Quality Program Standards

for

Ohio's Agricultural and Environmental Systems Career Field Programs

~ A collaborative effort of Ohio Team Ag Ed ~

The Ohio Association of Agricultural Educators

The Ohio Department of Education
Office of Career-Technical and Adult Education
Agricultural Education Service

The Ohio State University
College of Food, Agricultural, and Environmental Science
Human and Community Resource Development
Agricultural Education

Wilmington College
Agriculture Program
Teacher Education

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Foreword

What are the characteristics of a model program of secondary agricultural education in Ohio? That question, and the ever-changing complexion of educational reform, prompted a serious examination to determine an answer to the aforementioned question.

The vision of Ohio Team Ag Ed was clear: create an instrument to guide and facilitate program improvement with a common set of standards. The Quality Program Standards instrument is designed to serve all secondary agricultural education programs.

With this vision, a committee of teachers, a representative from school administration, teacher education representatives, and members of the Ohio Department of Education were identified to serve as the Quality Program Standards Steering Committee and were charged with the development of Ohio's Quality Program Standards (QPS) for Agricultural Education.

Through research, consultation with education support agencies, examination of quality program standards models from other states, and with the benefit of extensive professional experience, the steering committee identified 10 Quality Program Standards. Quality indicators were established for each of the 10 standards. Furthermore, criteria were determined for each quality indicator. This work evolved into a set of rubrics designed to assist in the examination of the total agricultural education program and to serve as the basis for continuous program improvement.

Quality Program Standards are far-reaching and can be employed in any agricultural education program in Ohio, regardless of program delivery model. Ohio Team Ag Ed believes that the versatility of this document will lend itself to continuous program improvement for years to come.

In addition to the review and examination elements contained within this document, Quality Program Standards will serve as a foundation for state staff consultation, pre-service teacher education, program improvement efforts, statewide professional development, and curricular upgrades.

This document provides format and planning recommendations; however, the use of the Quality Program Standards instrument is at the discretion of the local program. The development of Ohio's Quality Program Standards was completed in order to offer agricultural education programs a common method to facilitate improvement plans and initiatives. The need for advisory committee and administrative participation is essential for changes to be institutionalized.

Quality Program Standards offer Ohio an opportunity to drive local program improvement with a common vision. Additionally, it employs standards, indicators, and criteria for an understanding of what is specifically needed for a program to reach the exemplary level - the benefits of this concept will be far-reaching. Students will be better prepared for connections to post-secondary education and careers in the agriculture industry.

Moreover, this instrument is aligned with the work of the office of Career-Technical Education and Ohio's 16 career fields. ***Agricultural and Environmental Systems Career Field****: "Technical and professional level careers in animal and crop production, agricultural services and engineering, food processing, horticulture, natural resource management, environmental services, agricultural and environmental education, communications and research."*

Timeline of Quality Program Standards Development

July 2004 .... Steering committee determined.

August 2004 to April 2005............................ Standards and indicators developed.

May to October 2005 .... Criteria and rubric development by subcommittee.

November 2005 .... Standards 1, 6, 8 sent to pilot schools for review.

December 2005 .... Standards 2, 3, 4 sent to pilot schools for review.

January 2006... Standards 5, 7, 9, 10 sent to pilot schools for review.

April 2006 .... Pilot school recommendations returned.

May 2006... Steering Committee prepares final draft with addition of pilot school recommendations.

June 2006.. QPS instrument formatted and prepared for distribution.

July 2006 .... QPS introduced at Ohio Association of Agricultural Educator's Conference.

August 2006 .... QPS final document assembled.

September 2006 .... QPS distributed to Ohio's teachers of agriculture.

<u>Acknowledgements</u>

Suggestions for Employing the QPS Instrument

Instructor Review

Instructor reads and interprets standards and indicators. After a comprehension of the indicators for the selected standards is understood, the instructor reads and interprets the criteria found in the rubrics. *Note: the criteria increases as you move from right to left on the rubrics; therefore, it is assumed that the criterion in the box to the right is part of the higher scoring criteria.*

Advisory Committee Review

At a regularly scheduled advisory committee meeting, conduct an orientation for the use of the QPS instrument. The instructor may determine the level of involvement of the advisory committee. The instructor may choose to present their findings or they may allow the advisory committee to conduct a review of their own. The instructor and advisory committee may elect to split the instrument into a multi-year evaluation and focus on a selected number of standards per year. Other options can be implemented as designed or decided by instructor and advisory committee.

Administrative Review

Meet with your building level administrators (this includes but is not limited to supervisor, principal, counselor, dean of instruction, or even superintendent). Conduct a briefing and present findings of instructor review and/or advisory committee input. The instructor(s) may elect to invite school administration to employ the QPS instrument and conduct a program review. This administrative review may encompass all standards, or have a focus on selected standards or on standards designated by instructor and advisory committee.

Continuous Improvement Plan Development

As a part of your advisory committee review, assess ratings, comments, and recommendations. This could possibly be the agenda for the second of two annual meetings. Construct a reasonable continuous improvement plan for the program with measurable outcomes and attainable goals.

