THE COUNCIL

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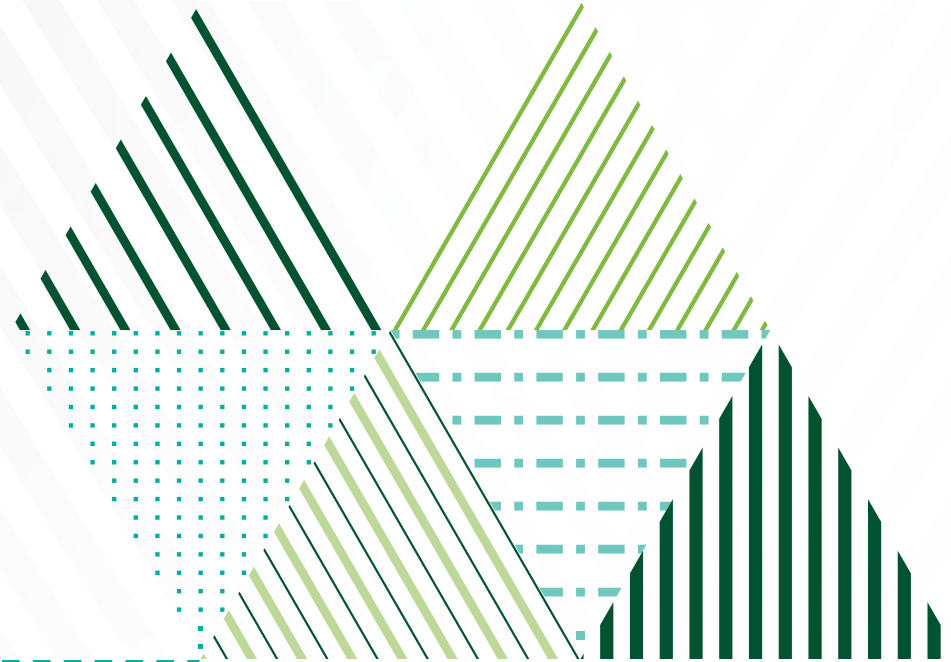
A Project by The National Council for Agricultural Education

NATIONAL QUALITY PROGRAM STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCE EDUCATION

A TOOL FOR SECONDARY (GRADES 9-12) PROGRAMS

TABLE OF CONTENTS

COMMONLY USED ACRONYMS

ACTE...............Association for Career and Technical Education
ADA ....American with Disabilities Act
AET ....Agricultural Experience Tracker
AFNR ....Agriculture, Food and Natural Resources
AG-STEM.........Agriculture, Science, Technology, Engineering and Mathematics
ASCD ....Association for Supervision and Curriculum Development
The Council.....National Council for Agricultural Education
CASE...............Curriculum for Agricultural Science Education
CDC.................Centers for Disease Control and Prevention
COP.................Communities of Practice
CTE ....Career and Technical Education
EPA ....Environmental Protection Agency
ESL..................English as a Second Language
FFA ....National FFA Organization
LPS...................Local Program Success
MSDS ....Material Safety Data Sheet
NAAE...............National Association of Agricultural Educators
NATAA.............National Agriscience Teacher Ambassador Academy
NEA.................National Education Association
OSHA...............Occupational Safety and Health Administration
POA.................Program of Activities
POS ....Program of Study
PCRN ....Perkin's Collaborative Resource Network
RGC.................Revision Governing Council
SAE ....Supervised Agricultural Experience
SMART.............Specific, Measurable, Attainable, Relevant, Timely
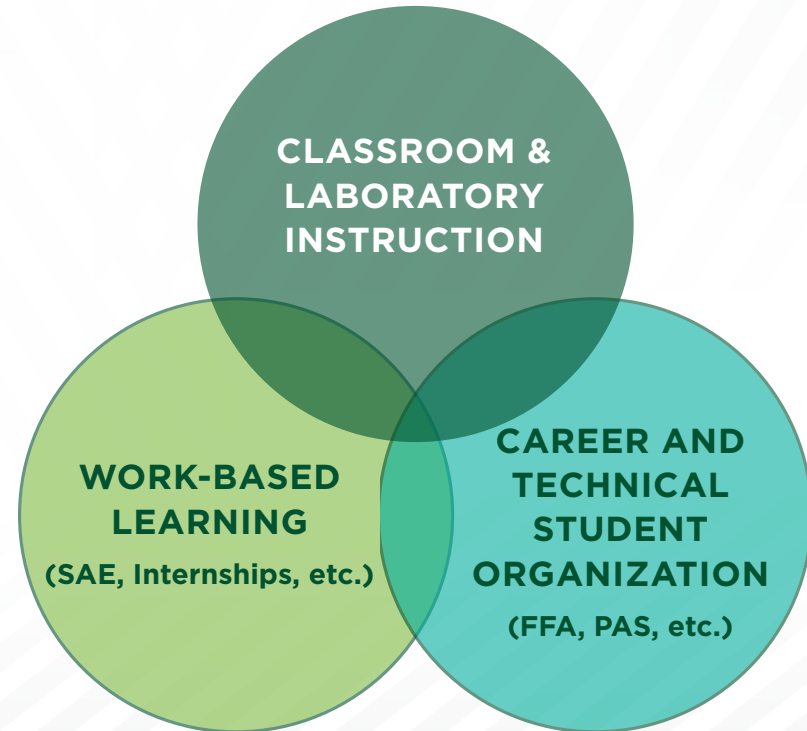
INTRODUCTION

PURPOSE

The National Quality Program Standards for Secondary (Grades 9-12) Agriculture, Food and Natural Resource Education is a tool designed for local agriculture, food and natural resource education programs to analyze their program and develop clear goals and objectives for program growth. This tool is designed to be used by local teacher(s) in cooperation with, administrators, community partners, advisory committees, FFA support groups and/or an external assessment team. These standards reflect all components of an agriculture, food and natural resource education program including:

- Classroom and laboratory instruction
- Work-Based Learning (referred to in this document as, "Experiential, project, and work-based learning through SAE")
- Career and Technical Student Organization (referred to as, "Leadership and personal development through FFA")

Just as agriculture varies throughout our nation and around the world, so will our agriculture, food and natural resource education programs. Adoption and use of these standards is voluntary; states and local entities are encouraged to adapt the standards to meet local needs. States should use these standards in conjunction with state and local advisory committees to determine the most relevant and appropriate quality standards for their programs.

AGRICULTURAL EDUCATION

Three circle model of agricultural education.

BACKGROUND AND REVISION PROCESS

The National Council for Agricultural Education (The Council) strives to stimulate positive growth in agriculture, food, and natural resource education. Since its beginning in December 1983, The Council has provided leadership for stakeholders in agriculture, food, and natural resource education. In 2012, The Council identified the review and revision of the National Quality Program Standards as a goal in its 2012-15 Strategic Plan.

The National Quality Program Standards were developed by The Council in 2009 as the result of a need to provide a consistent delivery of high-quality agricultural education programs across the nation. The hallmarks of these standards focused on relevant instruction, rigorous clear goals, continuous program improvement, and the development of essential skills for student success. Input from local, state, and national leaders was sought and obtained regarding the qualities of highly successful agricultural education programs. The 2016 revisions focused on ensuring that the standards:

- Maintain their relevance and utility as a guide for consistent delivery of high-quality agriculture, food, and natural resource education programs across the nation
- Provide a tool for local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams to build high-quality local agriculture, food, and natural resource education programs
- Help local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams develop clear goals and objectives for meeting and exceeding the quality standards

A revision governing committee was appointed by The Council to achieve these goals and ensure the integrity of the process. Vivayic, a learning solutions company, facilitated the process to revise the standards in partnership with The Council and the revision governing committee.

The multi-stage review and revision process began in 2015 and was informed by input and guidance of secondary and post-secondary agriculture, food, and natural resource educators and administrators as well as business, industry, state, and national leaders in career and technical education. A detailed overview of the process is included in Appendix A and a list of individuals who provided input is included in Appendix B.

A goal of the National Quality Program Standards revision project is to identify strategies for encouraging adoption and use of this body of work. In addition to the revisions to update the technical content and improvements to the clarity and consistency of the standards, several other steps were taken during the revision to work toward this goal. To achieve the goal of maintaining relevancy and utility with the standards, the RGC began the review process by comparing the current standards to various national and regional "high-quality" CTE frameworks. This allowed for identification of gaps and adjustments to language to connect with federal CTE initiatives. This review also informed the rigor needed to meet and/or exceed state and federal performance levels.

ORGANIZATION

This document outlines quality program standards for seven areas aligned to "7 Keys of Local Program Success".

Standard 1A: Program Design and Instruction – Curriculum & Program Design

Standard Statement: A standards-based curriculum in agriculture, food, and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Standard 1B: Program Design and Instruction – Instruction

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

Standard 1C: Program Design and Instruction – Facilities & Equipment

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Standard 1D: Program Design and Instruction – Assessment

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Standard 2: Experiential, Project, and Work-Based Learning Through SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.

Standard 3: Leadership and Personal Development Through FFA

Standard Statement: All students participate in intra-curricular leadership and personal development through FFA.

Standard 4: School and Community Partnerships

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Standard 5: Marketing

Standard Statement: Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture, food and natural resource teachers provide the core of the program.

Standard 7: Program Planning and Evaluation

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

STRUCTURE

Each standard is organized as follows:
- *Standard Statement* – A broad statement of expectation describing model characteristics of a high-quality secondary agriculture, food, and natural resource education program
- *Definitions* – Common terms and abbreviations found within the Quality Indicators and/or rubric
- *Quality Indicator* – Measurable statements of expectation for each standard area that describe specific characteristics of a high-quality secondary agriculture, food, and natural resource education program
- *Rubric* – A tool to help analyze where the program is at in terms of meeting the expectation outlined in the quality indicator. Each rubric is divided into five levels: 1) Not At Expectation, 2) Approaching Expectation, 3) Meets Expectation, 4) Exceeds Expectation, and 5) Exemplary. Levels 3, 4 and 5 build upon each other; if the program reflects the qualities described under Exemplary, it should also reflect the qualities described for Meets Expectation and Exceeds Expectation. ALL secondary agriculture, food, and natural resource education programs should strive to at least be at levels 3, 4, or 5 for each quality indicator.

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.**	Indicator Rubric	Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.	More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.	At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.	POS options have been evaluated based upon the needs of the community.	POS is limited or non-existent.	
	Suggested Evidence	• Inclusion of POS in student handbook. • Documented student interviews validating this awareness and utilization. • Documented guidance counselor interviews validating this awareness and utilization.	• State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS.	• State CTE Office verification of compliance for one POS.	• Documented discussions with teacher(s) and stakeholders regarding POS options. • Documented evaluation of POS options aligned with community needs.	• Little to no documentation of POS work.	**PROGRAM EVIDENCE**

- ***Suggested Evidence*** – Suggestions for documentation that could be used to show evidence of a program meeting a particular level. This is not an all-encompassing list and will vary based upon each agriculture, food, and natural resource education program. States and/or local entities are encouraged to use the suggested evidence as a starting place and may define additional sources of evidence that are specific to their local needs.
- ***Program Evidence*** – To be completed by the local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams during the program review
- ***Guidance For Next Steps*** – Action steps and corresponding resources to help the local teacher(s) and key stakeholders improvement upon the rubric level in which the program fell

Following the standards is a ***Program Growth Target Planning Guide***. This guide is designed to help a local program identify, prioritize and organize growth targets into a manageable plan. The process will result in a realistic and clear set of action items for growth. Program leadership is encouraged to involve their advisory committee and other key stakeholders in completing this analysis and plan.

