TEACHER/LOCAL TEAM
SELF-STUDY
of
STANDARDS
and
QUALITY INDICATORS
for
AGRISCIENCE AND BUSINESS
PROGRAM IMPROVEMENT

School ______________________________________

Date __________________________________________

Agriculture Instructor(s)
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Committee Member(s):
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INTRODUCTION

This questionnaire was developed to assist in reviewing and improving the instructional process of Agriscience and Business programs. It is designed to be used by the local teacher or a local team in conducting a comprehensive self-evaluation. The questionnaire is divided into twelve sections corresponding to the twelve standards for review of agricultural education programs.

Each standard is followed by a series of questions or quality indicators which further define or measure the standard. Some questions are identified by being shaded and those must be met in order to meet the standard. The sum total ranking will serve as a ranking for the standard. The ranking of each standard and corresponding narrative should be recorded and reported in the final self-study report.

DEFINITIONS:

Standard - A descriptive statement established and used as a model of quantitative characteristics for the development, operation and assessment of vocational programs.

Quality Indicator - A question that is used to further define or measure the standard.

DIRECTIONS:

Reviewers using this instrument should strive to rate the quality indicators for each program in relationship to the standard.

To complete the questionnaire, carefully read each standard and the quality indicators which follow. For each question that is shaded, the evaluator should indicate if the quality indicator is met or not met by making a check mark on the appropriate line. All other indicators are assessed by circling the appropriate rating in the column on the right. The numbers on the rating scale indicate the following:

5 = Outstanding
Exceeds Standard
4 = Above Average
Meets Standard
3 = Average
Below Standard
2 = Below Average (Improvement Needed)
1 = Poor (Major Improvement Needed)

Evidence Statement - References/sources for evidence and/or improvement aids/resources support aids.
LOCAL PROGRAM PROFILE

School ________________________________________________________________

Date ________________________________________________________________

Instructor(s) _________________________________________________________

______________________________________________________________

Committee Members ________________________________________________

______________________________________________________________

Overview of Program Review Process __________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

INTRODUCTION

The introduction should include such information as follows: A brief description of the program, course offerings, number of students served, and any unique information about the program and students/communities served.

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<thead>
<tr>
<th>Status Overview</th>
<th>Standard Met</th>
<th>Standard Not Met*</th>
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<tbody>
<tr>
<td>STANDARD 1  INSTRUCTIONAL PLANNING AND ORGANIZATION</td>
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<td>STANDARD 2  INSTRUCTIONAL MATERIALS UTILIZATION</td>
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<td>STANDARD 3  QUALIFIED PERSONNEL</td>
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<td>STANDARD 4  ENROLLMENT AND STUDENT-TEACHER RATIO</td>
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<td>STANDARD 5  EQUIPMENT AND SUPPLIES</td>
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<td>STANDARD 6  INSTRUCTIONAL FACILITIES</td>
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<td>STANDARD 7  SAFETY TRAINING AND PRACTICES</td>
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<td>STANDARD 8  PROGRAM MANAGEMENT AND PLANNING</td>
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<td>STANDARD 9  VOCATIONAL STUDENT ORGANIZATIONS</td>
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<td>STANDARD 10 COORDINATION ACTIVITIES</td>
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<tr>
<td>STANDARD 11 STUDENT ACCOUNTING AND REPORTS</td>
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<tr>
<td>STANDARD 12 ADULT EDUCATION</td>
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* Refer to Specific Recommendations for Improvement
EVIDENCE LIST

Below is a listing of items of evidence that can be used to support the program Standards. While the list is not all inclusive, it is provided to give a sample of the items needed for the agriculture program review. Not all items are applicable to every program.

STANDARD 1
- Advisory Committee Membership List
  & Minutes
- Course Competencies
- Lesson Objectives
- Summer Calendar
- Summer Program Summary
- Teaching Calendar
- Written Grading Policy
- Evaluation Materials

STANDARD 2
- Course Outlines
- Department Budget
- Teaching Calendar
- Department Inventory
- Support Material/Resources List

STANDARD 3
- Agriculture Teacher's Monthly Report
- Organizational Membership List of the Instructor(s)
- Professional Improvement Plan
- Record of Professional Improvement/Development Meetings Attended

STANDARD 4
- Class Schedule
- List of Class Enrollments (include grade level, male, female, special populations)
- Student Recruitment/Career Information Materials

STANDARD 5
- Annual Equipment & Supplies Request
- Completed Safety Checklist
- Department Inventory
- Purchasing/Replacement Plan

STANDARD 6
- Completed Safety Checklist
- Facility Floor Plans, Facility Appropriateness to program/courses offered

