

Agricultural Education Accountability Assessment for North Carolina

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

Evaluation Guide

School Year

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

NC STATE UNIVERSITY

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

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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.

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FILE THIS DOCUMENT FOR YOUR RECORDS AND AUDIT REVIEWS.

COPIES MAY BE MADE FOR SCHOOL & LEA ADMINISTRATION.

Directions

This document contains evidences and tables to assist evaluators in completing the Agricultural Education Accountability Assessment for North Carolina. **Unless requested, this completed document will not be submitted to the state office; however, it should be kept on file in the local department for audit reviews.**

The description of each program component and the rationale for its inclusion in this accountability instrument is provided. Each quality indicator has either a list of suggested evidences or a table to simplify the assessment process. All scoring of the program components should be completed in the accompanying **Data Instrument**, which will be submitted to the State Agricultural Education office.

Additional copies of this document and the Data Instrument can be found at www.ncffa.org.

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

1. Curriculum Planning, Organization, and Content

Description: A written curriculum for all agricultural education courses is in place with input from the community, students and administration and includes the identification of specific goals and objectives, 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 career 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 agricultural education program should implement a grading system, which is based upon identified criteria.

The course of study for the agricultural education 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.

1-A.	Is the state adopted curriculum guide utilized, including the blueprint and instructional outline?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Curriculum guides blueprints, and instructional outline <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student notebooks/Portfolios	
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?	
	Evidences: (Minimum of 3)	Comments:
	<input type="checkbox"/> Course description <input type="checkbox"/> Student record books <input type="checkbox"/> Student notebooks/Portfolios <input type="checkbox"/> Lesson plans <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> Computer database or other program	
1-C.	Are the course offerings and descriptions for the instructional program specified in writing and/or electronic form?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Printed materials/brochures/direct mail <input type="checkbox"/> Course description <input type="checkbox"/> School registration packet <input type="checkbox"/> School/agriculture department website <input type="checkbox"/> Other	
1-D.	Is a written summer plan submitted to the administration annually?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Summer plan of work	

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.)	
	Evidences: (Both Evidences Required)	Comments:
	<input type="checkbox"/> Progress reports <input type="checkbox"/> Report card <input type="checkbox"/> SIMS/ NC WISE Reports <input type="checkbox"/> Other communication/email notifications	

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?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Committee assignments <input type="checkbox"/> Agendas of meetings <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Professional leave forms <input type="checkbox"/> Other: _____	

2. Instruction

Description: The agricultural education program has the resources necessary to implement and deliver the 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 agricultural education programs shall ensure adequate amounts of audiovisual aids, computer technology, reference texts, etc. Agricultural education teachers shall utilize a variety of instructional materials and methods to meet student needs and the goals and objectives of the program.

2-A.	Are there a variety of instructional materials, instructional delivery technology, and equipment available and utilized on a regular basis?	
	Must indicate 5 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Textbooks	
	Overhead transparencies	
	PowerPoint presentations	
	Supplemental supplies appropriate to curriculum	
	Equipment appropriate to curriculum	
	Slide or LCD projector	
	Video camera/recorder	
	Movie/DVD projector	
	Television	
	Computer / laptop computer	
	Interactive Whiteboard	
	Internet Access in the classroom/lab area and/or agriculture teacher(s) office	
	Other:	
Other:		
Comments:		

2-B.	Are methods of teaching adapted to meet the diverse learning needs of students?	
	Must indicate 5 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Lecture/Lesson Plan/Observations	
	Applied, hands-on instruction	
	Group activities/projects	
	Individualized Education Plans (IEPs)	
	Large print for vision impaired	
	Individual interest projects	
	Use of audio visual technologies	
	Introduction of team concepts through student organization activities	
	Modified Blueprint for Occupational COS Courses	
	Other:	
	Other:	
	Comments:	