ACKNOWLEDGEMENTS

The revision process relied upon input from more than 46 volunteers representing secondary and post-secondary agriculture, food, and natural resource educators and administrators as well as business, industry, state, and national leaders in career and technical education. The input from these volunteers was fundamental to achieving the project goals. A listing of individuals providing input is included in Appendix B.

The members of the Revision Governing Council are to be commended for their leadership, thoughtful inputs, and dedication to achieving the goals of this project. Members of the Revision Governing Council appointed by the National Council for Agricultural Education included:

- Michael Womochil, Agricultural Education Program Director, Colorado - Chairperson
- Terry Hughes, Career Pathways Director, New York
- Dr. Randy Showerman, State Supervisor for Agricultural Education, Michigan
- Dr. John Ewing, Associate Professor of Agricultural Education, Pennsylvania
- Matthew Kreifels, Director of Agricultural Education, Nebraska
- Kurt Dillon, Agricultural Education Program Consultant, Kansas
- Jeff Hicken, Agriculture, Food, and Natural Resources Education Consultant/State FFA Advisor, Wisconsin
- Glenn Orthel, Agriculture and Natural Resources Division of Professional-Technical Education Program Management, Idaho
- Brad King, Agriculture Education Specialist/CTE Manager, Montana
- Donna Westfall-Rudd, Associate Professor & Graduate Teaching Scholars Program, Virginia
- Nancy Trivette, Program Leader, Agricultural Education/CASE State Leader, New Jersey
- Michael Honeycutt, Managing Director, National Council for Agricultural Education – Project Director

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NATIONAL QUALITY PROGRAM STANDARDS

STANDARD 1A:

PROGRAM DESIGN AND INSTRUCTION – CURRICULUM AND PROGRAM DESIGN

Standard Statement: A standards-based curriculum in agriculture, food, and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	Indicator Rubric	Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.	More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.	At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.	POS options have been evaluated based upon the needs of the community.	POS is limited or non-existent.	
	Suggested Evidence	• Inclusion of POS in student handbook. • Documented student interviews validating this awareness and utilization. • Documented guidance counselor interviews validating this awareness and utilization.	• State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS.	• State CTE Office verification of compliance for one POS.	• Documented discussions with teacher(s) and stakeholders regarding POS options. • Documented evaluation of POS options aligned with community needs.	• Little to no documentation of POS work.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #2 **The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.**	Indicator Rubric	Advanced courses within each POS are in alignment with post-secondary program standards.	Logically and sequentially organized POS include course descriptions, objectives, prerequisites, and are aligned to AFNR Content Standards.	The courses in the POS are organized logically and sequentially from introductory to advanced levels.	The courses are organized logically but do not follow a sequence of learning.	Organization and sequencing of courses is limited or non-existent.	
	Suggested Evidence	• Documentation of alignment with post-secondary program standards for each POS.	• Documentation of course descriptions, objectives, prerequisites, and AFNR Content Standard alignment for each POS.	• Documentation of logically and sequentially organized courses within each POS.	• Documentation of organized course offerings for each POS.	• Documentation of course offerings lacking organization and sequencing for each POS.	**PROGRAM EVIDENCE**
Quality Indicator #3 **The technical content is aligned with core academic content standards.**	Indicator Rubric	Students are assessed on contextual core academic standards at the same level of rigor as in the academic course.	All courses include direct instruction of aligned core academic content standards concurrent with technical application.	The technical content for each course is aligned with core academic content standards.	Alignments between technical and academic content are being identified but are not complete for all courses.	Alignment between the technical content and core academic standards is limited or non-existent.	
	Suggested Evidence	• Sample assessments from each course detailing the contextual core academic standards.	• Lesson plans detailing the direct instruction used to teach the core academic content standards. • Documentation of teaching methods used aligning with core academic standards concurrent with technical application.	• Documentation of the alignment of each course's objectives with core academic content standards.	• Documentation of plan for alignment with core academic standards.	• Little or no documentation for alignment to core academic standards.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.**	Indicator Rubric	Students receiving advanced credit that continue on the pathway are succeeding in their pursuit of a post-secondary degree or certificate.	Teacher annually collaborates with post-secondary institution to ensure curricular alignment and to receive instructional support and guidance.	The curriculum is aligned with one or more post-secondary institutions via credit transfer or dual enrollment agreement.	Groundwork has been laid for articulation agreements but have yet to be implemented.	The curriculum is not articulated with post-secondary institutions.	
	Suggested Evidence	• Documented interviews with former students. • Documented post-secondary faculty interviews. • College transcripts from former students.	• Collaboration meeting dates, planning notes, and meeting summaries.	• Documentation of credit transfer and/or dual enrollment agreements.	• Documentation of articulation agreements.	• No documentation of articulation agreements.	**PROGRAM EVIDENCE**
Quality Indicator # 5 **Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education, as listed below.** • Classroom and laboratory instruction • Experiential, project, and work-based learning through SAE • Leadership and personal development through FFA	Indicator Rubric	Each POS includes options for students to document competency attainment in the classroom as well as through SAE and FFA experiences.	Each POS incorporates a well-planned and appropriate balance between all three components that is verified annually by stakeholders.	Each POS incorporates a well-planned and appropriate balance between all three components.	Each POS incorporates all three learning methods but does not reflect an appropriate balance in the approach.	Each POS does not clearly define the balanced inclusion of all three components.	
	Suggested Evidence	• Documentation of competency attainment.	• Meeting minutes and documentation of stakeholder verification.	• Student handbook detailing how the three components are represented within each POS. • Course catalog detailing how the three components are represented within each POS. • Course calendar detailing how the three components are represented within each POS.	• Student handbook detailing how the three components are represented within each POS. • Course catalog detailing how the three components are represented within each POS.	• Little or no documentation of the balanced inclusion of classroom and laboratory instruction, or SAE and FFA experiences.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Connect students to their career interests using the National FFA's "Career Profile Worksheet" or a series of other available resources such as PCRN's "Guidance and Counseling" page. • Meet with guidance staff to discuss the Agriculture, Food and Natural Resource "Career Clusters Pathways to College & Career Readiness" to help guide conversations when advising students.	• Review your state requirements for POS and conduct a needs assessment with community program stakeholders through a business survey found on the National FFA webpage. • Utilize the "Chapter P: Community-Based Program Planning" resources found on the National FFA webpage. • Review the Perkin's Collaborative Resource Network's "Programs of Study" website to help write a Program of Study.
QUALITY INDICATOR #2	
The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Organize courses sequentially and align to "CASE Pathways" on the Curriculum for Agricultural Sciences Education (CASE) webpage. • Align courses in POS to The Council's "National AFNR Content Standards." • Work with post-secondary institutions and local guidance staff to align program standards found on the National FFA webpage.	• Utilize samples from CTE's "Agriculture, Food & Natural Resources" list to organize courses.
QUALITY INDICATOR #3	
The technical content is aligned with core academic content standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Collaborate with core academic teachers to identify enhancements for agriculture, food, and natural resource classroom (e.g., connect with English department for writing prompt examples or persuasive writing techniques; work with the math department to incorporate fractions, geometry, or probability and statistics into curriculum, etc.). • Incorporate team units taught with core academic teachers (e.g., genetics with a biology teacher; fertilizer calculations with a math teacher; or writing strategies with an English teacher).	• Review the Curriculum for Agricultural Sciences Education's (CASE) Matrices and implement alignment of core academic standards with technical content standards. • Review the Agriculture, Food and Natural Resource (AFNR) Example Crosswalks in the AFNR Career Cluster Content Standards document.

QUALITY INDICATOR #4

The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read the publication "Articulation and Dual Credit" found on the National FFA webpage and connect with postsecondary institutions with which the program is articulated. • Follow up with students who successfully completed a POS in high school. Discussion items may include: current field of study correlation with high school POS, students' success in current field of study via transcripts, or it may include a more formal-type of survey.	• Research your state's participation in dual enrollment at the Education Commission of the States' "High School Database." • Discuss options for dual enrollment with local guidance staff by providing a list of post-secondary institutions in your area that could be a potential partner, then contacting institutions to determine if articulation agreements can be obtained.

QUALITY INDICATOR #5

Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Review program goals and mission statement annually with key stakeholders, reflecting on the balanced approach incorporating classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA.	• Utilize the "Agriculture Teacher's Manual" resource section 6 "Program Planning" found on the National FFA webpage to set program goals and to develop a program mission statement. • Identify area(s) of imbalance and develop focused goals to improve incorporation into the program. Utilize the National FFA's "Agriculture Teacher's Manual," resource section 10-6 "Step-by-Step SAE Program Development Checklist" for improvement with SAE and section 9-5 "Step-by-Step FFA Chapter Development Checklist" for improvement in FFA.

STANDARD 1B:

PROGRAM DESIGN AND INSTRUCTION – INSTRUCTION

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.**	Indicator Rubric	SAE and FFA elements that support classroom instruction are integrated throughout and/or used to supplement the entire course curricula to enhance skills such as team-building, critical thinking, problem-solving, and communication.	SAE and FFA elements that reflect contextualized work-based, project-based, and problem-based learning approaches are integrated into and/or are used to supplement the entire course curricula.	Classroom and laboratory instruction integrates and/or is supplemented by SAE and FFA.	Classroom instruction includes the mention of SAE and FFA during class time, but not in conjunction with the actual lesson.	The inclusion of SAE and FFA into classroom instruction is limited or non-existent.	
	Suggested Evidence	• Sample unit or lesson plans depicting the use of SAE and FFA to enhance skills such as team-building, critical thinking, problem-solving and communication.	• Sample unit or lesson plans depicting the use of work-based, project-based, and problem-based learning approaches and the use of SAE and FFA to supplement course curricula.	• Documentation of specific course units devoted to SAE and FFA. • Sample SAE or FFA classroom extension activities.	• Documented mention of SAE and FFA during class time (e.g., verbal announcements before or after the lesson, notes on board, etc.).	• Unit or lesson plans lacking the mention of SAE and FFA components.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #2 **Instruction integrates the application of core academic standards.**	Indicator Rubric	Cross-disciplinary teams are used to review, evaluate, and revise the integration of the application of core academic standards.	The integration and application of core academic standards is intentional, going beyond obvious connections.	Instruction integrates the application of core academic standards, and that integration is documented.	Instruction integrates the application of core academic standards where obvious, but documentation is limited.	The integration of core academic standards is limited or non-existent.	
	Suggested Evidence	• Documented cross-disciplinary coursework, plans, or student output from special projects, or individual lessons designed to collaborate with another discipline to apply core academic standards.	• A unit or entire course outline that connects course objectives to the application of core academic standards.	• Documented lesson plans are aligned to core academic standards. • Documentation of assessments with core academic standards represented.	• Lesson plans that infrequently connect AFNR lessons to core academic standards. • Lessons that are connected to core academic standards but do not do so overtly.	• Lesson plans or other instructional documents lacking integration of application of core academic standards.	**PROGRAM EVIDENCE**

Note: Quality indicators three through six are based on the Council of Chief State School Officers (CCSSO), Interstate Teacher Assessment, and Support Consortium (InTASC) Model Core Teaching Standards. It is recommended that the performance level for these indicators be determined by the local teacher evaluation system.

QUALITY INDICATOR		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	LEVEL OF PERFORMANCE
Quality Indicator #3 **Teacher(s) demonstrates an understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.**	Indicator Rubric	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	**LEVEL OF PERFORMANCE**
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 Teacher(s) demonstrate(s) a deep and flexible understanding of the Agriculture, Food, and Natural Resource content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.	Indicator Rubric	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**
Quality Indicator #5 Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.	Indicator Rubric	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #6 **Teacher(s) engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.**	Indicator Rubric	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

For guidance on improving Quality Indicators three through six, work with the local administrator and school district resources.