STANDARD 7
- Completed Safety Checklist
- Safety Test on File
- Safety Instruction

STANDARD 8
- Program Marketing Plan
- Advisory Committee Membership List & Minutes
- Annual Program Evaluations Samples of Student 1, 3, & 5 Year Placement Follow-up Data

STANDARD 9
- Agriculture Department Philosophy & Objectives
- Reporting Items
- Individual/Chapter Award Applications
- FFA Alumni Roster
- FFA Banquet or Awards Assembly Program
- FFA Participation Record
- FFA Program of Activities
- FFA Roster
- FFA Scrapbook
- FFA Secretary's Book
- High School Student Handbook
- Student Portfolios or examples of work

STANDARD 10
- SAE Visitation Record
- Student Notebooks
- Student SAE Record Books
- Student Training Agreements
- Unique Student SAE Partnerships
- Summary of Completed Supervised Agriculture Experience Program
- Teaching Calendar

STANDARD 11
- Student Records/Portfolios/Success Stories
- 1, 3, & 5 Year Placement Follow-up Data

STANDARD 12
- Adult Class Schedule & Class Descriptions
- Young Farmer Program of Activities
- Young Farmer Roster
- Young Farmer Chapter/Individual Award Application
Standard No. 1 - The state curriculum for all agriculture courses is being utilized with input from the community, students, and administration and includes the identification of specific goals and objectives, competencies, SAE supervision, and leadership instruction.

Rationale: The instructional program should be designed to develop knowledge and skills that are essential for success in meeting the occupational objectives of students. There should be evidence that each instructional unit has been properly planned and organized and is being implemented in a sequential manner. The agriculture program should implement a grading system which is based upon identified criteria.

The course of study for the agriculture program shall include both theory and skill lessons along with other supplemental learning activities which will serve to guide the program toward desirable learning outcomes. The course of study shall be integrated and organized in such a manner as to produce a well-balanced program of instruction.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . is instruction directed toward appropriate and clearly formulated objectives with input from community, industry, and local administration?

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<tr>
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Evidence: State Department Curriculum, Course Competencies, Advisory Committee Minutes, Instruction Reflects State Competencies, Ag Science for Science Graduation Requirements is available/utilized, Local Program Success Steps to Success (LPSSTS) have been implemented.

COMMENTS:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

B. . . . does the agriculture program function with a proper balance between classroom and 1 2 3 4 5 laboratory, SAE, and student organization activities?

Evidence: Course Descriptions, Teaching Calendars, Lesson Objectives, Competencies, FFA Program of Activities, LPS Best Practices (LPSBP)

COMMENTS:

C. . . . are the objectives, teaching calendars, and course offerings for the instructional program specified in writing?

Evidence: Course Descriptions, Teaching Calendars, Lesson Objectives, Competencies

COMMENTS:
INSTRUCTIONAL PLANNING AND ORGANIZATION
STANDARD ONE (Continued)

QUALITY INDICATORS

TO WHAT EXTENT:

D.. . . is a written agriculture program summer plan submitted and outcomes discussed with the administration annually? 1 2 3 4 5
Evidence: Last year’s summer plan and summary, Administrator interview
COMMENTS:

E.. . .are related academics incorporated into the instructional content? 1 2 3 4 5
Evidence: Course competencies/objectives, samples of challenging math, science, and reading content, agriscience projects/exhibits, samples reflect real world and relevant learning activities, LPSSTS.
COMMENTS:

G.. . .are students informed in writing of course objectives and frequently informed of their level of success? 1 2 3 4 5
Evidence: Sample of student information, sample quiz, test, scorecard of activity, skill sheets, other performance measure samples.
COMMENTS:

Sum the ratings in the preceding columns........................................................................................................... Total Points
To meet Standard One, Quality Indicator A must be met and the Total Points must equal or exceed 18 points.
Was Quality Indicator A met?.............................................................................................................. YES NO
Standard No. 2 - The agriculture program has the resources necessary to implement the state and local curriculum and to adapt to the needs of students.

Rationale: The availability and proper utilization of instructional materials is considered essential to conducting quality instruction. Schools offering agriculture programs shall ensure that adequate amounts of such materials, including state instructional materials, audiovisual aids, reference texts, competency profiles, connection to appropriate websites, etc., are made available for instructional purposes. Agriculture instructors shall utilize a variety of instructional materials and methods in accordance with student needs and the goals and objectives of the training program.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . are a variety of appropriate instructional material and equipment available and utilized?