2-C.	Are at least two resources of the community utilized during the year in instruction?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Guest speakers <input type="checkbox"/> Field trips <input type="checkbox"/> Land laboratories <input type="checkbox"/> Agribusiness support (loan of equipment and materials, financial and/or equipment and material donations, etc.) <input type="checkbox"/> Other: _____	

2-D.	Are hands-on, applied learning activities incorporated into the instruction?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> FFA program of activities <input type="checkbox"/> List of shop/outside land lab projects <input type="checkbox"/> List of class projects <input type="checkbox"/> List of community or school projects <input type="checkbox"/> Lesson Plans that indicate hands-on learning <input type="checkbox"/> Other: _____	

2-E.	Is the student FFA organization an integral part of the instructional program?	
	Must indicate 10 or more documented evidences to answer YES.	<i>Check all that apply</i>
	FFA Program of Activities implemented and on file.	
	Chapter FFA officers elected	
	FFA committees with chairpersons assigned	
	FFA community service projects planned	
	Curriculum leadership unit taught	
	Public speaking unit taught	
	Parliamentary procedure unit taught	
	Participation in career development events	
	Participation in FFA proficiency award areas	
	Participation at federation, regional, state and/or national FFA activities	
	100% FFA membership	
	National FFA Week observed	
	State FFA Convention	
	State FFA camp	
	State FFA Leadership Conference	
	Fall FFA Leadership Conference	
	Spring FFA Leadership Conference (MEGA Conference)	
	NC FFA Spring Leadership Conference	
	Ag Ed Day	
	Washington Leadership Conference	
	National FFA Convention	
	Other State Leadership Conferences (LEAD, ROPE)	
	Other:	
	Other:	
	Other:	
Other:		
Comments:		

2-F.	Is Supervised Agriculture Experience an integral part of the instructional program?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> SAE visitation records <input type="checkbox"/> SAE placement records <input type="checkbox"/> SAE record books <input type="checkbox"/> Individual student files or portfolios <input type="checkbox"/> Photography	

3. Instructional Personnel

Description: Each teacher is certified and participates in professional development activities.

Rationale: Selecting, developing, and retaining a competent instructional staff to meet the needs of career and technical education students is of utmost importance to the success of the teaching program. Realizing that agricultural education instruction is unique in education, all teachers 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, each agricultural education teacher shall meet or exceed state certification requirements and will hold a current teaching certificate in agricultural education. In addition to these minimums, each agricultural education teacher should continuously strive to improve instructional skills and knowledge by upgrading certification and by attending professional improvement meetings, state conferences, etc.

3-A.	Is each teacher in the program employed year-round to supervise the agricultural education program?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Summer Plan of Work for each teacher employed on a 12-month contract.	
3-B.	Is each teacher certified to teach agricultural education?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Copy of teaching certificate (Cleared in Area 700) <input type="checkbox"/> Copy of professional development plan	
3-C.	Are all agriculture teachers assigned to teach only agricultural education courses?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> List of courses taught	

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?	
	Must indicate 8 or more documented evidences to answer YES.	<i>Check/indicate number of evidences</i>
	College credit courses	
	DPI workshops/meetings	
	LEA staff development	
	Summer Ag Ed professional development workshops	
	Summer C-TE Conference	
	ACTE, NCACTE, and NCATA meetings	
	Agriculture industry professional development meetings	
	Region V NAAE Convention	
	Fall regional Ag Ed in-service meeting	
	Spring regional Ag Ed in-service meeting	
	NC FFA Association meetings	
	NC FFA Alumni Association meetings	
	National FFA Convention	
	State FFA Convention	
	Regional FFA Rally	
	Cooperative extension meetings	
	Initial pesticide license/renewal workshops	
	Agricultural Education Day	
Initial teaching license professional development meetings		
Other:		
Comments:		

3-E.	Is each agricultural education teacher a member of North Carolina Agriculture Teachers Association?	
	Evidences: (Required Evidence Listed) <input type="checkbox"/> Membership card	Comments:

3-F.	Does at least one agricultural education teacher in the program hold National Board certification?	
	Evidences: (Minimum of 1) <input type="checkbox"/> Certification letter <input type="checkbox"/> Certificate	Comments:

3-G.	Does at least one agricultural education teacher in the program hold a Masters degree, Advanced Study certificate, or doctorate in agricultural education?	
	Evidences: (Minimum of 1) <input type="checkbox"/> Certification letter <input type="checkbox"/> Certificate <input type="checkbox"/> College/University Transcript	Comments:

4. Program Enrollment

Description: All students will have the opportunity to enroll in the agricultural education program.

