

Agricultural Education Accountability Assessment for North Carolina

An Authentic Assessment for the Evaluation of
Agricultural Education Programs & Students

Data Instrument

School Year

School	
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher

NC STATE UNIVERSITY

Data Instrument

© 2008

NC State University

College of Agriculture and Life Science
Department of Agricultural and Extension Education

Reviewed and revised – January/February 2007

Introduction

Program components in the Agricultural Education Accountability Assessment for North Carolina have been developed to assist agricultural education teachers and school administrators in reviewing and improving agricultural education programs. It is designed to be used in conducting a comprehensive evaluation. The elements of an agricultural education program are divided into sections corresponding to each component for review.

Each program component is followed by a series of questions or quality indicators, which further define or measure the area being evaluated by using specific point totals. These quality indicators are focused on total program accountability. The overall points total will serve as an indicator of the effectiveness of the local agricultural education program.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2003

SESSION LAW 2004-124

HOUSE BILL 1414

PART VII. PUBLIC SCHOOLS

ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION

SECTION 7.20A. During the 2005-2006 school year, the State Board of Education shall submit an amended State Career-Technical Education Plan to the United States Department of Education to:

- (1) Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years;
- (2) Permit the use of the data collected under the field test as an alternative to the end-of-course tests in the Vocational Education Competency Achievement Tracking System (VoCATS) and authorize the use of that data to satisfy the technical attainment requirement for continued Carl D. Perkins funding;
- (3) Require the Department of Public Instruction and the Department of Agricultural Education at North Carolina State University to monitor the program to ensure compliance with all Standards; and
- (4) Authorize the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful.

The Department of Public Instruction and the Department of Agricultural Education at North Carolina State University shall report on the field test to the Joint Legislative Education Oversight Committee by October 15, 2006.

Data Instrument

SUBMIT THIS ENTIRE DOCUMENT AS REQUESTED

Certification and Signatures

We hereby certify that the information contained within this document is accurate and correct. This information gives an accurate overview of the management of this agricultural education program:

Agricultural Education Teacher/FFA Advisor 1

Principal

Agricultural Education Teacher/FFA Advisor 2

Career & Technical Education Director

Agricultural Education Teacher/FFA Advisor 3

Other signature as required by LEA (Optional)

Agricultural Education Teacher/FFA Advisor 4

Other signature as required by LEA (Optional)

Agricultural Education Teacher/FFA Advisor 5

Other signature as required by LEA (Optional)

Original document with signatures should be submitted as requested.

Directions

To complete this assessment tool, carefully read each quality indicator. For each component, the evaluator should indicate if the quality indicators are being met or not met by checking the appropriate response box, based on the evidences. Other documentation may be requested as needed.

A description of each program component and the rationale for its inclusion in this accountability instrument can be found as a separate entity in the Agricultural Education Accountability Assessment for North Carolina Evaluation Guide. The Evaluation Guide will not be submitted to the state office, but the tables and suggested evidences in it are provided to guide the evaluator in ascertaining if a quality indicator was satisfactorily met. In this instrument, an opportunity for comments is also provided to those conducting the assessment. It is **not** necessary to produce every evidence item in order to meet the quality indicator. Please note that partial point totals are not permissible.

When this document is completed, the agriculture teacher(s), principal, and local Career and Technical Education administrator should meet and review the data and evidence collected through the accountability process. Program highlights (both positive and negative), needed program and facility improvements, and any other concern in regards to building a quality agricultural education program should be discussed at this time. Prior to submitting this form, all involved parties should sign and date this instrument on the "certification and signatures" page.

Additional copies of this document and the Evaluation Guide can be found at www.ncffa.org.

Questions regarding the **Agricultural Education Accountability Assessment for North Carolina** should be addressed Joshua Bledsoe, State Agricultural Education Leader at (919)515-4206 or via email at joshua_bledsoe@ncsu.edu.

1. Curriculum Planning, Organization and Content		Yes	No	Points
1-A.	Is the state adopted curriculum guide utilized, including the blueprint and instructional outline?			20
1-B.	Are the three components of a complete agricultural education program (classroom / laboratory instruction, supervised agricultural experience [SAE], and leadership and personal development [FFA]), included in the instruction?			15
1-C.	Are the course offerings and descriptions for the instructional program specified in writing and/or electronic form?			5
1-D.	Is a written summer plan submitted to the administration annually?			5
1-E.	Are students and parents informed of the student's level of success at least twice during each grading period? (Report cards may be considered as one indicator.)			5
1-F.	Did at least one teacher in the program serve on a school, LEA, or state committee or task force to improve curriculum products?			5

2. Instruction		Yes	No	Points
2-A.	Are there a variety of instructional materials, instructional delivery technology, and equipment available and utilized? (Refer to table under Instruction description.)			10
2-B.	Are methods of teaching adapted to meet the diverse learning needs of students? (Refer to table under Instruction description.)			10
2-C.	Are at least two resources of the community utilized during the year in instruction?			5
2-D.	Are hands-on, applied learning activities incorporated into the instruction?			10
2-E.	Is the student FFA organization an integral part of the instructional program? (Refer to table under Instruction description.)			5
2-F.	Is Supervised Agriculture Experience an integral part of the instructional program?			5

3. Instructional Personnel		Yes	No	Points
3-A.	Is each teacher in the program employed year-round to supervise the agricultural education program?			10
3-B.	Is each teacher certified to teach agricultural education?			10
3-C.	Are all agriculture teachers assigned to teach only agricultural education courses?			10
3-D.	Has each teacher continued professional growth through college credit courses, attendance at workshops, LEA staff development, conventions, conferences, and other sources of in-service?			10
3-E.	Is each agricultural education teacher a member of North Carolina Agriculture Teachers Association?			5