QUALITY INDICATOR #1	
Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Form an advisory committee using the California Department of Education's "Advisory Committee Manual" as a guide in order to make elements of SAE and FFA locally relevant.	• Read "Promising Practices: SAE Presentation" from National FFA's "Local Program Success Guide."
QUALITY INDICATOR #2	
Instruction integrates the application of core academic standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Attend a CASE training. • Attend the National Agriscience Teacher Ambassador Program or any workshops put on by an NATAA fellow.	• Read "Building Bridges from Subject to Subject to Enhance College and Career Readiness" from "The Agricultural Education Magazine." • View the University of Florida's AG-STEM Lab website.

STANDARD 1C:

PROGRAM DESIGN AND INSTRUCTION – FACILITIES AND EQUIPMENT

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Definition:
- ADA – American with Disabilities Act
- Consumable supplies – items that are purchased, used, and intended to be replaced (e.g., welding rod, seeds, etc.)
- Equipment – items used for completing a task (e.g., microscopes, welders, saws, irrigation systems, soil mixers, etc.)
- Facility – physical infrastructure for facilitating instruction; may include classroom, laboratory (e.g., greenhouse, mechanics, aquaculture, hydroponics, animal handling facility, computer, land, etc.), teacher office or work area, storage areas, washrooms, and /or a program library
  - o NOTE: There are no established national standards for facility dimensions or layout, or equipment or other materials.
- Health standards - air, temperature, water, acoustics, ventilation, light, and particulate control
- Instructional technology – the hardware and/or software used primarily for instruction (e.g., computer, computer software, LCD projectors, SMART board, etc.)
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- MSDS – Material Safety Data Sheet
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace
- Tool – a handheld item used for manual or mechanical work (e.g., saw, wrench, etc.)

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.** (Note: As recommended or required, facility sizes vary by location. Use information provided by local or state facilities directors for the most relevant information.)	Indicator Rubric	A documented five year plan is in place for upgrading the existing physical infrastructure and expanding to new POS in line with community and industry needs.	Facility and size layout exceeds all pertinent standards or guidelines for all offered POS and has the capacity to add additional POS as needed.	Facility size and layout meets all pertinent standards or guidelines for all offered POS.	Facility size and layout does not meet all pertinent standards or guidelines for all offered POS, but a written plan is underway to remedy the issue(s).	Facility size and layout is inadequate or non-existent for all offered POS and there is no written plan to remedy the issue(s).	
	Suggested Evidence	• A documented community and industry needs assessment aligned with the current facility size and layout. • A written budget and implementation plan for future facility expansion aligned to community and industry needs.	• Documentation that facility size and layout exceeds minimum standards or guidelines for all offered POS.	• Documentation that facility size and layout meets minimum standards or guidelines for all offered POS.	• Documentation that facility size and layout do not meet minimum standards or guidelines along with a written plan for making the facility meet size and layout requirements.	• Documentation that facility size and layout do not meet minimum standards or guidelines. • No documentation regarding facility size.	**PROGRAM EVIDENCE**
Quality Indicator #2 **Facility is in compliance with existing local, state, and federal safety and health standards.**	Indicator Rubric	A plan is in place to regularly systematically inspect and upgrade the facility to ensure all local, state, and federal safety and health standards will continue to be exceeded in the future.	Facility exceeds all existing local, state, and federal safety and health standards.	Facility meets all existing local, state, and federal safety and health standards.	Facility does not meet all existing local, state, and federal safety and health standards, but a documented plan is in place for addressing all issues(s).	Facility does not meet current local, state, and federal safety and health standards.	
	Suggested Evidence	• Documented plan for systematically inspecting and upgrading the facility detailing a plan to continue exceeding the safety and health standards.	• Documentation of exceeding safety and health standards from an internal or external evaluator.	• Documentation of passing a safety and health inspection from an internal or external evaluator.	• Documented plan for addressing all issues that do not meet existing health and safety standards.	• Documentation of failure to pass a safety and health inspection.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #3 **Training and evaluation are in place so individuals using the facility create a safe working environment.**	Indicator Rubric	Training and evaluation for safety procedures that mirror industry standards is developed and reviewed periodically with community partners.	Systems are designed for supporting ongoing student-led monitoring and regulation of workplace safety.	All individuals using the facility have been trained on proper safety procedures relevant to the POS.	A training and evaluation plan is in place but has not been implemented for all individuals using the facility.	A training and evaluation plan for individuals using the facility is limited or non-existent.	
	Suggested Evidence	• Documented review process from community partners.	• Documented system for student monitoring and regulation.	• Documented completion of training and evaluation by all individuals using the facility.	• Documented training and evaluation plan.	• No training and evaluation plan.	**PROGRAM EVIDENCE**
Quality Indicator #4 **Facility is clean, organized, and maintained to provide an environment conducive to learning.**	Indicator Rubric	Standard operating procedures are evaluated by key stakeholders for their effectiveness and alignment with real-world practices and procedures.	Standard operating procedures are in place and implemented cooperatively by students and teachers to ensure the facility is clean, organized, and maintained.	Standard operating producers are in place to ensure the facility is clean and maintained with all tools, equipment, consumable supplies, and instructional technology logically organized.	The facility is clean and maintained with all tools, equipment, consumable supplies, and instructional technology logically organized, but no standard operating procedure is in place.	Cleanliness, organization, and maintenance of the facility is lacking and/or non-existent.	
	Suggested Evidence	• Key stakeholder and industry partner evaluations aligned with revisions to current standard operating procedures.	• Documented standard operating procedures aligned with assigned responsibilities and roles.	• Documented standard operating procedure for the cleanliness, organization, and maintenance of the facility.	• Documented organizational system used for the cleanliness, organization, and maintenance of the facility.	• Documented complaints regarding the cleanliness, organization, and maintenance of the facility. Written notices requesting improved cleanliness or organization and written maintenance requests that are unfulfilled.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #5 **Facility is designed to be accessible and accommodating to all students.**	Indicator Rubric	Key stakeholders regularly evaluate the facility and suggest changes to continually exceed minimum criteria for accessibility to all students.	Facility exceeds minimum criteria for accessibility to all students.	Facility meets state and federal accessibility requirements.	Barriers are evident, but an accessibility plan is underway for eliminating accessibility problems.	Barriers to accessibility are present with no plan to change.	
	Suggested Evidence	• Evaluations from key stakeholders aligned with the revisions made to facilities.	• Documented modifications to the facilities, equipment, or other infrastructure to exceed ADA compliance certification and/or other standards.	• ADA compliance certification.	• Written plan for addressing accessibility violations.	• Documentation of barriers noted during a review of the facility.	**PROGRAM EVIDENCE**
Quality Indicator #6 **Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.**	Indicator Rubric	Overflow storage is available for meeting excess material, supply, and/or equipment needs.	An inventory management system is operational to check supplies in and out.	Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.	Storage space is available, but it is less than is currently needed and/or is poorly organized.	Storage space lacks sufficient size and organization for materials, supplies, and equipment or is non-existent.	
	Suggested Evidence	• Facilities map with designated overflow storage.	• Documentation of functional locks on storage spaces that require them. • Documented excess storage (i.e., additional space). • A documented inventory management system.	• Documented alignment of current available storage size and dimensions with existing standards or guidelines. • Photo or video evidence showing all materials, supplies, and equipment in their designated space.	• Documented overflow of materials, supplies, and/or equipment into undesignated space due to a lack of storage.	• Documented gross overflow of materials, supplies, and equipment. • No storage is available, and materials, supplies, and equipment are kept with no apparent organizational system.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #7 **An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.**	Indicator Rubric	A long-term plan for equipment and instructional technology upgrades for each program of study is developed with input from key stakeholders.	The inventory process and plan for new purchases and replacements is evaluated by key stakeholders.	An inventory of equipment, tools, consumable items, and instructional technology is completed, and there is an organized plan for new purchases and replacements.	An inventory of equipment, tools, consumable items, and instructional technology is completed.	An inventory of equipment, tools, consumable items, and instructional technology is limited or non-existent.	
	Suggested Evidence	• Written long-term plan for equipment and instructional technology upgrades aligned with input from key stakeholders.	• Written feedback from key stakeholders regarding the inventory process and plan for new purchases and replacements.	• Complete inventory records and a written plan for new purchases and replacements.	• Completed inventory records.	• Little or no inventory records.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #8 Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.	Indicator Rubric	Community partnerships have been used to provide access to state-of-the-art equipment, tools, and instructional technology that mirror industry standards.	Routine safety inspections and maintenance of the equipment, tools, and instructional technology is performed and mirrors industry conditions.	All equipment, tools, and instructional technology are current to industry standards, have had an annual safety inspection, and are adequately maintained in working condition. All non-compliant items have been removed, repaired, or replaced.	An inspection of the equipment, tools, and instructional technology is underway, but not completed, therefore some non-compliant items may be present.	Equipment, tools, and instructional technology are unsafe and/ or adequately maintained, and/or are not current to industry standards.	
	Suggested Evidence	• Industry inspections and/ or certification of equipment. • Photo or video comparisons between the agriculture, food, and natural resource facilities and relevant industry facilities. • Written partnership describing how access will be provided.	• Documented maintenance of equipment returning it to a like-new condition. • Written inspection, maintenance plans, and logs.	• Documented validation of industry standards by inspector or expert in the relevant industry (e.g., local welder provides written evidence that the welding equipment is up to industry standards) and a completed record of equipment maintenance.	• Record of equipment maintenance along with documentation of equipment needing updating.	• Documented evaluation of equipment detailing equipment in need of maintenance.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #9 The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.	Indicator Rubric	A system is in place and being implemented to routinely replenish tools, equipment, and consumable supplies to ensure they meet industry standards.	A replacement cycle or plan to replenish supplies is in place and being implemented.	Tools, equipment, and consumable supplies are adequate for serving the largest number of students using the facility in a given class period.	Tools, equipment, and/or consumable supplies are inadequate for serving the largest number of students using the facility in a given class period or instructional strategies have been effectively modified to accommodate all students.	Tools, equipment, and/or consumable supplies are insufficient to meet instructional needs.	
	Suggested Evidence	• Inspection by industry partner to provide written documentation of the quality of tools, equipment, and consumable supplies and the written plan to replenish those items regularly.	• The documented implementation of the replacement cycle or plan including such things as procedures for ordering, making payments, etc.	• A written inventory of tools, equipment, and consumable supplies matched to current student enrollment. • A written plan for how the lesson or class has been modified to accommodate the number of students enrolled to fit the current tools, equipment, or consumable supplies without sacrificing student learning. • Documented evidence (e.g., photos, video, etc.) of all students engaged in instructional activities with adequate resources.	• Written evidence that the inventory of tools, equipment, and consumable supplies matched to current student enrollment meets the needs of all but the largest classes of students enrolled. • Documentation of instructional strategies used to accommodate for inadequate tools, equipment, and/or consumable supplies.	• Written explanation of the inadequacy of tools, equipment, and/or consumable supplies based on the number of students enrolled.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #10 **Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.**	Indicator Rubric	Interdisciplinary teams further enhance equipment, tools, and instructional technology access with the inclusion of industry-based technology.	Access to equipment, tools, and instructional technology is being enhanced by the cooperation of jointly-led interdisciplinary teaching teams.	Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.	The availability of current equipment, tools, and instructional technology is limited, but what is available is effectively and readily used in delivering instruction.	The use of available equipment, tools, and instructional technology to deliver instruction is limited or non-existent.	
	Suggested Evidence	• Documentation of the industry-based technologies used and notes which member on the interdisciplinary teams is responsible for their usage.	• Documentation of the cooperation of interdisciplinary teaching teams and how they increased the use of instructional technology.	• Documentation of the instructional technology available, identification of a current model year of the instructional technology, and specific details about how it's used.	• Documentation of the instructional technology available, the model year of the instructional technology, and specific details about how it's used.	• Lesson plans detailing the use of instructional technology.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct a partner needs assessment using the "Local Program Success Guide to Local Program Success Version 2"; "Partner Needs Assessment Sheet 4-10" and "Partner Needs and Resources Sheet 4-12." • Conduct a long range plan using the "Local Program Success Guide to Local Program Success Version 2"; "Annual and Long-Range Program Plan 5-20."	• Contact your local or state facilities director about size requirements or recommendations. • Read "Planning and Designing Today's Career Tech Facility" published by ACTE. • Review sample recommended facility sizes and layouts published by state departments of education (e.g., Texas, Georgia, New York, etc.) • Review sample recommended equipment guides from state departments of education (e.g., Virginia, North Carolina, etc.)
QUALITY INDICATOR #2	
Facility is in compliance with existing local, state, and federal safety and health standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct your own safety audit after reading the EPA guide to "Chemical Use and Management" and/ or the EPA guide to "Air and Water Quality." • Develop your own protocols after reading the OSHA Safety and Health Topics on "Agricultural Operations." • Develop a plan for improving air quality around welding areas using the "National Air Filtration Association Guidelines: Welding Fumes."	• Contact your local or state facilities director about health and safety requirements or recommendations. • Conduct a review using the "Agricultural Education Safety Check Sheet" from Oklahoma.
QUALITY INDICATOR #3	
Training and evaluation are in place so individuals using the facility create a safe working environment.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Create your own safety guide using the "California Agricultural Teacher's Essential Guide to Safety" as an example.	• Use Georgia's Farm Bureau "Ag in the Classroom" materials to develop your own training program.