Rationale: Program enrollment will vary with the program, contingent upon the make-up of students to be served, the specific skills to be taught, the size of the facility, and the method of instruction to be used. However, reasonable enrollment numbers must be maintained in order to ensure that program objectives may be met in an efficient and effective manner.

4-A. Is a recruitment plan implemented to inform prospective students about the agricultural education program?		
Must indicate 7 or more documented evidences to answer YES.		<i>Check/indicate number of evidences</i>
Visitation to elementary/middle school		
Video to elementary/middle school		
Brochure/flyer to elementary/middle/high school		
Intercom announcement to high school student body		
Local AgEd Day/Career Day		
Recruitment booth/table prior to registration		
Student recruitment incentive plan		
Program/course description in registration packet		
Program/course description provided to guidance		
Bulletin board highlighting program and/or courses		
National FFA week activities		
Ag Ed/FFA cookout		
Letters/phone calls to prospective students		
Other:		
Other:		
Comments:		

4-B. Is a retention plan implemented to inform enrolled agricultural education students about the program?		
Must indicate 6 or more documented evidences to answer YES.		<i>Check all that apply</i>
Ag Ed or FFA cookout		
Letters and/or phone calls to students and parents		
Class or FFA meeting dedicated to student retention		
Intercom announcement to high school student body		
Local Ag Ed Day/Career Day		
Recruitment booth/table prior to registration		
Student recruitment incentive plan		
Program/course description in registration packet		
Program/course description provided to guidance		
Bulletin board highlighting program and/or courses		
National FFA week activities		
Other :		
Other:		
Other:		
Comments:		

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?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Newspaper articles <input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Newsletters <input type="checkbox"/> Website <input type="checkbox"/> Community poster/flyers <input type="checkbox"/> County/state fair booth promoting program <input type="checkbox"/> Other: _____	

4-D.	Do Introductory and Level I agricultural education courses have 25 or fewer students?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Class rosters	

4-E.	Do agricultural education courses at Level II and above have 20 or fewer students?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Class rosters	

5. Career and Technical Student Organizations

Description: Year-round student leadership development activities are integrated into the agricultural education program and are supervised by the local agricultural education teacher(s).

Rationale: Student leadership development is consistently rated as an essential skill by employers and others. Each student shall be afforded the opportunity to become an active member of the FFA organization. The FFA is an integral part of the agricultural education learning experience. It must be a component of every agricultural education course and program. The leadership development activities associated with the student organization are most effective when directed and supervised by the local teacher with guidance from the local school administration and the state supervisory staff.

5-A.	Are students enrolled in the agricultural education program afforded opportunities to participate in leadership development activities?	
	<i>Must indicate 8 or more documented evidences to answer YES.</i>	<i>Check all that apply</i>
	Fall FFA Leadership Conference	
	Washington Leadership Conference	
	State FFA Convention	
	Regional FFA Rally	
	National FFA Convention	
	State FFA Leadership Conference	
	Ag Ed Day	
	Local Career Day	
	Career development events	
	Proficiency awards	
	FFA officer training	
	Greenhand, Chapter, State, and American FFA Degrees awarded to students who qualify	
	FFA committee training	
	Spring Leadership Conference	
	Student presentations in class	
	National FFA week activities	
	FFA and/or class parliamentary procedure training	
	FFA and/or class extemporaneous public speaking training	
FFA and/or class prepared public speaking training		
FFA and/or class committee work		
Other:		
Comments:		