Monitoring and Follow-up

Monitor, measure and report progress of continuous improvement plan on a regular basis. This may fit into the annual advisory committee structure or agenda.

Standard 1: Instructional Facilities and Equipment

Standard Statement: The facility supports implementation of the program course of study and provides all students with opportunities for the development and application of knowledge and skills.

Assumptions and Definitions

1. I**nstructional Facilities --** Include but are not limited to classroom, laboratory, instructor work areas, display area, land laboratories, greenhouse, outside and inside storage areas, and retail areas. [The facilities and equipment (for program) must support instruction of the technical and academic content standards and reflect current and emerging technology in the career field (OAC 3301-61-03 (F)]

2. **Ohio School Facilities Commission guidelines (OSFC)** provide minimum size and layout recommendations. Schools planning new construction reference these recommendations and this information can be accessed through the school's architect or by contacting OSFC.

3. **EMIS** submits a warning when class size exceeds 25 students.

4. **Basic Audio/Visual and Communication Equipment** -- Includes overhead projector, computers, Internet access, digital camera, VCR/DVD, TV, telephone, FAX.

5. **Advanced Audio/Visual and Communication Equipment** – May include smart boards, computer projectors, digital video, computers networked, GPS/GIS equipment and other requirements, some of which are outlined by OSFC.

6. **Safety and Health Standards**— Inspections may be conducted by but not limited to area health regulatory agencies, OSHA or other safety accreditation agencies, fire regulatory agencies, EPA, and industry representatives. Agriculture instructors are also encouraged to have peers (experienced teachers of agriculture) offer advice and suggestions for improving facilities. In addition, much can be learned from visiting exemplary facilities around the state.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Facility size, layout, and labs, provide for effective delivery of the program course of study and meets the needs of the students enrolled.	Size exceeds minimum standards and serves curricular needs of students. Design accommodates emerging instructional needs.	Size meets standards. Design accommodates current instructional needs.	Size meets minimum standard, but instructor(s) significantly adjusts design to accommodate current instructional needs.	Size does not meet minimum standards. Design is not conducive to instructional activities.	No permanent facility exists.	_____
2. Facility meets existing local, state, and/or federal safety standards.	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	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.	Environmental controls are sufficient for planned expansion and/or future upgrading.	Environmental controls are operational and meet present needs.	One standard of this indicator not met.	Environmental controls work poorly or two or more standards identified by this standard not met.	Multiple environmental standards do not meet health standards.	———
			FACILITY SHOULD NOT BE OPERATED			
4. Facility is clean, organized, maintained, and in good repair to provide an environment conducive to learning.	Is clean and well maintained, with instructional materials logically organized.	Is clean, maintained and organized.	Is clean and organized but needs to be maintained.	Is clean but needs organization and maintenance.	Is unclean, poorly organized with significant maintenance required.	———
5. Facility is free of barriers that would result in the denial of access due to gender or handicap.	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 evident, accessibility plan is being developed	Barriers are present with no plan to change.	———
6. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.	Exceeds minimum standards for size.	Meets minimum standards for size and organized.	Inadequate space but organized.	Inadequate space and unorganized.	No space and poorly organized.	———
7. An equipment and technology inventory is developed with a plan for new purchases and replacement.	Equipment and technology inventory is conducted annually and reviewed by advisory committee. A long range (at least 5 year plan) for equipment and technology purchases and replacement is in place.	Equipment and technology inventory is conducted annually. An organized plan for annual purchase and replacement is complete.	An equipment and technology inventory is completed. An organized plan for new purchases and replacement is not complete.	An inventory is conducted, but incomplete.	No inventory of equipment or technology exists.	———

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
8.	Laboratory equipment is maintained and comparable to what is used in agriculture and environmental industrial areas.	Reflects emerging technologies and current business practices.	Reflects current business practices. Properly maintained.	Some outdated equipment, properly maintained. Requires attention to current practices.	Outdated equipment, some evidence that equipment is maintained.	Outdated equipment, poor state of maintenance.	———
9.	Safety inspection has been conducted on all tools and equipment with all defective items removed from access, repaired, or replaced.	Inspection by industry professional.	A structured inspection process followed.	Inspections are thorough but not frequent with defective items removed from access, repaired or replaced.	Inspections are infrequent and not thorough. Some defective items are present and still accessible.	No inspection of any kind conducted. Defective items are present and accessible.	———
10.	The tool and equipment inventory is based on the largest number of students using the facility in a given class period.	Meets needs of all classes regardless of class size; teacher employs lab management techniques (i.e. cooperative learning groups) to maximize efficient use of tool and equipment resources.	Meet needs of all classes that do not exceed recommended class size. Attempts made to accommodate through instructional strategies provides positive results.	Meets the needs of some classes. Attempts to accommodate through instructional strategies provide marginal results.	Meets the needs of some classes.	Inadequate for enrollment of any class.	———
11.	Audio/Visual and communication equipment are used to deliver instruction and manage the program.	Advanced equipment is in the instructional area, and is incorporated in classroom instruction.	Basic equipment is in the instructional area, with access to advanced equipment that is fully utilized.	Basic equipment is in the instructional area, with access to advanced equipment that is not fully utilized.	Basic equipment is available, but not fully used.	Basic equipment is available and is not used.	———

Standard 2: School and Community Relations

Standard Statement: School and community members are informed and actively support the Agricultural Education program.