QUALITY INDICATOR #4

Facility is clean, organized, and maintained to provide an environment conducive to learning.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Set goals keeping the facility clean, organized, and maintained using the "Local Program Success Guide to Local Program Success Version 2" and "Goal Setting Outline 6-10." • Develop policies and procedures based on the "Classroom Policies and Procedures" from section 3-6 of the "Agriculture Teacher's Manual" found on the National FFA webpage.	• Develop a cleaning schedule and organizational plan after reading "Back to School Classroom Organization" tips. • Supplement your organization plan by getting your own organization tips from the "Teach on a Mission" blog post "Classroom Organization."

QUALITY INDICATOR #5

Facility is designed to be accessible and accommodating to all students.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Make your program more accessible by using the videos, PowerPoint slides, posters, and the teacher's guide provided by "AgrAbility."	• Reference the "ADA & Reasonable Accommodation Quick Reference Guide" from the ADA.

QUALITY INDICATOR #6

Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Develop a plan for storage size and layout based on the guidelines in Section 3.1 from the "Facilities Guide for Career and Technical Education" Kentucky Department of Education. • See pictures of a well-organized facility from Vidmar Smart Versatile Storage, Education Storage Photo Gallery.	• Estimate adequate storage space based on page 31 of the "California Agricultural Education: Strategies Manual for Program Improvement."

QUALITY INDICATOR #7

An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Create an inventory guide based on the description on pages 3-4 of the "Program Planning Handbook" from Missouri. • Incorporate FFA Alumni after reading how "Veteran Teachers Share How Alumni Help Build Success" on page 4-23 of the "Guide to Local Program Success (2nd ed.)" found on the National FFA webpage. • Use a digital app like TractorPal to help keep track of equipment maintenance.	• Develop your own system to inventory program tools and equipment after reading "Promising Practices: Inventory System for Program tools and equipment" found on the National FFA webpage. • Check manufacturers owner's manual for maintenance information (e.g., Briggs & Stratton, Campbell Hausfeld, Craftsman, Lincoln Electric, Miller Welders, Ryobi, etc.)

QUALITY INDICATOR #8

Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Design your own safety inspection checklist modeled after the Missouri "Agricultural Education Safety Checklist" found via the Missouri Department of Elementary and Secondary Education.	• Develop your own safety guide based on the "California Agricultural Education: Strategies Manual for Program Improvement." • Review the CDC's "Safety Guide for Career and Technical Education."

QUALITY INDICATOR #9

The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Conduct a long range planning effort using the "Local Program Success Guide to Local Program Success Version 2" and the "Annual and Long-Range Program Plan 5-20."	• Review Makerspace's "High School Makerspace Tools & Materials" to prepare your own budget. • Make your own considerations by reading "Before We Teach: Considerations for Managing the Modern Agri-Science Classroom" on page 20 of the "Agricultural Education Magazine" from NAAE.

QUALITY INDICATOR #10

Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read "Promising Practices: Developing a community connection" found on the National FFA webpage. • Involve the business community recommendations in section 17-2 and 17-5 of the "Agriculture Teacher's Manual" found on the National FFA webpage.	• Read "Promising Practices: Technology Integration" on the LPS promising practices page. • Use the graphic on the "Fun to Teach ESL" blog to help you connect technology with Bloom's Taxonomy.

STANDARD 1D:

PROGRAM DESIGN AND INSTRUCTION – ASSESSMENT

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Definition:
- Authentic Assessment – a performance-based evaluation of application, knowledge, and skill on a meaning product or purpose
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace
- Scaffolding – providing necessary learning supports to help students incrementally master a skill or ability

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #1 Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).	Indicator Rubric	Academic performance is evaluated in a manner relevant to the POS and assessments indicate career and/or college readiness skills.	Academic performance is evaluated through authentic assessments and academic supports are in place to improve student performance.	Academic performance is evaluated through authentic assessments that are based on academic alignments that exist within each POS.	Academic performance is minimally evaluated through classroom assignments.	The assessment of academic performance required in each POS is limited or non-existent.	
	Suggested Evidence	• Evidence of use of assessment results for continued student and program growth. • Assessment results are used to further career and/or college readiness skills.	• Documentation of both formal and informal academic assessments specific to students. • Evidence of supports in place for students to scaffold academic performance.	• Documentation of completed assessments for each POS. • Evidence of academic assessment alignment to local and state standards.	• Sample assignments and corresponding lesson(s).	• Little to no evidence of academic assessments.	**PROGRAM EVIDENCE**
Quality Indicator #2 Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).	Indicator Rubric	Technical performance is evaluated in a manner relevant to the POS and assessments indicate career and/or college readiness skills.	Technical performance is evaluated through assessments that are based on the POS and technical supports are in place to improve student performance.	Technical performance is evaluated through assessments that are based on the POS and integrated with local and state standards.	Technical performance is minimally evaluated through classroom assignments.	The assessment of technical performance required in each POS is limited or non-existent.	
	Suggested Evidence	• Evidence of use of assessment results for continued student and program growth. • Assessment results are used to further career and/or college readiness skills.	• Documentation of both formal and informal technical assessments specific to students. • Evidence of supports in place for students to scaffold technical performance.	• Documentation of completed assessments for each POS. • Evidence of technical assessment alignment to local and state standards.	• Sample assignments and corresponding lesson(s).	• Little to no evidence of technical assessments.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #3 **Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.**	Indicator Rubric	Student growth and continual evaluation are reflective and beneficial to the student, program, and key stakeholders.	Student's participation in their SAE is continually evaluated and reflects clear goals, outcomes, and is in relation to career interests.	Student's participation in their SAE is evaluated on a continual basis for knowledge and skill growth.	Student's participation in a SAE program is evaluated on a limited basis.	The evaluation of student's SAE program is limited or non-existent.	
	Suggested Evidence	• Measureable outcomes due to partnerships, through written, verbal, or other means (e.g., increased program support by a business where student has SAE, due to their model performance; letter of recommendation for student by key stakeholders due to performance, etc.).	• Documentation of stated goals and outcomes related to participation in SAE. • Evidence of SAE documents on file (e.g., SAE Contact Report 2-22; SAE Documentation Form 2-20; SAE Student Journal 2-16, etc.).	• Documentation of evidence of continual evaluation of SAE knowledge and growth.	• Samples of evaluation methods for SAE-specific experience. • Evidence of SAE evaluation for each student.	• Little to no evidence of SAE evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.**	Indicator Rubric	Students take initiative to develop a highly reflective, working portfolio that indicates rigorous college and/or career readiness as a result of full engagement in the agriculture, food, and natural resource education POS.	Student provides evidence of a reflective file or portfolio that documents their POS experience.	Student can provide evidence of a cumulative file or portfolio that documents their POS experience.	Student can provide documentation of their agriculture, food, and natural resource education POS experience in a limited manner.	Student documentation of their agriculture, food, and natural resource education POS experience is non-existent.	
	Suggested Evidence	• Complete reflective portfolio including college and/or career ready documents (e.g., resume, personal reflective pieces, letters of recommendation, etc.) with evidence of the ability to continually grow the portfolio as the student advances.	• Reflective pieces added to the cumulative file or portfolio that contributes to the student's overall experience in the POS. • Documents within the portfolio or file are cumulative and well-organized.	• Evidence of a cumulative file or portfolio that accurately reflects overall student experience in the POS.	• Limited documents that provide evidence of student experience in the POS. • Documents within the portfolio or file are not cumulative or organized.	• No evidence of a file or portfolio that documents student experience.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #5 **Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education:** • Classroom and laboratory instruction, • Experiential, project, and work-based learning through SAE, • Leadership and personal development through FFA.	Indicator Rubric	An approved, weighted grading procedure that incorporates measures from all three components is shared with students and stakeholders.	An approved grading procedure incorporates measures from all three components and is weighted to best prepare the learner for the specific program of study.	An approved grading procedure incorporates measures from all three components.	An approved grading procedure is in place but only encompasses two of the three components.	An approved grading procedure is not in place or only encompasses one of the three components.	
	Suggested Evidence	• Evidence of grading procedures that are responsive to program proficiency. • Grading procedures are readily accessible to stakeholders.	• Documented alignment with local, state, and national guidelines.	• Documentation of an approved grading procedure with local and state alignment. • Evidence of evaluation of all three components.	• Evidence of approved grading procedure with limited capabilities. • Grading procedure does not evaluate all three components of the program of study.	• No evidence of an approved grading procedure.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Learn planning tips on incorporating assessment with core academic content. Read the National Association of Agricultural Educator's Magazine Volume 87 Issue 1, "Assessing Student Achievement." • Strengthen your differentiation skills in the classroom and with assessment. Visit the National FFA webpage under "Classroom and Laboratory Instruction" and check out the "Instructors Guide" (PDF) under "Agribility – Cultivating Accessible Agriculture."	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the Agriculture Teacher's Manual, specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan 12-7." • Learn tips on authentic assessment. Check out National Education Association's "Authentic Assessment Toolbox."

QUALITY INDICATOR #2	
Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Strengthen your technical assessment skills. Check out the "National Association of Agricultural Educator's Magazine" volume 86 issue 2, specifically the article "Differentiation in Action: From the Lesson Plan to the Assessment, Using Differentiated Instruction to Improve Career and Technology Skills for the Modern Workplace" by Michelle Pavelock & Julie Harlin.	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the Agriculture Teacher's Manual, specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan 12-7." • Learn tips on authentic assessment. Check out the National Education Association's "Authentic Assessment Toolbox."

QUALITY INDICATOR #3	
Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Keep documentation on individual students and their SAE's with the "Program Supervision Record" found in the "Agriculture Teacher's Manual (10-10)." Create a file for each student and their relative documents. • Utilize the "SAE Tools" in the "SAE Templates" section of the National FFA webpage to increase student engagement and as a useful tool for growth measurement.	• Review SAE program requirements and student involvement opportunities as approved by The National Council for Agricultural Education. • Gather general record-keeping tips to find what works best for you and your classroom. Use these new tips to aid with continual evaluation of student SAE's. See section IX on "SAE Assessment Tools" in the "SAE Handbook" for details.