5-B	Are there a minimum of four FFA chapter meetings held each school year with members conducting the proceedings?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Program of activities <input type="checkbox"/> Secretary's book <input type="checkbox"/> Agricultural education program activity calendar <input type="checkbox"/> Meeting agendas	
5-C.	Does the agricultural education program maintain 100% membership in the FFA Chapter?	
	Evidences: (Both evidences required.)	Comments:
	<input type="checkbox"/> FFA roster <input type="checkbox"/> Class rosters	
5-D.	Does the chapter implement a FFA Program of Activities?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Participation Record <input type="checkbox"/> FFA Secretary's Book <input type="checkbox"/> FFA Program of Activities	
5-E.	Does the FFA chapter have delegates in attendance at the State FFA Convention?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA participation record <input type="checkbox"/> Official Delegate Minutes	
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?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA program of activities <input type="checkbox"/> FFA banquet program <input type="checkbox"/> FFA banquet photos/RSVPs/Guest List	
5-G.	Does the FFA chapter utilize a minimum of two people in the community in their activities during the year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Alumni <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Parent Groups <input type="checkbox"/> Local Agribusiness partners <input type="checkbox"/> Program of Activities <input type="checkbox"/> Other	
5-H.	Did the chapter receive a Superior Chapter rating this school year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Chapter activities award plaque <input type="checkbox"/> State FFA Association documentation <input type="checkbox"/> State FFA Convention program	
5-I.	Did the chapter participate in a minimum of four FFA chapter activities this school year? (Refer to FFA Activities Table on the following pages.)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> News articles <input type="checkbox"/> List of activities and participants	

5-J.	Did the chapter participate in career development events above the chapter level this school year? (Refer to FFA Career Development Events Table on the following pages.)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> List of events and members <input type="checkbox"/> Other	

5-K.	Did the chapter submit proficiency awards above the chapter level this school year? (Refer to Proficiency Awards Table on the following pages.)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> List of award area and FFA participant <input type="checkbox"/> NC FFA Association documentation	

FFA ACTIVITIES CHECKLIST

5-I. FFA Activities Table			
Agricultural Education Day		Must indicate <u>four</u> documented activities/evidences to answer YES.	
State FFA Convention			
FFA State Leadership Conference			
NC FFA Spring Leadership Conference			
National FFA Convention			
Fall/Spring Regional Leadership Conferences			
The FFA Camping Program			
Washington Leadership Conference			
American FFA Degree Recipients			
State FFA Degree Recipients			
FFA Student Awards (Non-CDE or Proficiency Awards)			
Federation Banner			
Other:			
Other:			
Other:			
5-J. Career Development Events			
Agricultural Mechanics		Single teacher departments must indicate <u>three or more documented events/evidences</u> to answer YES.	
Agricultural Sales			
Agricultural Tools and Materials			
Agriscience Fair			
Agronomy			
Creed			
Dairy Evaluation			Multiple teacher departments must indicate <u>five or more documented events/evidences</u> to answer YES.
Dairy Foods			
Envirothon (Environmental and Natural Resources)			
Extemporaneous Public Speaking			
Farm Business Management			
Floriculture			
Food Science			
Forestry			
Horse Evaluation			
Hunter Safety			
Introduction to Horticulture			
Job Interview			
Land Judging			
Livestock Evaluation			
Marketing Plan			
Meats Evaluation			
Nursery/Landscape			
Poultry Judging			
Prepared Public Speaking			
Ritual and Parliamentary Procedure			
Tractor Driving			

