiential learning program (SAE) is evaluated to measure knowledge and skill level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Student experiential learning programs are evaluated to measure knowledge and skill level for each grading period (including summer) as a part of the class grade. Record keeping is linked with instructional objectives.	Student experiential learning programs are evaluated each grading period (including summer) as a part of the class grade.	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:					

Standard 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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 is shared with student, parents and employers.	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 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
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 (SAE) and leadership and personal development (FFA).	
TOTAL	

Score					
Range	20 – 16	15 – 11	10 – 6	5 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. All students have experiential learning (SAE) programs based on career pathways/clusters/ interests and agricultural curriculum standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	75% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	50% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Less than 50% of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Students enrolled in the program do not have an approved experiential learning (SAE) program.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

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

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

3. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented record of each experiential learning (SAE) supervision visit outside of regular class time with a minimum of 180 supervisory visits per teacher **OR** 4 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 150 supervisory visits per teacher **OR** 3 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 120 supervisory visits per teacher **OR** 2 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit per teacher outside of regular class time.	No records of experiential learning (SAE) supervision are available.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

4. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A 12 month calendar of instruction, including regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration.	Regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration and updated as needed throughout the year.	Scheduled supervisory visits of student experiential learning (SAE) are filed monthly with the school administration.	Supervisory visits of student experiential learning (SAE) are not documented.	Student experiential learning (SAE) is not a supported component of the instructional process.	
Evidence, Comment & Suggestions:					

5. Each agriculture student maintains up-to-date and accurate experiential learning (SAE) records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Each student enrolled in the program maintains an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	75% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	50% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	Less than 50% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	25% or less of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

6. An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
An annual summary of students' experiential learning (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 (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 (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 (SAE) programs is completed and maintained in the department's permanent records.	No summary of students' experiential learning (SAE) programs is completed.	
Evidence, Comment & Suggestions:					

7. Students have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.

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

Standard 2: Experiential Learning (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. All students have experiential learning (SAE) programs based on career pathways/clusters/interests and agricultural curriculum standards.	
2. Experiential learning (SAE) programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and/or employer.	
3. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.	
4. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.	
5. Each agriculture student maintains up-to-date and accurate experiential learning (SAE) records.	
6. An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities.	
7. Students have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.	
TOTAL	

Score					
Range	28 – 22	21 – 15	14 – 8	7 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**NON-EXISTENT**

The score for Standard 2: Experiential Learning must be 20 or above to meet this standard.

MET _____

NOT MET _____

Standard 3: Leadership Development

Standard Statement: All students participate in year-round intra-curricular agricultural student organization programs and activities.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. All students enrolled in the agricultural education program are members of the FFA.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
100% of students are FFA members.	At least 90% or greater of students are FFA members.	At least 85% or greater of the students are FFA members	Less than 80% 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	STRUGGLING 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 that 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 students participate in FFA-related programs and activities.