3-F.	Does at least one agricultural education teacher in the program hold National Board certification?			5
3-G.	Does at least one agricultural education teacher in the program hold a Masters degree, Advanced Study certificate, or doctorate in agricultural education?			5

4. Program Enrollment		Yes	No	Points
4-A.	Is a recruitment plan implemented to inform prospective students about the agricultural education program? (Refer to table under Program Enrollment description.)			10
4-B.	Is a retention plan implemented to inform enrolled agricultural education students about the program? (Refer to table under Program Enrollment description.)			10
4-C.	Are there a minimum of two public relations efforts conducted each year through the media and other avenues to publicize the agricultural education program?			5
4-D.	Do Introductory and Level I agricultural education courses have 25 or fewer students?			5
4-E.	Do agricultural education courses at Level II and above have 20 or fewer students?			5

5. Career and Technical Student Organization		Yes	No	Points
5-A.	Are students enrolled in the agricultural education program afforded opportunities to participate in leadership development activities? (Refer to table under Career and Technical Student Organization.)			5
5-B.	Are there a minimum of four FFA chapter meetings held each school year with members conducting the proceedings?			5
5-C.	Does the agricultural education program maintain 100% membership in the FFA Chapter?			10
5-D.	Does the chapter implement a FFA Program of Activities?			10
5-E.	Does the FFA chapter have delegates in attendance at the State FFA Convention?			5
5-F.	Does the FFA chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders invited?			5
5-G.	Does the FFA chapter utilize a minimum of two resource people in the community in their activities during the year?			5
5-H.	Did the chapter receive a Superior Chapter rating this school year?			5
5-I.	Did the chapter participate in a minimum of four FFA chapter activities this school year? (Refer to table under Career and Technical Organization description.)			10
5-J.	Did the chapter participate in career development events above the chapter level this school year?			10
5-K.	Did the chapter submit proficiency awards above the chapter level this school year? (Refer to table under Career and Technical Organization description.)			10

6. Experiential Learning		Yes	No	Points
6-A.	Do all students have a Supervised Agricultural Experience program?			10
6-B.	Are SAE visits or other communications made to at least 50% of the students each year by the teacher(s)?			10
6-C.	Do at least 50% of the students maintain an Agricultural Education Record Book in which regular entries are added?			10
6-D.	Are Supervised Agricultural Experience programs utilized in determining the overall course grades of students?			10

7. Instructional Facilities and Equipment		Yes	No	Points
7-A.	Does the agricultural education facility meet the general state recommendations as noted in the latest edition of the NCDPI Workforce Development Education Facilities Planner? (Refer to table under Instructional Facilities and Equipment.)			10
7-B.	Is maintenance provided on a regular basis to ensure that the instructional facilities are clean? (Refer to table under Instructional Facilities and Equipment.)			5
7-C.	Does the agricultural education program receive funding for materials and consumable supplies?			10
7-D.	Is an inventory maintained on all fixed asset equipment and submitted to administration?			5
7-E.	Is the equipment provided in the recommended quantities as noted in the latest edition of the Workforce Development Education Equipment Guide?			5

8. Safety Education and Practices		Yes	No	Points
8-A.	Is safety being taught as a regular part of the instructional program? (Refer to table under Safety Education and Practices)			10
8-B.	Is an annual safety inspection conducted by the teacher?			5
8-C.	Has equipment in disrepair been placed out of service and have repair or replacement timelines been established?			5
8-D.	Are safety glasses provided to all students in the agricultural education program? (One pair of glasses for each student in largest class)			5
8-E.	Are agricultural education facilities equipped with safety protection and treatment stations? (Refer to table under Safety Education and Practices)			5
8-F.	Is separate and secure storage provided for hazardous materials? (Refer to table under Safety Education and Practices.)			5

9. Community Support and Involvement		Yes	No	Points
9-A.	Is an agricultural education/FFA public relations program conducted in the school and community each year? (Refer to table under Community Support and Involvement.)			10
9-B.	Does each teacher participate in community activities? (Refer to table under Community Support and Involvement)			5
9-C.	Does at least one teacher ensure that counselors and administrators are familiar with the goals, objectives, activities, etc., of the agricultural education program on an annual basis?			5
9-D.	Is a departmental school or community service project completed each year?			5
9-E.	Is the community used as a resource? (Refer to table under Community Support and Involvement)			5

10. Program Management and Planning		Yes	No	Points
10-A.	Does the agricultural education program advisory committee meet a minimum of once each year and maintain minutes of the meeting?			10
10-B.	Does the agricultural education program have a FFA Alumni or support group?			10
10-C.	Does the FFA Alumni or support group meet a minimum of once each year and maintain minutes of the meeting?			10

11. Student Achievement		Yes	No	Points
11-A.	Do 90% or more of the agricultural education students receive a course grade of 70 or higher? (Refer to table under Student Achievement description.)			25
11-B.	Do 50% or more of the agricultural education students receive a course grade of 80 or higher? (Refer to table under Student Achievement description.)			25
11-C.	Are all agricultural education students disaggregated into the Special Populations categories by student identification number and course name?			10

12. Total Program Performance		Score
Accountability Scores		
Component 1:	Curriculum Planning, Organization And Content	
Component 2:	Instruction	
Component 3:	Instructional Personnel	
Component 4:	Program Enrollment	
Component 5:	Career And Technical Student Organization	
Component 6:	Experiential Learning	
Component 7:	Instructional Facilities and Equipment	
Component 8:	Safety Education and Practices	
Component 9:	Community Support and Involvement	
Component 10:	Program Management and Planning	
Component 11:	Student Achievement	
Total: (Maximum Possible Score 500)		
Percentage Calculation: score _____/500 = _____%		%