5-K. Proficiency Awards			
Agricultural Communications – Entrepreneurship/Placement		<i>Single teacher departments must submit <u>three or more documented award applications/evidences</u> to answer YES.</i>	
Agricultural Mechanics Design and Fabrication			
Agricultural Mechanics Repair and Maintenance – Entrepreneurship			
Agricultural Mechanics Repair and Maintenance – Placement			
Agricultural Processing			
Agricultural Sales – Entrepreneurship			
Agricultural Sales – Placement			
Agricultural Services – Entrepreneurship/Placement			<i>Multiple teacher departments must submit <u>five or more documented award applications/evidences</u> to answer YES.</i>
Beef Production – Entrepreneurship			
Beef Production – Placement			
Dairy Production – Entrepreneurship			
Dairy Production – Placement			
Diversified Agricultural Production			
Diversified Crop Production – Entrepreneurship			
Diversified Crop Production – Placement			
Diversified Horticulture – Entrepreneurship			
Diversified Horticulture – Placement			
Diversified Livestock Production – Entrepreneurship			
Diversified Livestock Production – Placement			
Emerging Agricultural Technology – Entrepreneurship/Placement			
Environmental Science and Natural Resources Management – Entrepreneurship/Placement			
Equine Science – Entrepreneurship			
Equine Science – Placement			
Fiber and/or Oil Crop Production – Entrepreneurship/Placement			
Floriculture – Entrepreneurship			
Food Science and Technology – Entrepreneurship/Placement			
Forage Production – Entrepreneurship/Placement			
Forest Management and Products – Entrepreneurship/Placement			
Fruit and/or Vegetable Production – Entrepreneurship/Placement			
Grain Production – Entrepreneurship			
Grain Production – Placement			
Home and/or Community Development – Entrepreneurship/Placement			
Landscape Management – Entrepreneurship/Placement			
Nursery Operations – Entrepreneurship/Placement			
Outdoor Recreation – Entrepreneurship/Placement			
Poultry Production – Entrepreneurship/Placement			
Sheep Production – Entrepreneurship/Placement			
Small Animal Production and Care – Entrepreneurship/Placement			
Specialty Animal Production – Entrepreneurship			
Specialty Animal Production – Placement			
Specialty Crop Production – Entrepreneurship/Placement			
Swine Production – Entrepreneurship			
Swine Production – Placement			
Turf Grass Management – Entrepreneurship			
Wildlife Production and Management – Entrepreneurship			
Wildlife Production and Management – Placement			

6. Experiential Learning

Description: A Supervised Agricultural Experience Program is an essential part of the agricultural education program.

Rationale: Student learning is enhanced through active participation in the learning process. All students are encouraged to plan and conduct Supervised Agricultural Experience (SAE) programs to provide opportunities to apply principles and concepts taught in the Agricultural Education classes. Agricultural Education students are encouraged to increase the size and scope of their SAE program each year. SAE programs are focused on the career interests of students. Record books maintained by students develop management skills and organize information needed to complete award and scholarship applications.

6-A.	Do all students have a Supervised Agricultural Experience program?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Summary of completed supervised agriculture experience programs <input type="checkbox"/> SAE record books, individual student files	
6-B.	Are SAE visits or other communications made to at least 50% of the students each year by the teacher(s)?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> SAE visitation records <input type="checkbox"/> Travel log <input type="checkbox"/> Email or written correspondence	
6-C.	Do at least 50% of the students maintain Agricultural Education records in which regular entries are added?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> SAE record books <input type="checkbox"/> Student files/Portfolios	
6-D.	Are Supervised Agricultural Experience programs utilized in determining the overall course grades of students?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Class roll/grade book <input type="checkbox"/> Grade Summaries <input type="checkbox"/> Grading Systems	

7. Instructional Facilities and Equipment

Description: Clean, appropriate, and safe facilities and equipment are provided to support the curriculum and meet the needs of students.

Rationale: Physical facilities for agricultural education programs set an expectation for students' attitude and performance. Adequate space and utilities in instructional and non-instructional areas, restrooms, and offices will provide for safe and orderly instruction.

Note: The 7-A standard can only be met if facilities are adequate for every agricultural education content area offered at the school.