Evidence: Inventory, Course Outlines, DOE Equipment & Supplies List

COMMENTS:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

B. . . . is the curriculum enriched by utilizing related resources of the community (guest speakers and field trips to production and agribusinesses)?

Evidence: Teaching calendars, LPS Partner Development Best Practices, Steps & Resources Items

COMMENTS:

C. . . . are methods of teaching adapted to meet individual needs, interests, and rates of learning?

Evidence: Course outlines, Teaching calendars, Lesson plans

COMMENTS:
### QUALITY INDICATORS

TO WHAT EXTENT:

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>D. does the department maintain a variety of up-to-date agricultural reference materials</td>
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<td>(books, periodicals, agricultural publications including career opportunities, etc.)?</td>
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<tr>
<td>Evidence: Department budget, computers with Internet connection, reference or resource centers.</td>
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<tr>
<td>COMMENTS:</td>
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</table>

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>E. does the department maintain a filing system?</td>
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<tr>
<td>Evidence: Filing System</td>
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<tr>
<td>COMMENTS:</td>
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</table>

Sum the ratings in the preceding columns: .......................................................... _____ Total Points

To meet Standard Two, Quality Indicator A must be met and the Total Points must equal or exceed 18 points.

Was Quality Indicator A met? .................................................................................. YES  NO
QUALIFIED INSTRUCTIONAL PERSONNEL
STANDARD THREE

Standard No. 3 - Continued professional development of the agriculture program staff is demonstrated by participation in workshops, conferences, professional development activities, and community involvement.

Rationale: Selecting, developing, and retaining an instructional staff which is competent to meet the needs of vocational/technology training is of utmost importance to the success of the teaching program. Realizing that agriculture instruction is unique in education, all instructors shall have an adequate general education along with recent work experience which will enable them to relate their instruction to business or industrial methodology. As evidence of proper preparation, all agriculture instructors shall meet or exceed state certification requirements and will hold a current teaching certificate appropriate to their subject area. In addition to these minimums, all agriculture instructors should continuously strive to improve their skills and knowledge by upgrading certification requirements and by attending professional improvement meetings, state conferences, etc.

QUALITY INDICATORS

TO WHAT EXTENT:

A. ... has the instructor continued his/her technological growth through college credit courses, attendance at workshops, and other sources of training?  

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<thead>
<tr>
<th>MET</th>
<th>NOT MET</th>
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</table>

Evidence: Agriculture teacher’s monthly report, Professional development plan, LPS Professional Development Steps and Best Practices.

COMMENTS:

B. ... is each instructor employed year-round to supervise the agriculture program?  

<table>
<thead>
<tr>
<th>MET</th>
<th>NOT MET</th>
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</table>

Evidence: Teachers contract, SAE materials, FFA & IYFA Program of Activities

COMMENTS:

C. ... has the instructor continued his/her professional growth by attending professional improvement meetings, workshops, conferences, and conventions?  

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
</table>

Evidence: Agriculture teacher’s monthly reports

COMMENTS:
QUALIFIED INSTRUCTIONAL PERSONNEL
STANDARD THREE (continued)

TO WHAT EXTENT:

D. . .does the instructor participate in community activities (e.g., civic organizations Chamber of Commerce, Fair board, Extension, etc.)? Evidence: List of organizational memberships, Community Partnerships, Collaboration Activities, etc. COMMENTS:

E. . .does the instructor work harmoniously with other faculty and correlate his/her instructional program with other subject areas? Evidence: Record of curriculum meetings and/or joint activities, administrator interview COMMENTS:

F. . .is the administration kept adequately informed of program and teacher activities? Evidence: Copy of correspondence/newsletter to administrator, other communications COMMENTS:

G. . .does the instructor ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, etc., of the agriculture program? Evidence: Record of meetings with counselor/administrator, marketing materials (LPSSTS & BP), Ag Career Clusters, Program Marketing Flyers, etc. COMMENTS:

Sum the ratings in the preceding columns................................................................. _____ Total Points

To meet Standard Three, Quality Indicators A and B must be met and the Total Points must equal or exceed 15 points.

Was Quality Indicator A met?.................................................................................. _____ YES _____ NO

Was Quality Indicator B met?.................................................................................. _____ YES _____ NO
Standard No. 4 - the teaching load, class sizes, and classroom/laboratory facilities should meet the needs of students in the local school district.

Rationale: The teaching load (student-teacher ratio will vary with the program, contingent upon the number/kinds of students to be served, the specific skills to be taught, the size of the facility, and the methods of instruction to be used. However, reasonable enrollment limits must be maintained in order to ensure that program objectives may be met in an efficient and effective manner. Unless otherwise specified, program enrollment limits shall be maintained in each vocational program in accordance with the state operations and procedures requirements.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . are class sizes appropriate for effective instruction in the facilities available?