QUALITY INDICATOR #4

Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Give students a chance to reflect on and strengthen the overall program of study. Give students the "Agriculture Education Program" and "FFA Student Survey in the Marketing Handbook (5-9)" on the National FFA webpage. Utilize the data from the surveys in a strategic manner that benefits both the student and the program. • Make sure your teaching portfolio is up-to-date, and use it as a working model for the students to access. For tips on creating and updating your teaching portfolio, go to the National FFA webpage and access the "Agriculture Teachers Manual, Creating Your Portfolio (1-2)." Also check out "Professional Portfolio Maintenance (23-7)." • Encourage students to begin a cumulative file or portfolio at the beginning of their program of study. Offer classes or workshops (possibly in combination with other school teachers) on portfolio development, including an emphasis on college/career readiness documents and skills. Check out the National Education Association (NEA)'s June 2011 "Advocate Online" article titled "Teaching Through Portfolios."	• View the slide show "Basics of Coaching Individuals" found on the National FFA webpage under "Professional and Program Growth." • Encourage and equip students to begin a cumulative file or portfolio at the beginning of their program of study. Offer classes or workshops (possibly in combination with other school teachers) on portfolio development. Check out the National Education Association (NEA)'s June 2011 "Advocate Online" article titled "Teaching Through Portfolios."

QUALITY INDICATOR #5

Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education (e.g., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Manage approved grading procedures in a format or program that will allow for data compilation and strategic planning to improve the overall program. • Keep up-to-date documentation on alignment of grading procedures with local, state, and national guidelines. Refer to your state Department of Education online to access current standards and objectives specific to your program. • Develop an organizational strategy for optimal access of grading procedures and other important files for stakeholder access.	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the "Agriculture Teacher's Manual," specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan (12-7)." • Ask administration or CTE director for samples of local grading procedures pertinent to the program of study and all three components. • Reference the "Agriculture Teacher's Manual" on sections specific to Classroom/Lab, SAE, and FFA to make sure that all three sections are represented well in the grading procedures.

STANDARD 2:

EXPERIENTIAL, PROJECT, AND WORK-BASED LEARNING THROUGH SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.

Definition:

- Supervised Agricultural Experience (SAE) – a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study. SAE programs available to and appropriate for students of school-based agricultural education include: a Foundational SAE and five Immersion SAE types: Placement/Internship, Ownership/Entrepreneurship, Research, School-Based Enterprise, and Service Learning
- Adult mentor – parents/guardians, employers, volunteer coordinator, coaches, etc.
- SAE visit – "...does not equate to an onsite visit by the teacher every time and in every instance. Supervision can occur in groups, using computer technology, using social media, or any other appropriate measures that allow teachers to be as efficient with their time as possible. However, this does not mean that onsite instructional visits are not valuable for many types of SAE." – "Philosophy and Guiding Principles for Execution of the Supervised Agricultural Experience Component of the Total School Based Agricultural Education Program"
- Key Stakeholders – Program: students, teachers, and Advisory Committee; School: administrators, counselors, staff, and school board members; Community: parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #1 SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining a Foundational SAE and Career Plan of Study.	Indicator Rubric	All students have a documented Foundational SAE and one or more Immersion SAEs based on their Career Plan of Study.	Students implement an Immersion SAE in addition to a Foundational SAE and are able to articulate their growth and development.	All students maintain a Foundational SAE including a Career Plan of Study. SAE is part of the graded component of AFNR coursework.	All students maintain a Career Plan of Study.	SAE programs are not available through the agriculture, food, and natural resource education program.	
	Suggested Evidence	• Documentation of student's Foundational and Immersion SAEs related to their Career Plan of Study. • Documented grades for SAE experiences.	• Documented conversations with students regarding an Immersion SAE beyond Foundational. • Documented grades for SAE experiences.	• Documentation of student's Foundational SAE. • Documented grades for SAE experiences.	• Documentation of student's Career Plan of Study.	• No documentation of SAE. • No contractual time allotted to agriculture, food, and natural resource educator(s) to complete SAE tasks.	**PROGRAM EVIDENCE**
Quality Indicator #2 SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.	Indicator Rubric	Students are able to articulate how the skills and competencies gained through participation in their SAE aligns to their career goals at an appropriate level based on their years of involvement with the SAE.	Students can articulate the AFNR career pathway in which their SAE fits.	SAE programs fit within at least one AFNR content standard and are aligned to local agriculture, food, and natural resource education curriculum standards.	SAE programs are aligned to local agriculture, food, and natural resource education curriculum standards, but not specific AFNR pathways.	Alignment of SAE to AFNR pathways and local agriculture, food, and natural resource education standards is limited or non-existent.	
	Suggested Evidence	• Documented discussion with students on how the skills and competencies gained through their SAE can help them in the future.	• Documented conversations with students regarding their SAE and the AFNR career pathway their SAE fits within.	• Teacher-created list of student SAE programs, noting their alignment with at least one AFNR pathway and the local agriculture, food, and natural resource education curriculum standards.	• Teacher-created list of student SAE programs aligned to local agriculture, food, and natural resource education curriculum standards.	• Little or no alignment of SAE to any agriculture, food, and natural resource education standards.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #3 **SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.**	Indicator Rubric	SAE program work is designed to collect data on career-ready practices and/or AFNR content standards that measures skills, competencies, and knowledge; and the data is analyzed annually to show student growth.	Students can articulate growth of skills and competencies through participation in their SAE at an appropriate level based on student's years of involvement with the SAE.	SAE programs are assessed against relevant career-based skills, knowledge, and competencies at an appropriate level based on student's years of involvement with the SAE.	Parameters used to measure student growth in student's SAE do not directly relate to career-based skills, knowledge, and competencies.	Parameters to measure student growth in the SAE are non-existent.	
	Suggested Evidence	• Completed "Outcomes/Efficiencies" and "Skills, Competencies, and Knowledge" pages of the proficiency application pages. • Other record keeping system documentation that tracks student growth related to specific skills, competencies, and knowledge.	• Documented conversations with students regarding the skills and competencies they have gained through their SAE.	• Documented parameters used to measure student growth in SAE relevant to career-based skills, knowledge, and competencies.	• Documented parameters used to measure student growth in SAE.	• No documented parameters used to measure student growth in SAE.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **SAE programs are student-planned and based on their Career Plan of Study.**	Indicator Rubric	Students have an active leadership role in the development, review, and revision of their Foundational and Immersion SAEs and can articulate how their decision-making has affected their SAE at an appropriate level based on their years of involvement with the SAE.	Students can explain how their personal planning and engagement in their Foundational and Immersion SAEs align to their Career Plan of Study.	Students take an active leadership role in guiding their SAE experience based on their Foundational SAE and the developed Career Plan of Study.	Students experience a disconnect between their current SAE role and their goals for their Career Plan of Study.	Student leadership in guiding their SAE experience is limited or non-existent.	
	Suggested Evidence	• Documented conversation with students regarding the cause and effect of the decisions they have made within their Foundational and Immersion SAEs.	• Documented conversation with students regarding the correlation between the leading and management of their Foundational and Immersion SAEs and their Career Plan of Study. • Copy of student-created action plans and personal reflections on the plan, making adjustments when needed to ensure success.	• Documented conversation with students regarding their role in leading their Foundational SAE experience. • Copy of a student-created action plan for their Foundational SAE and detail their leadership role within each step of the plan.	• Documented conversation of students being passive in verbalizing how they play a leadership role in their SAE. • Copy of student-created action plan for their SAE and documentation that the leadership roles within each step are conducted by individuals other than the student.	• Documented conversation with students lacking the ability to verbalize the leadership role they plan in their SAE. • No student-created action for the growth of their SAE.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #5 **Students maintain accurate SAE documentation to meet state and local requirements.**	Indicator Rubric	Students have a portfolio that aligns SAE experiences with career goals, noting any gaps and includes a plan for additional skill attainment at an appropriate level based on their years of involvement with the SAE.	Students can provide documentation of an established SAE that includes artifacts demonstrating skills, competency, and knowledge attainment at an appropriate level based on their years of involvement with the SAE.	Students' SAE documentation is accurate according to state and local requirements.	Students can verbally articulate their SAE program, but no documentation exists.	SAE documentation is limited or non-existent.	
	Suggested Evidence	• Portfolio or record-keeping system that includes financial history, skills and knowledge gained, credentials or certifications earned and a section on career planning with evidence of reflection.	• Students can provide résumé with SAE-related information. • Students can provide SAE record book or journal. • Completed Proficiency Award applications. • AET/Ag Ed Network documents. • Other record-keeping documents related to SAE.	• Students can provide a work journal reflecting on personal growth. • Documented annual updates of proficiency awards, skills, and competency gains.	• Documented conversations with students regarding the components of their SAE.	• No records or knowledge of records can be shared by students.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #6 **Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.**	Indicator Rubric	Teacher(s) encourages adult mentors to provide continuous, individualized instruction and support of SAE.	Coaching and feedback by teacher(s) is documented and part of the graded component of agriculture, food, and natural resource coursework.	Local and state expectations are being met for SAE supervision and guidance.	Students receive SAE supervision and guidance annually.	SAE supervision and guidance is limited or non-existent in the agriculture, food, and natural resource education program program.	
	Suggested Evidence	• SAE Adult Mentor Meeting agenda. • A handout given to adult mentors giving tips on how to encourage growth of the student with their SAE. • Proficiency application (in entirety or certain pages) shared with adult mentor so that the mentor can help the students grow and reflect about the areas recorded in the application. • Set of reflection questions used to discuss SAE with students during visit/conversation.	• Documentation that shows the feedback process of the evaluation of SAE outcomes, beyond just a numerical or letter grade.	• Documented attainment of local and state requirements for SAE supervision (i.e., two student conferences, evaluations, or on-site visits per semester).	• Log of meeting with students about SAE.	• SAE is not part of the agriculture, food, and natural resource education program.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #7 **SAE programs are documented by agreements between the student and adult supervisor(s).**	Indicator Rubric	SAE program documentation includes a plan for career readiness within an identified program of study.	SAE program documentation incorporates attaining appropriate safety and/or OSHA certifications to perform job functions.	SAE programs are documented by agreements between the student and adult supervisor(s) and address parameters regarding labor standards.	SAE programs are documented by agreements between the student and adult supervisor(s) but do not address parameters regarding labor standards.	Agreement document of the SAE program between student and adult supervisor(s) is limited or non-existent.	
	Suggested Evidence	• An agreement showing a career readiness growth plan for the SAE and the role of the student and adult supervisor(s) in achieving the plan.	• Agreement signed by student and adult supervisor(s) addressing appropriate safety and/or OSHA certification to perform job functions.	• Agreement signed by student and adult supervisor(s) that addresses parameters involved with youth labor standards.	• Simple agreement noting expectations of student and adult supervisor(s).	• Limited or no SAE agreement documents between student and adult supervisor(s).	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining a Foundational SAE and Career Plan of Study.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Utilize electronic or hard copy system to help students document SAE work. • Have student work on/complete a proficiency application. • Use SAE template "SAE Student Journal 2-16" to guide record the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."	• Have students review the SAE for All Student Guide, available at https://www.ffa.org/thecouncil to deepen their understanding of SAE opportunities. • Use Sample Instructional Plan in the SAE for All Teacher Guide, available at https://www.ffa.org/thecouncil to incorporate SAEs into the grade for each agricultural education course. • Have students utilize the SAE Idea Cards available as a free download in the Explore section of My Journey at www.ffa.org. • Utilize the "Ideas for Student SAE Activities" on the National FFA webpage. • Read the "Supervised Agricultural Experience Fact Sheet: Benefits of SAEs" that can be found on the National FFA webpage. • Examine The Council's infographic "Do you really know your SAE?" explaining the various types of SAE opportunities. • Review "The Official FFA Student Handbook Advisors Guide Lessons" "SAE Ideas" found on the National FFA webpage. • Provide students opportunities to explore the SAE program using the Explore SAE webpage sponsored by AET.
QUALITY INDICATOR #2	
SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Hold conversations with students identifying student skills, talents, and interests to help develop an appropriate SAE. • Complete the basic setup page of the National Proficiency Award application, identifying the proficiency type within the AFNR pathways.	• Have students utilize the "National AFNR Content Standards" to identify which pathway(s) their SAE fits.