7-A.	Does the agricultural education facility meet the general state recommendations for the courses taught as noted in the latest edition of the NCDPI Workforce Development Education Facilities Planner (WDEFP)?	
	Note: Different courses have different facility requirements.	<i>Check all that apply</i>
	Grades 6-8: A minimum of 850-1000 sq. feet for the classroom; 10' ceilings	
	Grades 9-12: A minimum of 750-850 sq. feet for the classroom; 9'4" ceilings	
	A lab/shop area with a minimum of 100 sq. feet per student is provided for the recommended courses as stated in the latest edition of WDEFP).	
	Storage is provided for tools, materials, and supplies.	
	A greenhouse with a minimum of 1,056 square feet is provided for the recommended courses as stated in the latest edition of WDEFP) .	
	A shade/slat house with a minimum of 1,600 square feet is provided for the recommended courses as stated in the latest edition of WDEFP).	
	A head house with a minimum of 500 square feet is provided for the recommended courses as stated in the latest edition of WDEFP).	
	Evidences: (Minimum of 1)	Comments:
<input type="checkbox"/> Facility layout		
<input type="checkbox"/> Program objectives		

7-B.	Is maintenance provided on a regular basis to ensure that the instructional facilities are clean?	
	Must indicate 4 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Floor swept daily	
	Trash cans emptied daily	
	Area mowed and trimmed around fences and buildings	
	Supplies and materials are stored in specific areas.	
	Tools are stored in a designated area.	
	Daily removal of sawdust from shop area (when using shop)	
	Tables/benches dusted daily (when using shop)	
	Comments:	

7-C.	Does the agricultural education program receive adequate funding for materials and consumable supplies?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Department budget <input type="checkbox"/> Purchase orders	

7-D.	Is an inventory maintained on all fixed asset equipment and submitted to administration?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Department Inventory	

7-E.	Is the equipment provided in the recommended quantities as noted in the latest edition of the Workforce Development Education Equipment Guide?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Department Inventory <input type="checkbox"/> Purchase orders	

8. Safety Education and Practices

Description: Safety is incorporated into all phases of the agricultural education program.

Rationale: Due to the nature of agriculture and related careers, student safety and safety instruction are considered essential to quality program operations. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation and maintenance of environmental health and safety features.

8-A.		
Is safety being taught as a regular part of the instructional program?		
Must indicate 4 or more documented evidences to answer YES.		<i>Check all that apply</i>
Separate safety unit of instruction		
Posted safety rules		
Student safety tests on file		
Teacher safety demonstrations		
Approved storage for hazardous materials/chemicals		
Safety guards on equipment		
Participation in FFA safety career development events (Hunter Safety, Tractor/Truck Driving)		
Fire drills practiced		
First aid instruction		
Types of fire extinguishers and use		
Other:		
Other:		
Comments:		

8-B.		
Is an annual safety inspection conducted by the teacher?		
Evidences: (Minimum of 2)		Comments:
<input type="checkbox"/> Completed safety checklist <input type="checkbox"/> OSHA reports <input type="checkbox"/> Fire marshal reports <input type="checkbox"/> Teacher log <input type="checkbox"/> Equipment maintenance log		

8-C.		
Has equipment in disrepair been placed out of service and have repair or replacement timelines been established?		
Evidences: (Minimum of 1)		Comments:
<input type="checkbox"/> Completed safety checklist using industry standards <input type="checkbox"/> Evaluator observations <input type="checkbox"/> Equipment disposition records		

8-D.		
Are safety glasses provided to all students in the agricultural education program? (One pair of glasses for each student in largest class)		
Evidences: (Minimum of 1)		Comments:
<input type="checkbox"/> Safety tests/rules <input type="checkbox"/> Safety glasses storage <input type="checkbox"/> Student interviews <input type="checkbox"/> Evaluator observation <input type="checkbox"/> One pair of glasses for each student in the largest class		