Evidence: Class roll verses facilities and instructional strategies

COMMENTS:

B.. . . are training stations and/or items of equipment sufficient in terms of the number of students enrolled in the largest class?

Evidence: Class roles verses available equipment, training space, lab area

COMMENTS:

C.. . . does the instructor have input to counselors and administrators in scheduling classes to avoid conflicts with other courses needed to meet graduation/college entrance requirements?

Evidence: Master class schedule

COMMENTS:
ENROLLMENT AND STUDENT/TEACHER RATIO  
STANDARD FOUR (continued)  

QUALITY INDICATORS  

TO WHAT EXTENT:  

<table>
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<tr>
<th>D. . . are the students given a clear understanding of the purposes and nature of the program and career opportunities prior to enrollment?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Evidence: Course descriptions, student recruitment materials, counselor information provided to students, Ag Career Cluster Models</td>
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<tr>
<td>COMMENTS:</td>
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<tr>
<th>E. . . are both female and male students enrolled in the agriculture program?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Evidence: Class enrollments</td>
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<td>COMMENTS:</td>
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</table>

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<tr>
<th>F. . . are instructors notified when handicapped/disadvantaged students are enrolled and advised to the specific needs of the students?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Evidence: List of handicapped/disadvantaged students enrolled</td>
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<td>COMMENTS:</td>
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</table>

Sum the ratings in the preceding columns ............................................................................................................ Total Points

To meet Standard Four, Quality Indicator A must be met and the Total Points must equal or exceed 15 points.

Was Quality Indicator A met? ................................................................. YES  NO
Standard No. 5 - Proper equipment and supplies are provided to support the curriculum, meet the needs of the students and represent industry standards.

Rationale: Proper equipment and adequate supplies must be made available to support the agriculture program. Schools offering vocational programs shall provide funds for equipment and supplies in accordance with acceptable standards and at a level to assure quality occupational education. Equipment selected should be representative of the grade and type used by business and industry and must meet or exceed all appropriate safety standards.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . have adequate funds been provided for the purchase of consumable supplies and equipment?

Evidence: Department budget and inventory

COMMENTS:

B. . . . is a complete inventory maintained on all equipment?

Evidence: Department inventory

COMMENTS:

C. . . . is the equipment being utilized, adequate, up-to-date and relevant to current agricultural occupations?

Evidence: Department inventory, reflects preparation of students for existing technologies, and future industry career directions.

COMMENTS:
EQUIPMENT AND SUPPLIES
STANDARD FIVE (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

<table>
<thead>
<tr>
<th>Q.</th>
<th>is a list of needed equipment and supplies submitted to the administrator at least once a year?</th>
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<tbody>
<tr>
<td></td>
<td>Evidence: Equipment and supplies request list, 1, 3, 5 year purchase plan</td>
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<td></td>
<td>COMMENTS:</td>
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<td>1</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th>Q.</th>
<th>is all equipment properly maintained and in safe working condition?</th>
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<tr>
<td></td>
<td>Evidence: Safety checklist, evaluator observation</td>
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<td>COMMENTS:</td>
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<td>4</td>
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<td>5</td>
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</table>

Sum the ratings in the preceding columns...................................................................................

Total Points

To meet Standard Five, Quality Indicators A and B must be met and the Total Points must equal or exceed 9 points.

Was Quality Indicator A met?...............................................................................................

YES   NO

Was Quality Indicator B met?...............................................................................................

YES   NO
Standard No. 6 - The facilities are accessible to all populations, clean, attractive, safe, healthy, adequate, and appropriate for the instructional program being offered.

Rationale: Physical facilities for agriculture programs shall include adequate space and utilities in classrooms, laboratories, and shop areas which provide for safe and orderly instruction. Both instructional and noninstructional areas, including storage areas, restrooms, and offices, shall be adequate for the number of students and staff using such areas. Special consideration shall be given to handicapped students as well as providing for the special needs of co-educational classes.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . is the size of the facility adequate to assure safe, quality education and training in relationship to the program’s objectives?

| Evidence: Safety checklist, facility layout, program objectives, recommended ag. mechanics laboratory - 2400 sq ft, classroom - 825 sq ft minimum, greenhouse/lab - 1600 sq ft, appropriate storage - 400 sq ft, office/conference - 150 sq ft |
| MET | NOT MET |