Assumptions and Definitions
1. **Community members** include businesses, parents, legislators, associations, and government agencies.
2. **Means of communication** may include any of the following: newsletters, other printed media, radio/television, e-mail, web page articles, podcasts, community events, etc.
3. **School Partners:** Administration, school board, counselors, teachers, classified staff.
4. **Community Partners:** Area Agriculture Businesses and Industry, Agencies (i.e. Extension, Soil and Water, Fair Board, others).
5. **Community and industry activities** might include events sponsored by the Chamber of Commerce, Fair Boards, University Extension, Commodity Associations, etc.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. School and community partners are familiar with the purpose and accomplishments of the program.	Resources are developed or acquired to continually enhance awareness and increase the partnership base for increased support of the program. Communication emphasizes program connections to career opportunities and postsecondary education.	Communication emphasizes the knowledge and skills students are to know and be able to do. Rigor and relevance in curricular efforts are highlighted. Instructor participates and provides leadership in community or industry organizations to promote program and showcase student efforts.	Potential school and community key partners are identified. Key partners are invited to annual functions where program accomplishments are showcased. Local media outlets plus chapter publicity tools are used to keep school and community partners up to date on program goals and accomplishments.	Communication limited to in-school electronic media and publications and casual contact is made in community.	Potential school and community partners are not identified and not knowledgeable of program goals or accomplishments.	_____

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
2.	School and Community partners are recognized annually for their support of the program.	Outstanding supporters are nominated annually for recognition at area, state and national functions.	Recognition is made through immediate "thank you" gestures and media attention Historical records of recognitions are maintained.	Recognition is provided through a formal program.	Informal recognition (thank you cards, follow-up emails, gifts) occurs but no formal events or publicity occurs.	No recognition program exists.	————
3.	Parents or guardians are informed about student learning and success.	Information documents program connections to careers and postsecondary opportunities.	Information documents the knowledge and skills students have attained. Schedule for making contacts is used.	Various means of communication including home visitation are used.	Contact is parent/guardian initiated or Contact made only when something is wrong	Parents or guardians are not informed.	————
4.	Volunteers are identified and organized to support the program.	Volunteers are organized into committees to help guide instructional enhancement activities. Volunteers assist regularly in the instructional dimension of the program.	Volunteers are well informed, organized into committees and understand their role to support the program. Regular meetings and events are scheduled to accomplish goals. Volunteers are recognized for their efforts.	A program volunteer group is in place working with the local teacher to support the program. Organizational structure is not exact.	Community volunteers are identified and contacted only in high demand situations.	Community volunteers are not involved in the support of the local program.	————

Standard 3: Program Planning and Evaluation

Standard Statement: A system of data collection and evaluation has been established for program development and improvement purposes.

Assumptions and Definitions

1. **Performance data relative to state and federal performance measures** include (1) Testing of technical knowledge and skills, (2) Ohio Graduation Testing, (3) Follow-up Placement, (4) Graduation rate, and (5) Attendance.

2. **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, disability), (3) Student enrollment, and (4) Student retention.

3. **Economic data** related to student SAEs is a critical source of performance information. Collection of this data is extremely useful and highly recommended.

4. **Community** is defined as those businesses, non-profit organizations, parents, students, governmental agencies, post secondary institutions who have a vested interest in the quality of the program and the success of students.

5. **Advisory committee membership** should be based primarily on those businesses in the community that the program serves. In addition membership should include representatives from post secondary institutions. Other representatives may be drawn from other stakeholder groups in the school district.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Data on state and national performance measures are collected by the instructor(s).	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.	_____
2. Local program performance data, including economic data from SAE, are collected.	All recommended performance data elements have been compiled. Three-year trend data has been compiled.	All recommended performance data elements have been compiled. Significant effort to compile trend data is being made.	Some but not all performance data elements have been compiled. Little to no trend data exists.	Some data records exist but little effort made to compile into useable form.	No performance data collected.	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
3. Information is collected from community members relative to their expectations and current assessment of program quality.	Information is collected and compiled on an annual basis from all community stakeholder groups.	Information is collected from most community stakeholder groups. Information is compiled at least every three years.	Information is being collected with some effort made to compile into useable form.	Information is being collected with no effort made to compile into useable form.	No information is collected.	_____
4. A program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted and used to plan improvement.	A program evaluation is conducted every three years. Based on evaluation recommendations, a continuous improvement plan has been developed.	A program evaluation, using all recommended performance data, is done with involvement of community stakeholders. Limited evidence of use for program improvement.	An analysis of data and observations are conducted on an irregular basis Observations and recommendations are recorded.	An analysis is conducted with informal observations and recommendations made.	No program evaluation is conducted.	_____
5. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.	Advisory committee consists of business, postsecondary and other representatives that are influential community members. Advisory Committee membership reflects current and emerging technologies of the area and state agriculture industry.	Advisory committee operates with defined membership and operational structure. The Advisory Committee's structure prioritizes agriculture industry representation.	The program uses a Board authorized advisory committee. Lacks protocol and a defined membership.	Advisory committee exists but lacks Board authorization and membership criteria.	No evidence of functioning advisory committee	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
6. Advisory committee assists with all aspects of the program including an evaluation, promotion, planning, instruction, and assessment of student learning.	Advisory committee assists with all aspects of the program including an evaluation, promotion, planning, instruction, and assessment of student learning.	Advisory committee meets regularly. Reviews and provides feedback relative to most all program operations.	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.	_____