8-E.	Are agricultural education facilities equipped with safety protection and treatment stations?	
	Must indicate 6 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Clean-up wash basin	
	Sanitized eye protection station	
	Fire extinguisher	
	Ventilation is provided.	
	Eye wash station	
	Marked safety zones	
	Exit signs	
	Posted stationary equipment rules	
	Safety guards on equipment	
	Hazardous materials/chemicals sign	
	Color coded equipment	
	Master control safety switch for equipment	
	List of safety color codes	
	Other:	
	Other:	
	Other:	
	Comments:	

8-F.	Is separate and secure storage provided for hazardous materials?	
	Must indicate 3 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Approved hazardous materials cabinet or room	
	Approved gasoline/flammable liquid containers	
	Hazardous materials/chemicals sign	
	Current Material Safety Data Sheet (MSDS) (chemicals)	
	Sprayers with chemical use labels	
	Oxygen and acetylene tanks in designated area	
	Other:	
	Other:	
	Comments	

9. Community Support and Involvement

Description: Community support and involvement are enhanced through a comprehensive educational program targeted to all program stakeholders.

Rationale: Partners are essential in developing and maintaining a quality agricultural education program. The success of any program is based upon community support and involvement. This input is developed by utilizing available resources to inform the community of the mission, activities, course content, and goals of the program in promoting student and program success.

9-A.	Is an agricultural education/FFA public relations program conducted in the school and community each year?	
	Must indicate 3 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Radio	
	TV	
	News articles	
	Brochures	
	Civic appearances	
	Food for America program	
	Local fair	
	Local Ag Ed Day/Career Day	
	National FFA Week	
	Presentations/videos to feeder schools	
	Chapter/School Website	
	Other:	
Other:		
Comments:		

9-B.	Does each teacher participate in community activities?	
	Must indicate 2 or more documented evidences to answer YES.	<i>Check all that apply</i>
	Civic organizations	
	Chamber of Commerce activities	
	Fair board	
	Youth organizations/associations	
	Cooperative Extension advisory boards/committees	
	Soil and Water Conservation board	
	Volunteer fire department	
	Industry/agribusiness associations	
	Parent/teacher organizations	
	FFA Alumni Association	
	Faith-based and/or nonprofit community service organizations	
	Other:	
Other:		
Comments:		

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?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Record of meetings with counselor/administrator <input type="checkbox"/> Interview with counselor <input type="checkbox"/> Interview with administrator <input type="checkbox"/> Program reports to administration, school and advisory committee <input type="checkbox"/> Program of Activities <input type="checkbox"/> Other: _____	

9-D.	Is a departmental school or community service project completed each year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> National chapter award community area <input type="checkbox"/> FFA Week activities <input type="checkbox"/> Program of Activities <input type="checkbox"/> FFA scrapbook <input type="checkbox"/> Young Farmer/FFA alumni <input type="checkbox"/> List of projects with dates completed <input type="checkbox"/> Other: _____	

9-E.	Is the community used as a resource?	
	Must indicate 3 or more documented evidences to answer YES.	<i>Check/indicate number of evidences</i>
	Field trips	
	SAE placement	
	Guest speakers	
	Financial support for scholarships	
	Fund-raising support	
	Articulation with community colleges	
	Support and assistance for FFA career development events	
	Other:	
	Other:	
Other:		
Comments:		

10. Program Management and Planning

Description: Input from students, parents, staff members, and community representatives are used to develop and implement the agricultural education program's goals and objectives.

Rationale: Effective input from business, industry, and other organizations and individuals ensure that agricultural education is relevant to the needs of students. Each agricultural education program should actively strive to engage community involvement and to foster a greater understanding of the program's needs and accomplishments.