COMMENTS:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

B. . . . is there a clean-up wash basin available to students?

| Evidence: facility layout |
| 1 2 3 4 5 |

COMMENTS:

C. . . . is there locker/storage space available to each student for lab clothes and supplies, etc?

| Evidence: Facility layout |
| 1 2 3 4 5 |

COMMENTS:
INSTRUCTIONAL FACILITIES
STANDARD SIX (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

D. . . is the agriculture facility attractive and identified?  
Evidence: Evaluator observation  
COMMENTS:

E. . . are the instructional facilities properly maintained and arranged in order to provide for a conducive learning environment?  
Evidence: Evaluator observation  
COMMENTS:

F. . . is adequate and appropriate storage provided for hazardous materials?  
Evidence: Safety checklist, ASAE Standards, inventory of hazardous materials, approved hazardous/flammable materials cabinet or room  
COMMENTS:

Sum the ratings in the preceding columns ........................................... Total Points

To meet Standard Six, Quality Indicators A and B must be met and the Total Points must equal or exceed 12 points.

Was Quality Indicator A met? ............................................................... YES  NO
SAFETY TRAINING AND PRACTICES
STANDARD SEVEN

Standard No. 7 - Safety is incorporated into all phases of the agriculture program including instruction, facilities, and equipment.

Rationale: Due to the nature of agriculture training and related employment, student safety and safety training are considered essential to quality program operations. Schools offering agriculture programs shall ensure that safety features in the instructional facilities and equipment are properly implemented and maintained. In addition, adequate lighting, heat, and ventilation shall be provided to ensure a safe and healthy learning environment. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation and maintenance of environmental health and safety features.

Agriculture instructors shall ensure that safety training is incorporated into the instructional content of the training program. Student safety practices shall also be encouraged and continuously monitored by the instructor.

QUALITY INDICATORS

TO WHAT EXTENT:

A. . . . is safety being taught as a regular part of the instructional program and is there a safety test in each student’s file for each piece of equipment the student operates?

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Evidence: Individual student files - safety test on file, teaching calendar, posted safety rules
COMMENTS:

B. . . . has a safety inspection been conducted of the facilities including all lab areas and equipment for all phases of the agriculture program?

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<thead>
<tr>
<th>MET</th>
<th>NOT MET</th>
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Evidence: Completed safety checklist
COMMENTS:

C. . . . have time lines been established to correct any deficiencies found in the Agricultural Education Safety Checklist?

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<th>NOT MET</th>
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</table>

Evidence: Completed safety checklist
COMMENTS:
SAFETY TRAINING AND PRACTICES
STANDARD SEVEN (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

D. . . . are students required to wear safety glasses at all times in the shop/laboratory?

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<th>MET</th>
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Evidence: Safety glasses, safety glass storage, student interviews

COMMENTS:

In order to meet Standard Seven, Quality Indicators A, B, C, and D must be met.

Was Quality Indicator A met?...............................................................................................

Was Quality Indicator B met?...............................................................................................

Was Quality Indicator C met?...............................................................................................

Was Quality Indicator D met?...............................................................................................

YES  NO

YES  NO

YES  NO

YES  NO
Standard No. 8 - Input from students, parents, staff members, and community representatives is used to develop and implement the agriculture program’s goals and objectives.

Rationale: An effective and continuous program of community relations is necessary to maintain a close working relationship with business, industry, and other organizations and individuals, and to ensure that agricultural education is relevant to the needs of students. The purpose of a community relations effort is to inform the public of the program’s operations and capabilities and to generate active participation in the development and implementation of the program’s goals.

Each agriculture program should actively strive to encourage community involvement and to promote a greater understanding of the program’s needs and accomplishments. In addition, each agriculture program shall have a formally organized program advisory committee which is broadly representative of the school community and of the business and industrial community it serves. Each local program shall maintain on file a listing of the names and occupations of the advisory committee members and the minutes of each meeting.

**QUALITY INDICATORS**

**TO WHAT EXTENT:**

<table>
<thead>
<tr>
<th>A. . . does the agriculture program have a formal advisory committee?</th>
<th>______ MET</th>
<th>______ NOT MET</th>
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<tbody>
<tr>
<td>Evidence: Advisory committee membership list</td>
<td>COMMENTS:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. . . does the program advisory committee meet regularly (minimum of once per year) and maintain records of each meeting?</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
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</thead>
<tbody>
<tr>
<td>1 = Poor</td>
<td>2 = Below Average</td>
<td>3 = Average</td>
<td>4 = Above Average</td>
<td>5 = Outstanding</td>
<td></td>
</tr>
<tr>
<td>Evidence: Advisory committee minutes</td>
<td>COMMENTS:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. . . are advisory committee recommendations and services utilized in program activities?</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: Advisory committee minutes, annual program evaluations, program changes/ implementations</td>
<td>COMMENTS:</td>
<td></td>
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</tbody>
</table>
PROGRAM MANAGEMENT AND PLANNING
STANDARD EIGHT (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