QUALITY INDICATOR #3

SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation

• Have students utilize the "National AFNR Content Standards" to identify content standards that align to their Immersion SAE and create quantitative measurements to track growth.
• Have students utilize The National FFA's "Career Ready Practices" to identify content standards that aligns to SAE and create quantitative measurements to track growth.
• Have students complete the following proficiency application pages related to their SAE:
  - "Outcomes/Efficiencies"
  - "Skills, Competencies, and Knowledge"
	• Use Foundational SAE Learning Outcomes and Activities from the SAE for All Teacher Guide, available at https://www.ffa.org/thecouncil to select standards aligned activities for students to complete for their Foundational SAE.
	• Have students utilize the "National AFNR Content Standards" to identify content standards that align to SAE and read "Sample Measurement" to help create a plan to measure growth.

QUALITY INDICATOR #4

SAE programs are student-planned and based on their Career Plan of Study.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation

• Students complete the following sections of a proficiency application:
  o "Performance Review A"
    - questions two and three
  o "Performance Review B"
    - all prompts
  o "Performance Review C"
    - all prompts
  o "Skills, Competencies, Knowledge"
    - all prompts
	• Use SAE template "On Site SAE Evaluation 2-21" to guide a conversation about the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."

QUALITY INDICATOR #5

Students maintain accurate SAE documentation to meet state and local requirements.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Have students keep a portfolio of records that is reflected upon annually in relation to career goals. • Have students complete and/or update a proficiency application.	• Have students complete a work journal that reflects on personal growth at work. • Have students complete the "Skills, Competencies, and Knowledge" page on a proficiency application.

QUALITY INDICATOR #6

Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Schedule a meeting with all current and potential adult mentors to help them further understand the goals of an SAE and the students growth with an SAE.	• Use Sample Supervision Plan from the SAE for All Teacher Guide, available at https://www.ffa.org/thecouncil to provide adequate supervision to all students. • Invite administration to attend an SAE visit/conversation with students to highlight the value of the continual individualized instruction and support from the Agricultural Instructor on the work based learning experience (SAE). • Use SAE template "Worksite Survey 2-17" to guide a conversation about the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."

QUALITY INDICATOR #7

SAE programs are documented by agreements between the student and adult supervisor(s).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Review the United States Department of Labor's "Youth & Labor: Safety & Health" safety standards and how they relate to student SAE programs.	• Use Sample SAE Agreement and Plans from the SAE for All Teacher Guide, available at https://www.ffa.org/thecouncil to provide adequate supervision to all students. • Use SAE Handbook Section "Legal and Safety Awareness" (PDF) to locate safety and labor regulations and create an agreement document. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."

STANDARD 3:

LEADERSHIP AND PERSONAL DEVELOPMENT THROUGH FFA

Standard Statement: All students participate in intra-curricular leadership and personal development through FFA.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Activities (POA) – A tool used by FFA chapters to plan and develop goals for the year and outline steps needed to meet the goals.

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.**	Indicator Rubric	All students are FFA members.	The majority of enrolled students have chosen to be FFA members.	All students have been provided the opportunity to be a member of the FFA.	A limited number of students are aware of FFA and its opportunities.	No FFA chapter exists to complement the classroom component of the program.	
	Suggested Evidence	• Submitted and approved FFA roster. • Documentation of National FFA Affiliation Agreement.	• Documentation of agriculture, food, and natural resource education program enrollment and FFA membership.	• Documentation of opportunities for all students to become a FFA member and when the opportunities were shared with or made available to students. • Documentation of the integration of FFA into classroom and laboratory instruction and SAE. • Documentation of alternative ways offered to students to finance their membership (i.e., earn membership through fundraising or activities).	• Documented conversations with students regarding their opportunity to be a FFA member.	• No FFA chapter.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #2 **Students build a progressive leadership and personal development plan.**	Indicator Rubric	Students are continuously working toward achieving their goals, reflecting, and setting new goals to progress their leadership and personal development.	Students are actively pursuing their goals.	Students have written goals for leadership and personal development and can articulate these goals in conversation.	Students can articulate something they strive for pertaining to leadership and personal development but lack a progressive plan.	Student goals specifically pertaining to leadership and personal development are limited or non-existent.	
	Suggested Evidence	• Documentation of the progression, reflection, and attainment of students' goals throughout their FFA membership.	• Documentation of the alignment of students' activities and participation with their progressive plan.	• Documented conversations with students about their progressive plan.	• Documentation of student goals pertaining to leadership and personal development. • Documented conversations about student goals pertaining to leadership and personal growth.	• Limited documentation of student goals. • Limited documented conversations with students about their goals.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #3 **All students participate in meaningful leadership and personal development activities in each component of the agriculture, food, and natural resource education program, as listed below.** • Classroom and laboratory instruction • Experiential, project, and work-based learning through SAE • Leadership and personal development through FFA	Indicator Rubric	Students document leadership and personal development skill attainment and artifacts.	Students receive coaching and feedback on their leadership and personal development performance in all three components.	Student participation in leadership and personal development takes place in all three components.	Student participation in leadership and personal development takes place in only two of the three components.	Student participation in leadership and personal development is limited or only takes place in one of the three components.	
	Suggested Evidence	• Students' artifacts and documentation of their leadership and personal development skill attainment.	• Documentation of coaching and feedback sessions.	• Documentation of students' participation in leadership and personal development aligned to each of the three components.	• Documentation of students' participation in leadership and personal development aligned to two of the three components.	• No participation in leadership and personal development activities. • Documentation of students' participation in leadership and personal development aligned to one of the three components.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.**	Indicator Rubric	The plan for the review and approval of the chapter constitution and bylaws is led by chapter officers and provides the opportunity for all members to participate and contribute to the review.	Chapter officers lead the plan for the review and approval of the chapter constitution and bylaws.	The constitution and bylaws are up-to-date and approved by chapter members.	Chapter constitution and bylaws exist but are out-of-date and not approved by chapter members.	Chapter constitution and bylaws are non-existent or the approval of them is limited.	
	Suggested Evidence	• Documented plan for the review and approval by chapter members of the chapter constitution and bylaws.	• Documented plan for the review by chapter officers.	• Copy of up-to-date chapter constitution and/or bylaws on file along with the date of review and revisions made.	• Outdated copy of the chapter constitution and bylaws.	• No copy of the chapter constitution and bylaws.	**PROGRAM EVIDENCE**
Quality Indicator #5 **FFA members are involved in the planning and implementation of a Program of Activities (POA).**	Indicator Rubric	All FFA members are involved in the planning, implementation, and continuous evaluation and improvement of the POA.	Committees under the direction of committee chairs lead the planning and implementation of the POA.	Chapter members lead the planning and implementation of the POA.	The FFA advisor leads the planning and implementation of the POA.	A published POA does not exist.	
	Suggested Evidence	• Documentation of implementation and evaluations of each activity along with the assigned roles for each FFA member. • Completed National Chapter Award application.	• Documentation of POA and committee assignments. • Documented conversations with students about the components of the POA.	• Copy of the POA detailing chapter members' assigned involvement in the planning and implementation of the POA.	• Copy of the POA lacking details of chapter member assignments for its planning and implementation.	• No POA.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #6 **The FFA Chapter conducts regularly scheduled chapter meetings.**	Indicator Rubric	Monthly meeting agendas, minutes, and reports from previous years as well as the current year are kept on file for future use and reference. These are regularly evaluated by members for meeting improvements.	The use of agendas, minutes, and proper reports along with correct parliamentary procedure are used to conduct monthly meetings.	Monthly meetings are conducted using an agenda, minutes, and the proper reports.	Monthly meetings are held, but without the use of an agenda, minutes, and reports.	Periodic meetings are held, but the use of an agenda, minutes, and reports are limited; or no chapter meetings are being held.	
	Suggested Evidence	• File of previous years' and the current year's agendas, minutes, and reports. • Documentation of evaluations.	• Meeting minutes stating details of the use of parliamentary procedure.	• Agendas, minutes, and reports from monthly meetings.	• Documentation of monthly meetings.	• Documentation of periodic meeting dates. • No documentation of FFA meetings.	**PROGRAM EVIDENCE**
Quality Indicator #7 **An awards recognition program planned and conducted by FFA members is in place.**	Indicator Rubric	In addition to FFA members, the awards recognition program is planned and conducted with the input and participation of key stakeholders.	The awards recognition program not only recognizes FFA members for their achievements but also showcases the efforts of the program's key stakeholders.	The awards recognition program is planned and conducted by FFA members.	The awards recognition program is planned and conducted by the FFA advisor and/or chapter officers.	The implementation of an awards recognition program is limited or non-existent.	
	Suggested Evidence	• Documentation of an awards recognition program and minutes from the planning meeting(s) detailing participant roles.	• Documentation of the key stakeholders recognized at the chapter's awards recognition program.	• Documentation of an awards recognition program and minutes from the planning meeting(s) detailing FFA member participation.	• Documentation of a current awards recognition program. • Minutes from a planning meeting(s) for the awards recognition program.	• Documentation of past awards recognition programs. • No documentation of awards recognition programs.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #8 **The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).**	Indicator Rubric	A final report of the closed-out chapter budget is presented to FFA members annually, with opportunity for input and suggestions for modifications to take forward to the next year.	The chapter has a current budget, which supports the POA and includes financial records and is provided to the FFA membership at monthly FFA meetings.	The FFA chapter budget is current and provides resources to support the POA.	The chapter finances support the POA, but a current chapter budget is missing.	The chapter's budget is non-existent or financial resources are unable to support the POA.	
	Suggested Evidence	• Copy of the final chapter budget with comments from FFA members regarding suggestions for modifications to make in future years.	• Documentation of the treasurer's report as presented at the monthly FFA meeting.	• Copy of the chapter budget reflecting sufficient funds to support the POA.	• Documentation of the FFA chapter finances supporting the POA.	• Chapter budget reflecting the lack of funds to support the POA. • No chapter budget.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Complete the "National FFA Affiliation Membership Agreement" and pay associated fees.	• Utilize the "REV It Up: Recruitment & Retention Promotional Guide" found on the National FFA webpage to increase FFA membership.

QUALITY INDICATOR #2	
Students build a progressive leadership and personal development plan.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Guide students to complete the "Personal Growth Plan" module found on the National FFA webpage.	• Lead students through "Life Knowledge Goal-Setting Lesson" found on the National FFA webpage. • Help students to develop goals using the "Life Knowledge: Goal Setting Strategies" lesson found on the National FFA webpage. • Empower students to better communicate about their goals with others using the "Life Knowledge: Forming Key Messages" lesson found on the National FFA webpage.

QUALITY INDICATOR #3	
All students participate in meaningful leadership and personal development activities in each component of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Participate in this module to learn the "Basics of Coaching Individuals" found on the National FFA webpage. • Refer students to the list of Career Development Events and Conferences found on the National FFA webpage to discover and understand opportunities and to encourage participation. • Implement a system for members to document their personal and leadership development activities and keep artifacts to represent this participation.	• Review National FFA's sample lesson plans and how they integrate SAE and FFA into regular classroom instruction and extend these outside of the classroom.