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students participate in an agricultural education program average of at least two program areas and at least four activities each year.	All students participate in an agricultural education program average of at least one program and at least three activities per year.	All students participate in at least two program areas and at least two activities each year.	All students 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. All students participate in FFA leadership and personal development activities/events above the local level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All members participation 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	STRUGGLING 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, school administrator and school board member.	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.	No evidence that the FFA chapter has an approved constitution and/or bylaws.	
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	STRUGGLING 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.	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.	No evidence that the FFA chapter has an annual program of activities.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Regularly scheduled monthly meetings are conducted using a distributed agenda including reports, 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	STRUGGLING 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, school staff/officials and community members attending.	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, school staff/officials and community members attending.	Members and supporters are recognized using a chapter planned program. The function is attended by 50% or more of chapter members with parents, school staff/officials and community members attending.	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	STRUGGLING 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 sufficient financial funds to devote to savings.	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	STRUGGLING 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 Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. All students enrolled in the agricultural education program are members of the FFA.	
2. All students have a progressive plan for leadership and personal development.	
3. All students participate in FFA-related programs and activities.	
4. All students 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**	**STRUGGLING**	**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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. School, FFA Alumni and community partners are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Resources are developed or acquired to continually enhance awareness and increase the partner base for increased support for the program. Special well planned events are held to enhance the awareness of counselors and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting.	Local advisory committee is in place, well informed and meeting on a regular basis. Program updates are disseminated to all key partners to keep them well informed of goals, objectives, activities, accomplishments , future plans and how partners can be involved.	Potential school and community partners in key areas of support are identified. Key partners are invited to annual functions where the accomplishments and activities of the program are highlighted. Local media is used to keep school and community partners up to date on program goals and the importance of agricultural education to the economy and educational value towards career opportunities and success.	Communicating primarily with school staff and administration. Very little interaction with key community leaders to inform them of program activities and accomplishments .	Limited interaction with school or community members on the benefits and/or accomplishments of the program. Information is only provided if requested.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Outstanding school, FFA Alumni and community partners are 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. Program records of their recognition are maintained.	School, FFA Alumni and community partners are recognized on an annual basis during a special program. They are recognized through local and regional publications.	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:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Outstanding volunteers are recognized for their leadership and accomplish-ments. 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:					

Standard 4: School and Community Partnerships (continued)

4. School, FFA Alumni and community partners, including parents and/or guardians, are regularly informed about student learning and program success.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Resources are developed or acquired to enhance additional awareness and support for the program. Well planned events are held to enhance the awareness of parents and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting while preparing for post secondary education and career opportunities.	Program update is disseminated on a regular basis to all key partners and parents to keep them well informed of goals, objectives, activities, accomplish-ments, future plans and how they can be involved. Student continued agricultural education plan and goals is developed, documented and shared with counselors and parents.	Key school and community based partners and parents are invited to annual award functions where the accomplishments and activities of the program are highlighted. Regular supervisory visits with students and parents to highlight the successes, opportunities and future plans the program has to offer the student.	Communicating with school staff and administration takes place when requested. Interaction with parents is during parent/teacher conferences and in high need situations.	Regular communication with parents, school and community partners to inform them of the progress of the programs and students are nonexistent.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships **(continued)**

5. Each teacher participates in and provides leadership for community and industry activities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Each teacher is serving in leadership roles in the school and community. The teacher is well respected through recognition for their service and commitment to education and community support.	Each teacher has assumed a leadership role in the school and community and is recognized leader and role model for students to follow.	Each teacher has connected with leadership of the school, community and 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 community and industry activities.	
Evidence, Comment & Suggestions:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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, goals are 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 has 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 accomplish-ments.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

SUMMARY

National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education

6/1/07

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. School, FFA Alumni and community partners are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	
2. School, FFA Alumni and community partners are recognized for their support of the program.	
3. Community volunteers (FFA Alumni) are organized and involved in supporting the agricultural education program.	
4. School, FFA Alumni and community partners, including parents and/or guardians, are regularly informed about student learning and program success.	
5. Teacher participates in and provides leadership for community and industry activities.	
6. School, FFA Alumni and community partners advocate for the agricultural education program.	
TOTAL	

Score					
Range	24 – 19	18 – 13	12 – 7	6 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**NON-EXISTENT**

The score for Standard 4: School and Community Partnerships must be 17 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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication records shows stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are informed of the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication shows that stakeholders are familiar with the accomplishments of the agricultural education program. Instructor participates in industry and community organizations.	Program activities are communicated regularly through the local media.	Communication is limited within the school and occasional community contacts.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

2. A positive school and community relations program is planned and conducted annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A written marketing plan is developed and is followed annually to increase communications with the school and community with evidence of success.	A written marketing plan is developed and is followed annually to increase communications with the school and community.	A marketing plan is developed to increase communications with the school and community.	Information is provided to the school and community upon request	No evidence of communication related to program accomplishments .	
Evidence, Comment & Suggestions:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A communication plan for key stakeholders is developed, implemented, reviewed and completed annually with evidence provided.	A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.	A communication plan for key stakeholders exists.	Communication with key stakeholders casual in nature.	No communication with key stakeholders exists.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A recruitment and retention plan is annually developed and implemented for prospective and current students with evidence provided.	A recruitment and retention plan is annually developed 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 out dated or not implemented for prospective and current students.	No recruitment and retention plan for prospective and current students exists.	
Evidence, Comment & Suggestions:					