D. . . is the program advisory committee representative of the agricultural industry being served by the program?
Evidence: Advisory committee membership list, community/county profiles, 3,5 year placement records.
COMMENTS:

E. . . is a sound public relations program being conducted in the school and community with a minimum of one activity per month (radio, TV, news stories, brochures, civic appearances, Food for America, local fair or show, etc.)?
Evidence: FFA & IYFA Program of Activities, FFA & IYFA Chapter scrapbook, news articles, marketing plan
COMMENTS:

F. . . is the instructional program annually evaluated to meet the needs of students and the community?
Evidence: Evaluation plan, evaluation reports
COMMENTS:

Sum the ratings in the preceding columns................................................................. Total Points

In order to meet Standard Eight, Quality Indicator A must be met and the Total Points must equal or exceed 15 points.

Was Quality Indicator A met?............................................................................. YES  NO
Standard No. 9 - Student leadership development activities are integrated into the agriculture course of instruction, are conducted year round and are supervised by the local agriculture instructor(s).

Rationale: Student leadership development activities are considered an integral part of the course of instruction in all career and technical education programs. Each student shall be afforded the opportunity to become an active member of an appropriate career and technical education student organization. The leadership development activities associated with the student organization shall be directed and supervised by the local teacher with guidance from the local school administration and the state supervisory staff.

### QUALITY INDICATORS

**TO WHAT EXTENT:**

<table>
<thead>
<tr>
<th>A. . . . . is the student organization (FFA) an integral part of the instructional program?</th>
<th>MET</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: Teaching calendars for classes offered, FFA Program of Activities, FFA roster, LPSSTS-FFA, LPS-FFA-BP</td>
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</tr>
</tbody>
</table>

**COMMENTS:**

1 = Poor  
2 = Below Average  
3 = Average  
4 = Above Average  
5 = Outstanding

<table>
<thead>
<tr>
<th>B. . . . are chapter meetings held monthly with students conducting the proceedings?</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: FFA Program of Activities, FFA Secretary’s book, agriculture program activities</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th>C. . . . are all students who are enrolled in the agriculture program afforded the opportunity to participate in the leadership development activities associated with the FFA chapter?</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: High school student handbook/course description handbook, agriculture department philosophy and objectives</td>
<td></td>
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</tbody>
</table>

**COMMENTS:**
## QUALITY INDICATORS

### TO WHAT EXTENT:

<table>
<thead>
<tr>
<th>D.</th>
<th>does the agriculture program maintain 100% membership in the FFA chapter?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Evidence: FFA roster</td>
<td></td>
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<tr>
<td>COMMENTS:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E.</th>
<th>does each FFA member participate in at least one FFA-sponsored activity?</th>
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<tbody>
<tr>
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<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Evidence: FFA participation record</td>
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<tr>
<td>COMMENTS:</td>
<td></td>
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</table>

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<thead>
<tr>
<th>F.</th>
<th>has the chapter implemented the FFA program of activities with assigned committees?</th>
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<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Evidence: FFA participation record, FFA secretary’s book, FFA Program of Activities</td>
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<tr>
<td>COMMENTS:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>G.</th>
<th>did the FFA chapter have delegates in attendance at all sessions of the State FFA Convention and encourage participation in district, state, national leadership conferences?</th>
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<td></td>
<td>1  2  3  4  5</td>
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<tr>
<td>Evidence: FFA participation record</td>
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<td>COMMENTS:</td>
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<thead>
<tr>
<th>H.</th>
<th>does the FFA chapter hold an annual banquet or awards program for awards and recognition of students with parents, school officials, and community leaders being invited?</th>
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<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Evidence: FFA program of activities, FFA banquet program</td>
<td></td>
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<tr>
<td>COMMENTS:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>I.</th>
<th>does the agriculture program and the FFA organization utilize people within the community in their activities?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Evidence: FFA alumni, parent groups, program of activities, Young Farmers</td>
<td></td>
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<tr>
<td>COMMENTS:</td>
<td></td>
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</tbody>
</table>
CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATION
STANDARD NINE (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

| J. . .do chapter members have the opportunity to participate in a minimum of five FFA activities above the local level? | 1 | 2 | 3 | 4 | 5 |
| Evidence: FFA program of activities, student award resumes |

COMMENTS:

| K. . .did the chapter receive a superior chapter rating in the past year? | 1 | 2 | 3 | 4 | 5 |
| Evidence: |

COMMENTS:

---

Sum the ratings in the preceding columns...