QUALITY INDICATOR #4

The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Create a plan for the review and revision of constitution and bylaws using "Robert's Rules of Order."	• Create an FFA chapter constitution and bylaws using the sample provided on the National FFA webpage.

QUALITY INDICATOR #5

FFA members are involved in the planning and implementation of a Program of Activities (POA).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Students conduct evaluation after each activity and complete "FFA Chapter Final Report: Form POA-4" found on the National FFA webpage. • Students complete and file "FFA Chapter Committee Meeting Report: Form POA-3" found on the National FFA webpage after each committee meeting is held. • Students complete and submit the National Chapter Award Application found on the National FFA webpage.	• Create a calendar of FFA events and activities using a free resource such as timeanddate.com. Be sure to include important dates for Local Chapters and Advisors from The National FFA organization. • Gather advice from successful FFA advisors in your area or read "Promising Practices: Program of Activities Planning" to help set goals for each activity/event planned by students, utilizing the "FFA Chapter Activity Planning Sheet: Form POA-2" found on the National FFA webpage. • View sample Program of Activity documents found on the National FFA webpage, and create a Program of Activities. • Guide FFA chapter officers to perform duties expected of each office; refer to "Chapter Officer Responsibilities" list found on the National FFA webpage.

QUALITY INDICATOR #6

The FFA Chapter conducts regularly scheduled chapter meetings.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Follow "Robert's Rules of Order" to conduct FFA Chapter Meetings. • Create a filing system for meeting agendas, minutes, treasurer reports, and committee reports for later use. • Review sample meeting evaluations found on the National FFA webpage and have students conduct an evaluation after each chapter meeting.	• View the "Sample FFA Meeting Agenda (Section 9-6)" in the "Agriculture Teacher's Manual" found on the National FFA webpage and implement chapter meeting agendas. • Review other chapters' committee reports and have students submit committee reports at the chapter meetings. • View sample secretary's minutes and treasurer's reports from Robert's Rules of Order and implement at chapter meetings. • Utilize "Chapter Meetings (Section 9-7)" in the "Agriculture Teacher's Manual found on the National FFA webpage.

QUALITY INDICATOR #7	
An awards recognition program planned and conducted by FFA members is in place.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review the FFA "Banquet Planning Instructor's Guide" found on the National FFA webpage for ways to incorporate key stakeholders.	• Utilize the Educator Resource - "Banquet Planning Guide" found on the National FFA webpage to make plans for a recognition program. • Shop for awards, pins, and certificates to use for recognition through the National FFA webpage.

QUALITY INDICATOR #8	
The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Work with school treasurer to conduct audit of financial records. • Create a financial record-keeping system using the resources from the Kentucky FFA's "Chapter Resources" website.	• Create a chapter budget to support the POA utilizing resources from the Michelle Guthrie Chapter Office Development website.

STANDARD 4:

SCHOOL AND COMMUNITY PARTNERSHIPS

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.**	Indicator Rubric	Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them effectively to advance and collaborate the program.	Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them to effectively advance the program.	Key stakeholders are informed and conversant about the program goals, objectives, activities, and accomplishments.	Key stakeholders have minimal knowledge of the program goals, objectives, activities, and accomplishments.	Key stakeholders have little to no knowledge of the program goals, objectives, activities, and accomplishments.	
	Suggested Evidence	• Written program review and evaluation process along with completed reviews and evaluations by stakeholders. • Evidence of stakeholders using knowledge to advance the program at multiple fronts. • Documented evidence of highly interactive communication between the program and stakeholders.	• Evidence of stakeholders receiving program information via multiple channels (e.g., mailed correspondence, emails, newsletters, blog posts, etc.). • Documentation of stakeholders utilizing current program information for the betterment of the program.	• Minutes from meetings with stakeholders where program pieces were discussed. • Conversations with stakeholders reflect a working knowledge of the program as a direct result of communication efforts.	• Documented education and outreach program. • Evidence of one method of outreach with stakeholders sharing program pieces.	• Written education and outreach program lacking implementation. • Education and outreach program is non-existent.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #2 **Key stakeholders engage with the agriculture, food, and natural resource education program.**	Indicator Rubric	Key stakeholders are highly engaged with the program and encourage additional stakeholders to expand their involvement in the overall success and visibility of the local chapter.	Key stakeholders engage with the program supporting its goals and its impact, utilizing their resources to benefit the program on a regular basis.	When prompted, key stakeholders engage with the local agriculture, food, and natural resource education program for the benefit of the students, program, school, and community.	Stakeholders do not actively engage with the agriculture, food, and natural resource education program.	Key stakeholders have limited or non-existent engagement with the agriculture, food, and natural resource education program.	
	Suggested Evidence	• Evidence of nomination for local, state, and national accolades for the program of study by stakeholders. • Documentation of additional resources allocated for the program through stakeholders, due to success of program.	• Documented evidence of stakeholders reaching out to engage with the program voluntarily (not program-prompted). • Evidence that stakeholders utilize their personal and professional resources for the betterment of the program.	• Documented conversations with stakeholders and students reflect a positive outlook on the program of study with some basic knowledge of benefits and resources. • Evidence of program-prompted stakeholder engagement with the program in meaningful ways.	• Stakeholders have limited engagement with the program. • Evidence that any stakeholder engagement is highly prompted by the program and is not voluntary.	• Little or no documentation of stakeholder engagement with the program.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #3 **Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.**	Indicator Rubric	Key stakeholders are recognized by the program in multiple forms, venues, and instances.	Key stakeholders are recognized by the program in multiple forms.	Key stakeholders are recognized for their contributions and support of the agriculture, food, and natural resource education program in a timely and appropriate manner.	Minimal or untimely recognition of key stakeholders.	Key stakeholders are not recognized for their contributions to the program.	
	Suggested Evidence	• Documentation of stakeholder recognition through local and regional media outlets. • Evidence of continued recognition over the course of a school year.	• Documentation of multiple forms of stakeholder recognition (e.g., letters, banquets, etc.). • Evidence of stakeholder recognition within the school as well as the community.	• Documentation of thank you letters (or appropriate substitute) to stakeholders in a timely manner.	• Minimal evidence of stakeholder recognition in any manner. • Documentation of recognition reveals tardy efforts.	• No evidence of the program recognizing stakeholders in any manner.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #4 **Teacher(s) participates in key stakeholder activities.**	Indicator Rubric	Teacher(s) takes an active leadership role within key stakeholder activities and events.	Teacher(s) is actively involved in key stakeholder activities in ways that directly benefit the agriculture, food, and natural resource education program.	Teacher(s) is an active member of key stakeholder activities.	Teacher(s) is a member of key stakeholder activities but interactivity is limited.	Teacher(s) is not involved with key stakeholder activities.	
	Suggested Evidence	• Documented leadership roles within stakeholder. • Evidence of unprompted feedback or recognition from stakeholder regarding the value of the teacher in a leadership role.	• Documentation of teacher participation in stakeholder as it aligns with benefits to the agriculture, food, and natural resource education program. • Documentation of expanded or increased partnership with stakeholders as a direct result of active participation.	• Documentation of the teacher's membership and active participation in stakeholder (e.g., meeting minutes, activity attendance, etc.). • Teacher keeps records of contributions to the organizations as part of their professional file or portfolio.	• Documentation of teacher membership in stakeholder activities.	• No evidence of teacher membership in stakeholder activities.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Create goals for the program specific to community partnerships. Use the "Annual and Long Range Program Plan in the Marketing Handbook (5-20)" found on National FFA webpage to further define goals, objectives, and activities. Use these action steps to relate to stakeholders. • Gather ideas for marketing and outreach of the program. View and complete the "Program Marketing Action Plan in the Marketing Handbook (5-18)" found on the National FFA webpage to assist.	• Partnerships are essential to the program. View the "Partnerships" video on the National FFA webpage to being thinking about the opportunities for your program. • Lay out basic program goals that can be used to relay information to stakeholders. Use the "Agriculture Program Goals and Evaluation (5-22)" found on the National FFA webpage to assist. • Print out the "Get Up to Speed" brochure in the "Recruitment and Retention Promotional Guide / Rev It Up Materials" on the National FFA webpage and pass out to stakeholders to help disseminate basic program knowledge. • Communication is key to relay information and create lasting partnerships. Begin to explore multiple modes of communication including mailings, electronic newsletters, social media, etc. Review "Ten Tips for Staying in Touch with your Agriculture Community (17-5)" in the "Agriculture Teacher's Manual" found on the National FFA webpage.

QUALITY INDICATOR #2	
Key stakeholders engage with the agriculture, food, and natural resource education program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Create a climate of advocacy, especially with your students. Gather tips and even lesson plans from the National Association of Agricultural Educators. • Conduct program evaluations using the "Local Program Success Marketing Handbook, Ag Ed & Student Survey (5-9)," "Parent & Guardian Survey (5-14)," and "Student Survey (5-16)." Use the surveys found on the National FFA webpage to renew interest in the program, and utilize the results to further advocacy efforts. • Use your well-managed support groups to help create needed and well-defined action. Use the "Partner Core Group Action Plan (4-15)" in the "Partnership Handbook" found on the National FFA webpage to assist. • Start, expand, or renew interest in the Advisory Committee for program support. Visit the National FFA webpage and explore the "Advisory Committee Manual" for tools and helpful hints.	• Learn tips for increasing stakeholder, community partner, and student support by visiting the National FFA webpage and browsing the "Partner Handbook." • In the "Partnership Handbook," check out the "Partner Priority List (4-11)" to aid focus. • Gather ideas for strategic communication with stakeholders to increase advocacy for the program. Read "Ways to Strengthen Agricultural Education (22-6)" in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Think about strategies to get everyone from the student to the community involved in your program and school. Read "Parent, Family, Community Involvement in Education" by the National Education Association to gather ideas for successful partnerships. • Start, expand, or renew interest in the Advisory Committee for program support. Visit the National FFA webpage and explore the "Advisory Committee Manual" for tools and helpful hints.

QUALITY INDICATOR #3

Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Review and follow the "News Release Guidelines (5-11)" on the National FFA webpage for an additional way to thank stakeholders and support organizations at appropriate times through the media. • Create additional outlets for stakeholder and support recognition as deemed appropriate by the school or division, including (but not limited to) program blog, electronic newsletters, YouTube channel, etc.	• Set up an annual schedule of events with emphasis on recognition of stakeholders. In the "Agriculture Teacher's Manual," reference the "Comprehensive Calendar of Events (3-15)" and "Schedules, Calendars and Due Dates (3-14)" found on the National FFA webpage to guide planning. • Create a timetable and format for appropriate appreciation given to stakeholders (e.g., handwritten thank you notes). Have resources available (e.g., cards, stamps, etc.), and model this for your students. Incorporate this as part of your overall program. • Gather ideas for recognizing stakeholders. Refer to the "Recognition Checklist (5-12)" in the "Marketing Handbook" found on the National FFA webpage for tools and assistance.

QUALITY INDICATOR #4

Teacher(s) participates in key stakeholder activities.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Actively seek leadership positions within stakeholder activities that complement your skill set(s) and the program. Review the "Agriculture Teacher's Manual" "You as a Leader (21-4)" found on the National FFA webpage for tips on overall professional success. • Seek out personal assessments and opportunities that enhance your overall knowledge of your skill sets and learning styles. Apply the results in practical ways within your leadership roles. Explore the "National Association of Agricultural Educators Magazine, Volume 81 Issue 5," "Soaring With Your Strengths: Using Learning Style & Personality Type Preferences to Enhance Community Development" by Gregory A. Davis.	• Gather ideas for interacting with the local agriculture community. Review "Ten Tips for Staying in Touch with Your Agriculture Community (17-5)" in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Create a list of local stakeholders. Use the "Agriculture Employment Survey (5-24)" in the "Marketing Handbook" on the National FFA webpage to get a snapshot of community businesses and individuals who may want to partner. Actively seek out opportunities within these entities to develop relationships for the betterment of the program.