Standard 4: Quality Educators that Contribute to the Profession

Standard Statement: Agricultural educators are expected to continuously develop as professionals and to support the growth of the profession they serve.

Assumptions and Definitions
1. **Instructor is highly qualified** seeks continuous professional improvement and is active in school and community activities.
2. **Activities** for this instrument are beyond the local bargaining unit.
3. **Advanced Degree** may be defined as the next level above where teacher entered the profession.
4. **Innovative resources to curriculum efforts** include task forces, state committees, and education initiatives above the local level.
5. **Community and industry activities** may include Chamber of Commerce, Fair Boards, Extension Programs, Commodity Associations, etc.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Instructor has continued professional growth through college credit courses, attendance at workshops and/or other sources of training.	Holds an advanced degree and/or is actively working towards National Board Certified Teacher credential NBCT.	Taking coursework leading to an advanced degree. Actively participates in workshops and other sources of technical training. The IPDP is in part based on program development needs as identified in the annual program evaluation.	Attends workshops or classes related to teaching area that are beyond what is required by the local institution. An Individual Professional Development Plan is on file with the local district professional development committee.	Attends workshops required at the local institution.	No evidence of participation in structured professional growth and development activities.	————
2. Instructor is *an* active member in related state and national professional education associations.	Holds or has held state leadership positions.	Holds or has held leadership position serving county or district needs. Participates in annual district and state or national functions.	Holds membership and participates in annual district or state functions.	Non-member, but participates in annual district or state function(s).	No membership or active participation.	————

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
3.	Instructor contributes to the technical and pedagogical knowledge base of educators.	Within last 5 years the teacher has: - has authored a submission to a refereed professional publication or - has conducted formal research within last 5 years.	Publishes articles and/or participates in efforts to update or create instructional and curricular materials and/or references.	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 efforts.	Assists others with development and presentation responsibilities. No evidence of presentations or authoring responsibilities.	No participation in any effort that contributes to the knowledge of other educators.	_____
4.	Relationships are built with local, state, and national decision makers.	Relationships are built with local, state, and national decision makers including elected officials through education and outreach with evidence provided. Has served as a spokesperson beyond the local level on issues which impact agriculture and/or agricultural education within the last 5 years.	Relationships are built with local, state, and national decision makers including elected officials	Relationships are built with local officials. Serves as a spokesperson in the community for issues which impact agriculture and/or agricultural education.	Responds to information requests by community leaders.	No evidence of advocacy or relationships with stakeholders	_____
5.	Instructor cooperates in fostering the development of pre-service and beginning teachers.	Program serves as cooperating site for student teaching or Provides early experience opportunities.	Is mentor qualified and participates in activities beyond the school district for beginning agricultural education teachers.	Participates in activities beyond the school district for beginning agricultural education teachers.	Is available to beginning teachers in the school district for support.	No evidence of assisting beginning teachers.	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
6. The agriculture teacher is employed to provide year round supervision and management of the program with adequate resources.	The agriculture teacher effectively uses and accounts for 40-60 days of extended service.	The agriculture teacher is employed and effectively uses and accounts for 11-39 days extended service with adequate funds for supervision and management of the program.	The agriculture teacher is employed on a full-time basis with at least 10 days extended service.	The agriculture teacher is employed on a part-time basis.	The agriculture teacher is a substitute teacher.	_____

Standard 5: Curriculum and Program Design

Standard Statement: The agricultural education program is composed of foundational and advanced courses designed to prepare students for employment and postsecondary education in agricultural and environmental systems.