In order to meet Standard Nine, Quality Indicator A must be met and the Total Points must equal or exceed 30 points.

Was Quality Indicator A met?

_____ YES  ____ NO
Standard No. 10 - A supervised agricultural experience program is a part of the agriculture program and is implemented through classroom instruction, supervision of student projects, development of on-the-job training programs and regular monthly record keeping.

Rationale: Agriculture programs are uniquely designed to meet students’ occupational objectives through supervised agriculture experiences (SAE) or on-the-job training coupled with regular classroom instruction. Each student participating in cooperative training should be placed in a job related to his/her occupation objective and training program. The instructor should ensure that each student’s cooperative training provides experiences that allow the students to meet the goals and objectives of his/her training program.

The agriculture program should ensure that students are legally employed if their cooperative training involves working for pay. As a condition of their employment, a Training Agreement shall be signed by the employer, student, parent, and teacher-coordinator, and shall be maintained on file. In addition, a training plan outlining the on-the-job training activities for each student shall be completed and maintained on file.

In order to assure quality of training and procedural compliance, the local teacher-coordinator shall visit each training station at least once per grading period. Provisions should also be made for the local instructor/coordinator to visit each training station in accordance with state guidelines. Students should be encouraged to develop teacher-assisted entrepreneurship programs, where such programs are related to the instructional content of the training program.

### QUALITY INDICATORS

**A. . . . does each student have a supervised agricultural experience program (SAE)?**

- MET
- NOT MET

Evidence: Summary of completed Supervised Agriculture Experience Programs
SAE record books, individual student files

**B. . . . are two regularly scheduled visits or observations made of each student’s supervised agricultural experience program and an additional two on summer SAE credit programs made each year by the instructors?**

- MET
- NOT MET

Evidence: Agriculture instructor’s monthly report, SAE visitation record-See Ag Teachers Manual (ATM)

COMMENTS:
COORDINATION ACTIVITIES
STANDARD TEN (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

C. . .are there records to indicate that the teacher has conducted “ON-SITE” visits to each training station (or home-site) at least twice per year?
Evidence: SAE visitation record, class grade book, agriculture instructor’s monthly report
COMMENTS:

D. . .does each student maintain an agricultural education record book in which regular entries are maintained?
Evidence: SAE record books, individual student files
COMMENTS:

E. . .is the students’ supervised agricultural experience program and record book utilized in determining the overall course grade?
Evidence: Class grade book, grade summaries, grading system
COMMENTS:

F. . .are students given an opportunity to fulfill supervised agricultural experience requirements through a variety of SAE types (ownership, placement, and laboratory)?
Evidence: Summary of completed SAE programs, other School-to-Work mechanisms such as cooperative education, school sponsored enterprise, job shadowing, internships.
COMMENTS:

G. . .is there a Training Agreement signed by the employer, the student, the parent, and the Teacher on file for each employed student? (A written agreement should also be prepared and signed by the appropriate parties for entrepreneurship and partnership programs.)
Evidence: Training Agreement
COMMENTS:
QUALITY INDICATORS

TO WHAT EXTENT:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>H</td>
<td>has a training plan which outlines on-the-job training activities for each student been completed and maintained on file?</td>
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<td></td>
<td>Evidence: Training plan</td>
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<td></td>
<td>COMMENTS:</td>
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<tr>
<td>I</td>
<td>is a supervision period for agricultural experience programs recognized as a part of the teaching load?</td>
<td></td>
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<td></td>
<td>Evidence: Instructor’s class schedule</td>
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<td></td>
<td>COMMENTS:</td>
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<tr>
<td>J</td>
<td>are supervisory agricultural experiences (SAE) visits made to prospective students?</td>
<td></td>
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<td></td>
<td>Evidence: Agriculture instructor’s monthly report including summer visits, SAE visitation record.</td>
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<td></td>
<td>COMMENTS:</td>
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</table>

Sum the ratings in the preceding columns....................................................................................... Total Points

In order to meet Standard Ten, Quality Indicators A and B must be met and the Total Points must equal or exceed 24 points.

Was Quality Indicator A met?........................................................................................................... YES ____ NO

Was Quality Indicator B met?........................................................................................................... YES ____ NO

26
Standard No. 11 - A record of student enrollment, placement, and follow-up activities are maintained and used in program planning and development.