5. The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities with evidence provided.	The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.	The teacher shares agricultural education program data/information to key stakeholders and other entities.	The agricultural education program data/information available to key stakeholders.	The teacher does not share relevant agricultural education program data/information to key stakeholders.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

6. Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Relationships are built with local, state and national decision makers, including elected officials, through education and outreach with evidence provided.	Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.	Relationships are built with local decision makers, including elected officials, through education and outreach.	Relationships exist with local decision makers.	No evidence of relationships with local decision makers exists.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	
2. A positive school and community relations program is planned and conducted annually.	
3. A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.	
4. A recruitment and retention plan is annually developed and implemented for prospective and current students.	
5. The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.	
6. Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.	
TOTAL	

Score					
Range	24 – 19	18 – 13	12 – 7	6 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**NON-EXISTENT**

The score for Standard 5: Marketing must be 17 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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Each teacher is state certified to teach agriculture.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher(s) has an advanced degree in agricultural education from an accredited college or university and is certified above the basic state level.	Teacher(s) has a bachelor's degree and is certified within the state to teach agricultural education.	Teacher(s) holds a degree 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 a lateral entry teacher in agricultural education with provisional or temporary state certification in agricultural education.	Teacher(s) does not hold a certificate for teaching agricultural education.	
Evidence, Comment & Suggestions:					

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

2. The agriculture teacher(s) is/are employed year-round to supervise student instruction and manage the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The agriculture teacher is employed 12 months, year round with adequate funds for supervision and management of the program.	The agriculture teacher is employed more than 11 months of the year with adequate funds for supervision and management of the program.	The agriculture teacher is employed with extended employment beyond the regular school operating months with employment less than 11 months of the year.	The agriculture teacher is employed only during the regular school operating months.	The agriculture teacher is only a substitute or part-time teacher.	
Evidence, Comment & Suggestions:					

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

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

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

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All teachers in an agricultural education program work cooperatively and serve as FFA advisor(s) with specific duties.			Only one teacher, in a multi-teacher agricultural education program serves as the FFA advisor.	No agricultural education teacher serves as FFA advisor(s).	
Evidence, Comment & Suggestions:					

5. All agriculture teachers have a professional growth plan.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher has a written professional growth 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 growth plan that is approved/ signed by the school administration, kept on file.	Teacher has a written professional growth plan on file.	Teacher does not have a formal professional growth plan.	No evidence of a teacher's professional growth 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher holds an advanced degree, actively participates in workshops and other sources of technical training and is working towards National Board Teacher credentials, NBPT.	Teacher is working toward an advanced degree or has received 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	STRUGGLING 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 annual the 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	STRUGGLING 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 or training on mentoring.	No evidence of assisting to 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher(s) is an advocate and spokesperson for a career in teaching agricultural education. Teacher(s) have former students who have become teachers.	Teacher(s) is an advocate at state levels with elected and government officials with impact 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	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Within the last 3 years the teacher has, organized and presented a professional organization workshop, or authored a submission to a refereed professional publication, taken leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.	Within the last 5 years the teacher has organized and presented a professional organization workshop, or authored a submission to a refereed professional publication and/or taken leadership role in updating or adding innovative resources to curriculum.	Within the last 5 years the teacher has organized and presented a professional organization workshop or taken leadership role in updating or adding innovative resources to curriculum.	Teacher has attended a limited number of technical/knowledge meetings, with no evidence of presentations or authoring responsibilities.	No participation in any effort that contributes knowledge to the profession.	
Evidence, Comment & Suggestions:					

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

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. Each teacher is state certified to teach agricultural education.	
2. The agriculture teacher(s) is/are employed year-round 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 growth plan.	
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.	
TOTAL	