Assumptions and Definitions
1. **A&E** refers to the Agricultural and Environmental Systems Content Standards.
2. **Articulation Agreement** refers to written and signed formal agreement for course and/or tuition credit between high school and post-secondary institutions.
3. **Shared instructional resources** include teachers, equipment, curriculum materials, and job shadow/cooperative learning sites, etc.
4. **Course of Study** by definition includes A&E and industry content standards, ITACs, a yearly plan for instruction, and a detailed sequenced course outline.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. A board-approved course of study (COS) is current and based on industry validated technical content standards, accrediting associations and/or licensing agency standards when applicable.	COS is based on current A&E and industry content standards. Approved by the board within the last 5 years.	COS is based on out of date A&E and industry content standards. Approved by the board within the last 5 years.	COS, based on out of date A&E and industry content standards, exists for the program. Approved more than five years ago.	COS exists for the program but lacks reference to A&E and industry standards. Lacks approval by Local Board of Education.	No COS exists.	_____
2. The course of study content is logically organized, includes course descriptions and sequences, including prerequisites and staffing assignments.	COS curriculum content is ordered along a continuum of difficulty.	COS includes course prerequisites and staff assignments. COS curriculum content is logically and sequentially organized.	COS includes listing of topics and competencies for each course.	No formal COS exists. Units to be taught are identified.	No COS exists. Courses are identified by title and description.	_____
3. Technical content is aligned with academic content standards.	Technical content is aligned with two or more of the Ohio academic content standards.	Technical content is aligned with one of the Ohio academic content standards.	Academic content standards are listed. Academic content standards are linked to courses.	No effort to align with or include academic content standards. Academic content standards are listed in the COS.	No effort to address academic content standards.	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
4. Collaboration with post-secondary institutions exists.	Postsecondary relationships include shared instructional resources.	Postsecondary relationships include formal articulation agreements.	Postsecondary relationships include curriculum alignment.	Informal postsecondary relationships exist.	There are no post-secondary relationships.	_____

Standard #6: Instruction

Standard Statement: Agricultural Education programs promote high academic achievement and technical skill development of all students through year round instructional activities.

Assumptions and Definitions
1. **Student achievement** is influenced to a large degree by the instruction provided through the agricultural education program.
2. **Instruction** combines a number of essential factors including methods, materials, resources, and strategies that are managed by instructional personnel
3. **Effective instruction** contributes to and enhances high academic achievement for all students.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Lesson plans are based on the approved course of study.	Lesson plans can be directly associated with specific course of study benchmarks.	Lesson plans address both technical and academic knowledge, and skill development.	Formal lesson plans have been developed for each unit of instruction.	There is evidence of planning for instruction, but no formal lesson plans exist.	No evidence of planning for instruction.	————
2. Instructional activities provide opportunities for students to master technical skills and develop critical thinking.	Instructional activities promote the transfer of technical knowledge and skill to different situations and applications.	Instructional activities require students to apply higher order technical skills.	Instructional activities require students to demonstrate knowledge- and application-based technical skills.	Instructional activities require students to explore technical skills.	Students are not provided opportunities to master technical skills.	————
3. Instruction reinforces academic content standards.	Instruction consistently incorporates related academic content standards.	Academic skills are taught, with explicit connection to academic content standards.	Academic skills are taught, with limited connection to academic content standards.	Academic skills are taught, but no effort made to connect to the academic content standards.	Academic skills are not addressed.	————
4. Instructional methods address the learning styles of all students.	Instructional methods address the needs of all students.	Instructional methods address different learning styles on a consistent but disproportionate basis.	Instructional methods address different learning styles on an inconsistent basis.	Aware of different learning styles but no instructional strategies implemented.	Unaware of different learning styles.	————

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
5.	Authentic student experiences are integrated into instructional methods.	Students use authentic experiences to plan and implement personal projects and activities.	Instructional methods are regularly based on authentic student experiences.	Student experiences are integrated into instructional methods on a limited basis.	Non-student experiences are integrated into instructional methods.	Authentic experiences are not addressed.	———
6.	Classroom management practices maximize time on task and minimize disruptive behaviors.	Expectations are understood. Students begin without teacher input and remain on task.	Written classroom management practices guide student learning with limited teacher input. Students remain on task.	Written classroom management practices have been developed and implemented. Teacher has to periodically bring students back to task. Disruptions are minimal.	Written classroom management practices have been developed but students disrupt the instructional process.	Written classroom management practices do not exist.	———
7.	Instructional methods and resources are non-biased.	All instructional methods and resources in use are not biased.	A plan for eliminating bias has been initiated.	A plan for eliminating has been developed.	Evidence of bias has been identified but a solution has yet to be established.	No awareness that bias exists.	———
8.	The instructional program uses current instructional materials and community-based resources.	Curriculum materials reflect industry practices. Community resources are regularly used in instruction.	Curriculum materials are current.	Curriculum materials upgrades in progress with planned annual improvement. Community resources are occasionally used.	Curriculum materials show evidence of minimal upgrades.	Curriculum materials are outdated. Community resources are not considered.	———

Standard #7: Assessment

Standard Statement: Agricultural Education programs use multiple measures to assess student attainment of A&E content standards.