Rationale: Recognizing that the major objective of the agriculture program is the continuation of the student’s education and/or gainful employment, a systematic program of job placement and follow-up is essential. As evidence of efforts to achieve this objective, each local educational institution shall maintain student enrollment, placement, and follow-up records on all students who have enrolled in the agriculture program.

**QUALITY INDICATORS**

**TO WHAT EXTENT:**

<table>
<thead>
<tr>
<th>A. . . . are student enrollment, annual placement, three and 5-year follow-up records maintained on all students in accordance with state and federal requirements?</th>
<th>MET</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: Annual, 3 and 5 year follow up data</td>
<td></td>
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</tr>
</tbody>
</table>

**COMMENTS:**

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

<table>
<thead>
<tr>
<th>B. . . does the teacher maintain professionalism through the timely preparation of all reports and participation in program-related activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: Report files, late report letters sent, professional participation record</td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th>C. . . are graduates assisted in finding job opportunities or enrollment in related post-secondary education?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: Upper-class teaching calendars, SAE visitation record, placement records personal interview</td>
</tr>
</tbody>
</table>

**COMMENTS:**
TO WHAT EXTENT:

D... does each student have an opportunity to complete an application for a job, an application for a proficiency award, state degree or other applications as part of their instructional program?

Evidence: Teaching calendars, FFA Program of Activities, applications on file

COMMENTS:

E... is class time allocated for the guidance staff to work cooperatively with the teacher to carry out guidance related program activities such as decision making dissemination of career and occupational information, scholarships, etc.?

Evidence: Teaching calendars, guidance calendar of activities

COMMENTS:

Sum the ratings in the preceding columns................................................................. Total Points

In order to meet Standard Eleven, Quality Indicator A must be met and the Total Points must equal or exceed 15 points.

Was Quality Indicator A met?............................................................................... YES ____ NO
Standard no. 12 - Opportunities for adult education in and about agriculture are provided through the delivery of adult agriculture classes or Young Farmer activities with educational meetings.

Rationale: The agriculture program should provide educational opportunities for adults in the community. The instructor should also utilize principles of adult education in the planning and delivery of the instructional program and activities.

### QUALITY INDICATORS

**TO WHAT EXTENT:**

<table>
<thead>
<tr>
<th>A. does the agricultural education program conduct a minimum of 20 hours of organized adult agriculture classes OR (see B)</th>
<th>_____ MET</th>
<th>_____ NOT MET</th>
</tr>
</thead>
</table>

Evidence: 

COMMENTS:

<table>
<thead>
<tr>
<th>B. does the program have an active Young Farmer chapter?</th>
<th>_____ MET</th>
<th>_____ NOT MET</th>
</tr>
</thead>
</table>

Evidence: Young Farmer roster, dues report, and program of activities

COMMENTS:

<table>
<thead>
<tr>
<th>C. does the agriculture program encourage and participate in a variety of educational meetings and tours?</th>
<th>1 = Poor</th>
<th>2 = Below Average</th>
<th>3 = Average</th>
<th>4 = Above Average</th>
<th>5 = Outstanding</th>
</tr>
</thead>
</table>

Evidence: Adult participation records, Young Farmer program of activities, participation in Area State and National activities (i.e. National Institute, State Young Farmer Convention), educational activities.

COMMENTS:
ADULT EDUCATION
STANDARD TWELVE (continued)

QUALITY INDICATORS

TO WHAT EXTENT:

D. . .does the teacher work with other agricultural agencies in the community developing and conducting educational programs?  
Evidence: Adult class/activity descriptions and schedules, advisory committee minutes, fair boards, commodity organizations

COMMENTS:

Sum the ratings in the preceding columns.................................................................................................. Total Points

In order to meet Standard Twelve, Quality Indicator A or B must be met and the Total Points must equal or exceed 9 points.

Was Quality Indicator A or B met?.................................................................................................. YES  NO
LOCAL PROGRAM STRENGTHS

Summarize below the major strengths of the program. Include supportive data or site evidence for the outstanding accomplishments of students and/or the student organization.
### GENERAL SUGGESTIONS FOR IMPROVEMENT

Outline general suggestions for overall improvement of the program.

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
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### SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Outline specific recommendations for program improvement that should be implemented in order for the program to meet the minimum standards. Each standard that was found to be deficient should be identified and recommendations for improvement made.

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Recommendations</th>
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</tbody>
</table>
Prioritize the recommendations and develop an outline of actions and time line to implement one or more of the recommendations.

<table>
<thead>
<tr>
<th>When to Implement?</th>
<th>What Action?</th>
<th>Who is Responsible?</th>
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