Score					
Range	40 – 31	30 – 21	20 – 11	10 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. 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, and (4) Student retention.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All recommended performance data elements have been compiled. Three-year trend data has been complied.	All recommended performance data elements have been compiled. Significant effort to compile trend data is being made.	Some but not all performance data measures has 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. Information is collected from community partners relative to their expectations and current assessment of program quality and the success of students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Information is collected and compiled on an annual basis from all community stakeholder groups.	Information is collected from most community stakeholder groups and is compiled at least every three years.	Information is collected but little effort made to compile into useable form.	The collection of pertinent data is in process.	No information is collected.	
Evidence, Comment & Suggestions:					

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

(Performance data relative to state and federal performance measures include (1) Testing of technical knowledge and skills, (2) Follow-up Placement, (3) Graduation rate, and (4) Attendance.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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:					

Standard 7: Program Planning and Evaluation (continued)

4. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The program uses a highly structured advisory committee authorized by the School Board that consists of business, postsecondary and other representatives that are influential community members.	The program uses a School Board authorized advisory committee with defined membership and operational structure.	The program uses a School Board authorized advisory committee but lacks protocol and a defined membership.	Advisory committee exists but lacks School Board authorization and membership criteria.	No evidence of functioning advisory committee	
Evidence, Comment & Suggestions:					

5. The agriculture program advisory committee is reflective of the agricultural populations and local community.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Advisory committee members are active. Membership is reflective of current and emerging local and state industry. Membership is balanced between industry representatives and educators.	Advisory committee membership reflects current local and state industry as well as a balance between industry and educators.	Advisory committee reflects industry and education representation.	Imbalance of industry and educators on committee.	No advisory committee exists or is inactive.	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

6. The advisory committee meets regularly and maintains minutes of each meeting.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Advisory committee meets regularly (at least twice a year), records and maintains minutes of the meetings and reports to Board of Education. Meetings used for program evaluation, planning and growth.	The advisory committee meets regularly and maintains minutes of the meetings.	The advisory committee meets annually, and records discussion on general program operations.	Advisory committee meets to discuss special topics. Does not hold regular meetings or keep minutes of the meetings.	No advisory committee exists OR is inactive.	
Evidence, Comment & Suggestions:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 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 regularly and reviews and provides feedback relative to most all program operations.	The advisory committee meets annually, 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)

8. Follow-up data is collected and maintained on all agriculture program graduates.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Graduate data is collected regularly, maintained and used for program growth and development.	Data is collected and accessible.	Data is collected inconsistently.	Some information is available on graduates.	No follow up data is collected.	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	**Score Summary**
1. Information on local, state and national performance measures are collected for program improvement and enhanced student learning.	
2. Information is collected from community partners relative to their expectations and current assessment of program quality and the success of students.	
3. A formal annual program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted.	
4. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.	
5. The agriculture program advisory committee is reflective of the agricultural populations and local community.	
6. The advisory committee meets regularly and maintains minutes of each meeting.	
7. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.	
8. Follow-up data is collected and maintained on all agriculture program graduates.	
TOTAL	

Score					
Range	32 – 25	24 – 17	16 – 9	8 – 1	0
	EXEMPLARY	**PROMISING**	**IMPROVING**	**STRUGGLING**	**NON-EXISTENT**

The score for the Standard 7: Program Planning and Evaluation must be 22 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	STRUGGLING	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		20	28 – 22	21 – 15	14 – 8	7 – 1	0
3. Leadership Development		28	40 – 31	30 – 21	20 – 11	10 – 1	0
4. School and Community Partnerships		17	24 – 19	18 – 13	12 – 7	6 – 1	0
5. Marketing		17	24 – 19	18 – 13	12 – 7	6 – 1	0
6. Certified Agriculture Teachers and Professional Growth		30	40 – 31	30 – 21	20 – 11	10 – 1	0
7. Program Planning and Evaluation		22	32 - 25	24 - 17	16 – 9	8 -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.

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.