Assumptions and Definitions
1. **Career Development Events** are interpreted to be any FFA affiliated career development event but may also include events that are similar in nature including the Envirothon, Ohio Junior Horticulture Events, etc.
2. **Concentrator** is a student in the last course in a sequence of specialized agricultural education program courses.
3. **Phases of Instructional Program** includes the classroom, laboratory, and supervised agricultural experience programs.
4. **Benchmark** refers to the passing score on a test or other type of assessment.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Program has in place a grading system that incorporates all phases of the instructional program.	An approved grading system is shared with students, parents and employers.	Accounting for all phases of instruction are included in the grading system.	Grading system meets local school guidelines and has approval of administration.	A grading system has been developed but not approved.	An organized grading system is not in place.	_____
2. Students demonstrate technical and academic performance through local assessments.	Students demonstrate complex applications of knowledge and skills by solving authentic industry related problems.	Assessments meet minimum guidelines for the development of valid and reliable assessments. Assessments measure skills as specified in the A&E content standards.	Measurement is conducted using both performance and written assessments. Academic skills are measured in an applied context.	Measurement is conducted using in-class written tests.	Student assessments are not formally documented.	_____

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
3.	Students demonstrate their performance of technical competence in career development events (CDE).	Student performance in CDEs is used in grading technical competence. Students demonstrate competence in multiple CDEs related to a pathway of study.	Participation extends across all students enrolled. CDE participation is a curriculum driven activity and spans the breadth of the curriculum.	Student participation limited to selected individuals. and/or: Limited reference to the curriculum/ program that school is funded to deliver. (i.e. Ag. Business/Productio n students in Dog Grooming CDE)	Student participation limited due to lack of support.	There is no evidence of CDE participation.	———
4.	Students demonstrate their performance on state CTAE technical testing and/or industry certification and licensure examinations.	75+% or more score at Benchmark level.	50-75% of concentrators have scored at Benchmark level.	All concentrators participate in state CTAE technical testing and/or industry certification and licensure examinations.	Select concentrators participate in state CTAE technical testing and/or industry certification and licensure examinations.	Students do not participate in state CTAE technical testing and/or industry certification and licensure examinations. (Note that 4 sand 3 go beyond the indicator of demonstrate performance)	———
5.	Students demonstrate knowledge and skill attainment through an SAE.	Student analysis of SAE performance is evaluated. All stakeholders in the program provide input into the evaluation.	SAEs are evaluated for level of student decision-making. SAEs are evaluated on the extent that related A&E content standards are attained.	SAEs are evaluated for accuracy of records. SAEs are evaluated each grading period and used in grading. Knowledge and skill attainment is measured.	Student progress on SAEs is reviewed to assure they are on schedule. Little reference to knowledge and skill attainment.	There is no evidence of student SAE evaluation.	———

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
6.	Career passports and/or portfolios contain formal documents that identify and describe skills that seniors have attained in agricultural education.	Contains additional written and visual documents of exemplary achievement. All seniors possess an employer-ready portfolio.	Contains multiple letters of recommendation and evidence of skill attainment including certifications and/or lists of skills attained.	Contains resume, career narrative essay, and at least one letter of recommendation.	Contains only minimum recommended contents including letter of verification, diploma and transcript.	There is no evidence that students have compiled documentation.	_____

Standard #8: Experiential Learning/Supervised Agricultural Experience Programs

Standard Statement: All students are expected to plan and conduct an experiential learning program that applies the knowledge and skills learned in their classes and labs.

Assumptions and Definitions
1. **Students' SAE** – Programs include Exploratory, Entrepreneurship, Placement, Research/Experimentation/Analysis, and Directed Lab.
2. **Scope** – Increase level of responsibility, decision-making, complexity, supervision of employees.
3. **Size** – Increase in acreage, number of domesticated and non-domesticated animals, hours worked, laboratory responsibility, entrepreneurial growth.
4. **SAE Planning** – includes, but is not limited to selection of SAE, enterprise agreements, work agreements, budgets, and inventories.
5. **Regularly Scheduled Supervisory Visits** -- All teachers are expected to make supervisory visits to each student.
6. **Adequate Resources** -- Includes but are not limited to extended programming days, planning period, conference period, and mileage reimbursement.
7. **Supervisory Records and Evidence** -- Includes but are not limited to SAE rubric, record books, photos, SAE Log, employer summary, teacher evaluation and accountability device/instrument.
8. **Record Keeping System** – Ohio Enterprise Record Books or electronic versions of Ohio Enterprise Record Books
9. **SAE Planning and Management** – Reference the "Supervised Agricultural Experience Program Assessment Form" and LPS Materials