10-A.	Does the agricultural education program advisory committee meet a minimum of once each year and maintain minutes of the meeting?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Advisory committee agendas <input type="checkbox"/> Advisory committee minutes <input type="checkbox"/> Other: _____	
10-B.	Does the agricultural education program have a FFA Alumni or support group?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> FFA Alumni membership list <input type="checkbox"/> Support group roster <input type="checkbox"/> Other: _____	
10-C.	Does the FFA Alumni or support group meet a minimum of once each year and maintain minutes of the meeting?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Alumni agendas <input type="checkbox"/> FFA Alumni minutes <input type="checkbox"/> Support group agendas <input type="checkbox"/> Support group minutes <input type="checkbox"/> Other: _____	

11. Student Achievement

Description: Quality instruction is implemented in the classroom, laboratory setting, and career-technical student organization that results in at least 90% of the agricultural education students receiving a course grade of 70 or above and at least 50% of the agricultural education students receiving a course grade of 80 or above as determined by teacher generated assessments, performance appraisals, rubrics, and other teacher assessments.

Rationale: The instruction shall include both theory and skill lessons along with other supplemental learning activities, which will serve to guide the program toward desirable student learning outcomes. The level of cognitive or performance achievement is one measure or indicator of the student's future success in the workforce or post-secondary education.

Enter the total number of agricultural education students enrolled in the box to the right.
This number will be used for calculations in 11-A and 11-B.

Do not complete for each course! 11A should be based on the enrollment of the <u>total</u> agricultural education program.				
11-A.	Do 90% or more of the agricultural education students receive a course grade of 70 or higher? If the total in "Column D" is equal to or greater than 90% of the total enrollment mark "Yes" on the Data Instrument.			
	<u>Column A:</u> Final numerical grade in agricultural education classes sorted into four (4) categories listed below.	<u>Column B:</u> Total number of students attaining this grade level.	<u>Column C:</u> Percentage of students attaining this grade. Divide each line (1-4) by total program enrollment stated above times 100.	<u>Column D:</u> Add the percentages from Lines 2, 3 & 4 from "Column C" and write in the space below.
	1. Below 70			}
	2. Between 70 & 79			
	3. Between 80 & 89			
	4. 90 and Above			
	Evidences: (Minimum of 1)			Comments:
<input type="checkbox"/> SIMS/ NC WISE Reports <input type="checkbox"/> Teacher generated assessments <input type="checkbox"/> Teacher generated performance rubric				

Do not complete for each course! 11B should be based on the enrollment of the total agricultural education program.

11-B.	Do 50% or more of the agricultural education students receive a course grade of 80 or higher? If the total in "Column D" is equal to or greater than 50% of the total enrollment mark "Yes" on the Data Instrument.			
	<u>Column A:</u> Final numerical grade in agricultural education classes sorted into four (4) categories listed below.	<u>Column B:</u> Total number of students attaining this grade level.	<u>Column C:</u> Percentage of students attaining this grade. Divide each line (1-4) by total program enrollment stated above 11A, times 100.	<u>Column D:</u> Add the percentages from Lines 3 & 4 from "Column C" and write in the space below.
	1. Below 70			
	2. Between 70 & 79			
	3. Between 80 & 89			}
	4. 90 and Above			
	Evidences: (Minimum of 1)			Comments:
<input type="checkbox"/> SIMS/ NC WISE Reports <input type="checkbox"/> Teacher generated assessments <input type="checkbox"/> Teacher generated performance rubric				

11-C	Are all agricultural education students disaggregated into the Special Populations categories by student identification number and course name?	
	Evidences: (Minimum of 1)	Comments:
<input type="checkbox"/> Current bubble sheet used to record post-assessment test scores <input type="checkbox"/> Computer generated summary sheet of Special Populations students by course <input type="checkbox"/> Rosters with designated special population students identified.		

12. Total Program Performance

When components 1-11 are complete in both the Evaluation Guide and Data Instrument, 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. Component 12 in the Data Instrument provides space for comments related to the program. All involved teachers and administrators should complete this section. Prior to submitting the Data Instrument, all involved parties should sign and date the Data Instrument on the "certification and signatures" page.

Remember, this document (Evaluation Guide) should not be submitted, but kept on file for audit reviews and program planning.