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. SAE programs are planned by the student with assistance of their instructor, parents, and/or employer and are based on agricultural content standards.	SAE programs are based on content standards and specific standards can be aligned to student SAEs.	The majority of students can complete SAE planning documents independently.	The majority of students can select and plan an SAE with guidance.	Students require substantial supervision in the selection and planning of SAEs.	No evidence of SAE planning, supervision, or decision-making.	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
2. Continuous instruction and supervision of students' SAE programs are provided throughout the calendar year.	Scheduled on-site instruction is conducted with a minimum of 180 supervisory visits per teacher or 4 per student per year.	Regular schedule for supervision of SAEs in place. Resources are provided. Scheduled on-site instruction is conducted with a minimum of 150 supervisory visits per teacher or 3 per student per year.	One or two different resources limit the ability to conduct on-site instruction. Scheduled on-site instruction is conducted with a minimum of 120 supervisory visits per teacher or 2 per student per year.	Supervision of students' SAE program occurs but not all students are visited. Three or more resources limit the ability to conduct on-site instruction.	No supervision of students' SAE programs occurs.	_____
3. Accurate and comprehensive records of all on-site instruction and SAE supervision are maintained and reference content standards.	Copies of SAE supervisory records are provided to the student, parent, and employer.	Instructional activity is entered in record documenting connection to content standards.	Administration receives summary report annually.	SAE supervisory records are limited to visitation dates and mileage only.	No evidence of SAE supervisory records.	_____
4. Students maintain up-to-date and accurate SAE records which are regularly approved.	Majority of students complete and analyze records independently, evaluate practices, and can identify alternatives based on records.	Majority of students maintain up-to-date and accurate records independently. Majority of students can analyze records, evaluate practices, and identify alternatives based on records with limited guidance.	Majority of students maintain up-to-date and accurate records with limited guidance.	Less than 50% of all students have SAE records. Extensive supervision is required for timeliness and accuracy.	No evidence that students have current records on their SAE programs.	_____

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
5.	Students independently manage their SAE Programs.	Students make independent decisions and employ best practices to the management of their SAEs. Students are capable of identifying and solving problems.	Students engage in shared decision making with instructor and other parties for managing of their SAEs. The majority of students show growth in size and/or scope in their SAE.	Students depend on the instructor or other party to identify tasks for the management of their SAEs. Students work independently and seek assistance when needed.	Students require extensive supervision from instructor or other party for managing SAE activities.	No evidence of student's managing SAE activities.	_____

Standard #9: Leadership Development / FFA

Standard Statement: The FFA Chapter supports leadership development and personal growth for all students.

Assumptions and Definitions
1. **Chapter Level FFA Programs and Activities**: Community Service, Student Development, Chapter Development (Reference National POA for categories).
2. **FFA Activities** include but are not limited to FFA Camp, State Convention, National FFA Convention, Career Development Events, Leadership Nights, District Officer Training, Chapter Officer Leadership Training Conference (COLT), Made For Excellence, and Washington Leadership Conference.
3. **FFA Programs** include but are not limited to FFA Degrees, Proficiency Awards, and National Chapter Award.
4. **Program of Activities Divisions** include Student Development, Chapter Development and Community Development.
5. **FFA Business Meetings** should occur on a regular basis
6. **Officers' responsibilities** are outlined in the local FFA constitution.
7. **The local FFA Constitution** documents general operations with regard to structure, membership, degrees, officer responsibilities and decision-making.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. All students enrolled in the agricultural education program are members of the FFA.	100+% of students are FFA members.	At least 95% of students are FFA members.	At least 90% of students are FFA members.	Less than 90% of students are FFA members.	The agricultural education program does not have a chartered FFA chapter.	_____
2. Students participate in FFA-related programs and activities.	Student participation in programs and/or activities average 4 per year.	Student participation in programs and/or activities average 3 per year.	Student participation in programs and/or activities average 2 per year.	Student participation in programs and/or activities average 1 per year.	No evidence of participation in FFA programs and activities.	_____
3. The FFA chapter has a current constitution and/or bylaws.	Constitution and/or bylaws are distributed to each member and to the school administration.	Constitution and/or bylaws are reviewed and updated annually.	Constitution and/or bylaws have been reviewed and updated within the past three years. Each member has access to the document.	The FFA chapter has a constitution and/or bylaws that have been reviewed and updated within the past five years.	No evidence that the FFA chapter has an approved constitution and/or bylaws.	_____

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
4.	FFA members are involved in the planning and implementation of a challenging Program of Activities (POA).	POA is disseminated to the school board and school administration. Includes five or more activities in each division.	POA includes four activities in each division. The POA is planned and implemented by all chapter members.	POA is planned and implemented by chapter officers and committee chairs. Is accessible by each member. Includes three activities in each division.	POA is not planned or implemented by members. Includes less than three activities in each division.	No evidence that the FFA chapter has prepared a POA.	————
5.	Well-planned regularly scheduled FFA chapter business meetings are held.	Business meetings: A proper FFA order of business, including opening and closing ceremonies, is utilized. Use parliamentary procedure including privileged, incidental, and motions, which bring a question back before the assembly as needed.	Business meetings: Use prepared agenda. Use parliamentary procedure including main motions and subsidiary motions. Records of minutes and reports kept on file.	Business meetings operate without regular use of an agenda and record of minutes.	Business meetings are held sporadically.	No evidence that chapter meetings are held.	————
6.	The FFA chapter plans and conducts award and recognition programs.	Attended by 90% of members. Student planned and conducted.	Attended by 75% of members. Student planned. Includes parents, school staff and administration, and community.	FFA chapter award and recognition program is attended by 50% of members. Limited attendance by parents, school staff and administration community. Supporters are recognized.	Members are recognized at a formal school-wide program not planned by the FFA chapter.	Members are not recognized in a formal program.	————

	QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
7.	The FFA chapter has the financial resources to support the POA and maintains accurate financial records.	Have sufficient financial resources to devote to savings. Maintains accurate financial records that are audited annually. Presents detailed Treasurer's reports at chapter meetings.	Have resources to cash flow the POA. Presents limited Treasurer's reports at chapter meetings.	Has an approved Budget/Purpose. Have financial resources to support the POA. Maintains accurate financial records that are audited annually.	No Budget/Purpose approved. Unplanned activities needed to meet financial obligations. Financial resources are not sufficient to meet financial obligations. Relies on school to maintain accurate financial records.	No evidence that the FFA chapter has adequate financial resources to support the POA or maintains any financial records.	_____
8.	Capable and trained officers lead the FFA chapter.	Officers participate in leadership development activities above the chapter level.	Officers participate in leadership development activities at the chapter level.	Officers elected annually by the chapter membership. All officers carry out the duties of their office.	No formal process in place to elect chapter leaders. Minority of officers are performing the duties of their office.	No evidence that chapter officers exist.	_____

Standard #10: Student Access

Standard Statement: An agricultural education program should serve all students interested in preparing for a career in agriculture, food and natural resources industry sectors and be reflective of the school's student population.

Assumptions and Definitions
1. **Admission requirements that limit enrollment** – Unreasonable prerequisites, agriculture or other type of background required, must have an SAE when entering the program, GPA requirements, perceived behavior issues, unwritten limitations based on a student's disability.
2. **All students** should be eligible to be served in an agricultural education program regardless of race, gender, disabilities or socioeconomic status.
3. **All students** are capable of high levels of achievement.
4. **Retention**: Current students enroll in the next course of the sequence of courses.

~ To attain a higher rating, all preceding criteria must be met ~

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
1. Admission requirements encourage enrollment of all students.	Evidence of actions, beyond written policies, support admission of all students.	Neither written requirements or unwritten prejudices limit enrollment.	Written requirements do not limit enrollment but unwritten prejudices still limit admission.	Written admission requirements exist but some requirements limit enrollment.	No evidence of admission requirements.	_____
2. Activities to recruit students are being implemented.	Media sources are used in the recruiting effort. Promotional materials are available and distributed.	Instructors works with stakeholders to guide students to an A&E program. Parents are invited to view program.	The program conducts annual promotional activities targeted to potential enrollees.	Instructor and selected students participate only in an annual school-wide orientation activity.	Students are placed in the program regardless of interest or ability. No recruiting efforts conducted.	_____
3. Guidance counselors are informed on the program and direct interested students to enroll.	Guidance counselors readily assist in the recruitment of all students for the program.	Guidance counselors acknowledge possible A&E careers and A&E post secondary education opportunities and encourage enrollment.	Guidance counselors acknowledge the possible A&E careers and A&E post secondary education opportunities.	Guidance counselors have been informed of possible A&E careers and A&E post secondary education opportunities.	Guidance counselors are not aware that challenging careers are available in A&E and that college bound students should be enrolled in an A&E program.	_____

QUALITY INDICATOR	EXEMPLARY 4	EFFECTIVE 3	IMPROVING 2	STRUGGLING 1	NONEXISTENT 0	INDICATOR RATING
4. Students with IEPs are accommodated.	Instructor works closely with IEP specialist/special ed supervisor to accommodate identified students.	Instructor is familiar with student IEPs. Has access to a confidential copy for reference. Communication with interventionist is regularly conducted.	Instructor knows which students have IEPs but not familiar with content of plans.	Instructors know that some students with IEPs are enrolled but not able to identify those students with IEPs.	No knowledge of which students are served by IEPs.	_____
5. Enrollment reflects the diversity in the school population.	Enrollment reflects the diversity in the school population.	Two of the four demographic groups are adequately reflected in the program enrollment.	Instructor's knowledge of student demographics is based on data and can articulate how the program compares.	Instructor is generally knowledgeable of student demographics but cannot make accurate comparisons to class enrollment.	Very homogenous classes.	_____
6. Practices that support student retention result in multiple year enrollments.	Teacher(s) of agriculture works with and/or supports guidance department and administration in student scheduling.	90% of all freshmen re-enroll as sophomores in local school, 90% of Career Center Juniors re-enroll as seniors in respective CTE programs.	Teachers of agriculture include contact with currently enrolled students and parents in student recruitment and retainment / marketing campaign.	Re-enrollment of students in secondary agriculture program is incidental.	No evidence of practices that support retention of students for multiple year enrollment. Students are not encouraged to re-enroll in program.	_____

Improvement Plan

Date: _____

Standard # Indicator #	Issue(s) discovered during program review	Plan of Action/Corrections to Implement	Target Date(s)	√
____ . ____		1. 2. 3.		
____ . ____		1. 2. 3.		
____ . ____		1. 2. 3.		
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Duplicate and/or modify page as needed