STANDARD 5:

MARKETING

Standard Statement: Key stakeholders are continually asked, involved, recognized, and informed about all components of the integrated program.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Strategic Marketing Effort – a coordinated plan directing the use of time and other resources to expand the visibility and positive perception of the program

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #1 A strategic marketing effort is in place with pieces being implemented by the appropriate key stakeholders.	Indicator Rubric	Data and evaluations from the strategic marketing effort are used by the agriculture, food, and natural resource teacher(s) and key stakeholders to guide program direction.	The strategic marketing effort is being implemented, evaluated, and updated annually.	The agriculture, food, and natural resource teacher(s) and key stakeholders have established and are implementing a strategic marketing effort.	The agriculture, food, and natural resource teacher(s) and key stakeholders have established a strategic marketing effort.	A strategic marketing effort is non-existent or the implementation of it is limited.	
	Suggested Evidence	• Data and evaluation of strategic marketing efforts linked to program planning evaluations.	• Documentation of the implementation of the strategic marketing effort, copies of evaluations, and date in which revisions were made.	• Documentation of the completion of the roles and responsibilities assigned in the marketing effort.	• Documentation of detailed roles and responsibilities in the marketing effort being assigned to the agriculture, food, and natural resource teacher(s) and key stakeholders.	• Written strategic marketing plan lacking detailed roles and responsibilities for implementation. • No strategic marketing plan.	**PROGRAM EVIDENCE**
Quality Indicator #2 A recruitment and retention plan is yielding steady or increasing student enrollment.	Indicator Rubric	Data regarding the effectiveness of the recruitment and retention plan is synthesized and used to guide the revisions of the plans.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment that reflects the diversity of the school population.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment.	A recruitment and retention plan has been developed or revised and implemented but has not yet yielded results.	A recruitment and retention plan is non-existent or the implementation of the plan is limited.	
	Suggested Evidence	• Synthesized data regarding the recruitment and retention plan aligned with revisions made.	• Year-to-year data regarding student enrollment as it relates to school diversity.	• Enrollment numbers from year-to-year.	• Documentation of the implementation of the recruitment and retention plan.	• Written recruitment and retention plan. • No recruitment and retention plan.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY **5**	**EXCEEDS EXPECTATION** **4**	**MEETS EXPECTATION** **3**	**APPROACHING EXPECTATION** **2**	**NOT AT EXPECTATION** **1**	
Quality Indicator #3 **Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.**	**Indicator Rubric**	Data-driven key messages have been developed, integrated into the marketing plan, and distributed to key stakeholders.	Program data is used to show the impact of the program on students, the local district, and the local community.	Program data is utilized for marketing as well as communicating program strengths and needs to key stakeholders and outside entities.	Marketing and communication are shared with stakeholders but do not include program data.	Program data is limited or non-existent.	
	Suggested Evidence	• Specific examples of the data-driven messages aligned to where they appear in distributed materials.	• Documentation of communication materials depicting the impact of the program on students, the local district, and the local community.	• Documentation of the evidence of data in marketing and communication materials.	• Sample marketing and communications lacking the use of program data.	• Little or no program data exists.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
A strategic marketing effort is in place with pieces being implemented by the appropriate stakeholders.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct long range planning using the "Local Program Success Marketing Handbook," "Annual & Long Range Plan (5-20)," and "Ag Prgm Goals & Evaluation (5-22)" found on the National FFA webpage. • Use Section 22 of the National FFA's "Agriculture Teacher's Manual," "Program Evaluation and Improvement" to guide program evaluation efforts and future planning. • Learn strategic planning tips shared in "Chapter P: Community-Based Program Planning" found on the National FFA webpage. • Conduct program evaluations using the "Local Program Success Marketing Handbook," "Ag Ed & Student Survey (5-9)," "Ag Employment Survey (5-24)," "Parent & Guardian Survey (5-14)," and "Student Survey (5-16)" found on the National FFA webpage.	• Gather ideas for creating and implementing a new marketing program using Chapter 20 of the Agriculture Teacher's Manual," "Marketing Your Program and FFA" found on the National FFA webpage. • View "Marketing, It's More Than You Think," a National FFA Organization Resource listed in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Learn tips for implementation shared in "Chapter P: Community-Based Program Planning" found on the National FFA webpage. • Create a marketing plan using the "Local Program Success Marketing Handbook," Program Marketing Plan (5-18)" found on the National FFA webpage.
QUALITY INDICATOR #2	
A recruitment and retention plan is yielding steady or increasing student enrollment.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Focus on the key points shared in the "Energize With FFA" found on the National FFA webpage to target in on life skills and experiences in which a diversity of students can benefit.. • Share with students the various career opportunities available in agriculture using the "Super Highway for Success!" brochure found on the National FFA webpage. • Distribute the "Student Survey 5-16.xls" from the "Local Program Success Handbook" found on the National FFA webpage to spark interest among a variety of students, particularly the diversity of the local school.	• Develop a recruitment and retention plan using steps set up in the "Rev It Up: Recruitment & Retention Promotional Guide" found on the National FFA webpage. • Use the surveys available in the "Local Program Success Handbook" found on the National FFA webpage to help create the recruitment and retention plan (e.g., "Ag Ed & Student Survey 5-9.xls," "Parent & Guardian Survey 5-14.xls," "Student Survey 5-16.xls," etc.).

QUALITY INDICATOR #3

Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Review "Chapter P: Community-Based Program Planning" found on the National FFA webpage paying particular attention to the articles pertaining to gathering input and collecting data and using that to then make changes or implementations to the program.. • Review page 161 of "Promising Practices" in "A Guide to Local Program Success (2nd ed.)" found on the National FFA webpage for ideas on how to incorporate data in messaging.	• Review the "Promising Practices" on page 159 of "A Guide to Local Program Success (2nd ed.)" found on the National FFA webpage for ideas on how to incorporate data in messaging.

STANDARD 6:

CERTIFIED AGRICULTURE TEACHERS AND PROFESSIONAL GROWTH

Standard Statement: Competent and technically certified agriculture, food, and natural resource teachers provide the core of the program.

Definition:
- Association for Supervision and Curriculum Development (ASCD) – the association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead
- Communities of Practice (COP) – a NAAE web-based resource for curricular, FFA, SAE, and professional development for agriculture, food, and natural resource teachers
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- National Association of Agriculture Educators (NAAE) – has subordinate state associations connected, as well as six regions across the nation for networking, professional development, and recognition
- Provisional Certification – certificate that is entry level and usually has no renewal or limited renewal opportunities
- Temporary Certification – certificate to teach that is either due to emergency certification and holds additional requirements by state authority to move to a beginning level teacher certification (traditional entry certification levels)

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #1 **Each teacher is state certified to teach agriculture, food, and natural resource education.**	Indicator Rubric	Teacher(s) has an advanced degree from an accredited college or university and is certified above the basic state level.	Teacher(s) has a bachelor's degree and is certified within the state to teach agriculture, food, and natural resource education, and certification is beyond provisional.	Teacher(s) is appropriately certified based upon state and local school district requirements.	Teacher(s) is a non-traditional (lateral) entry teacher in agriculture, food, and natural resource education with temporary state certification in agriculture, food, and natural resource education.	Teacher(s) does not hold a certificate for teaching agriculture, food, and natural resource education.	
	Suggested Evidence	• Documentation of advanced degree and certification above the basic state level.	• Documentation of degree from approved college/university and certification beyond provisional.	• Documentation of degree from approved college/university. • Documentation of state-granted certificate to teach agriculture, food, and natural resource education.	• Documentation of temporary or emergency license to teach agriculture, food, and natural resource education.	• No documentation of certification to teach agriculture, food, and natural resource education.	**PROGRAM EVIDENCE**
Quality Indicator #2 **The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.**	Indicator Rubric	The agriculture, food, and natural resource teacher(s) prepares a calendar of work for activities outside the regular school year in collaboration with the appropriate administrator.	The agriculture, food, and natural resource teacher(s) maintains and submits a log of hours worked outside of the regular school year calendar to the appropriate administrator for review.	The agriculture, food, and natural resource teacher(s) has adequate time in their contract to meet state requirements and accomplish tasks (including summer activities) required by the program.	The agriculture, food, and natural resource teacher(s) is employed and compensated for time during the school year calendar while school is in session.	The agriculture, food, and natural resource teacher(s) is employed as a part-time teacher or is a substitute teacher.	
	Suggested Evidence	• Calendar of activities teacher(s) plans to participate in outside of the regular school year developed in collaboration with the appropriate administrator.	• Hour logs for summer activities.	• Documentation of the correlation between contract time and the teacher(s) meeting the state requirements and accomplish tasks required by their program.	• Current teacher contract.	• Part-time teacher contract. • No teacher contract.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #3 The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).	Indicator Rubric	The FFA advisor(s) is a fully certified agriculture, food, and natural resource teacher who volunteers to serve or assist at district, regional, state, or national FFA activities.	The FFA advisor(s) is a fully certified agriculture, food, and natural resource teacher who seeks out and participates in leadership, personal growth, and career success professional development.	The FFA advisor(s) is a fully state certified agriculture, food, and natural resource teacher.	The FFA advisor(s) is a staff member for the school district, but not the certified agriculture, food, and natural resource teacher.	The FFA advisor(s) is not on the school district staff.	
	Suggested Evidence	• Documentation of volunteerism at district, regional, state, or national FFA activities. • Calendar of work detailing volunteerism at district, regional, state, or national FFA activities.	• Documentation of participation in leadership, personal growth, and career success professional development. • Calendar of work detailing participation in leadership, personal growth, and career success professional development.	• Documentation of a state certified agriculture, food, and natural resource teacher serving as the FFA advisor(s).	• Documentation of a licensed staff member serving as the FFA advisor(s).	• No certified agriculture, food, and natural resource teacher is on contract with the school district.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.**	Indicator Rubric	Agriculture, food, and natural resource teacher(s) is a member of and holds a leadership position in a professional organization at and/or above the state level.	Agriculture, food, and natural resource teacher(s) is a member of a professional organization and attends functions above the state level.	Agriculture, food, and natural resource teacher(s) is member(s) of and participates in the NAAE and ACTE.	Agriculture, food, and natural resource teacher(s) is a member of a professional organization but is not attending professional functions.	Agriculture, food, and natural resource (s) is not a member of state or national professional association.	
	Suggested Evidence	• Proof of state officer assignment for state professional organization. • Proof of Regional NAAE or ACTE officer assignment. • Proof of Regional NAAE or ACTE committee member assignment. • Proof of Regional NAAE or ACTE delegate assignment. • Proof of Regional or National NAAE or ACTE officer assignment.	• Record of attendance at professional functions of an organization above the state level. • Proof of ASCD membership and documentation of participation. • Proof of state teacher association membership and documentation of participation. • Proof of ACTE state level association membership and documentation of participation.	• Proof of NAAE and ACTE state level association membership. • Record of attendance at state level professional development functions.	• Proof of membership. • No evidence of attending professional functions in the last calendar year.	• No evidence of membership in state or national professional association.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #5 **Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.**	Indicator Rubric	Teacher(s) is an advocate at state and/or national level with elected and government officials to impact agriculture, food, and natural resource education as a profession and a career.	Teacher(s) works at the state and/or national level on agriculture, food, and natural resource education advocacy and career programs.	Teacher(s) is an advocate and spokesperson for a career in teaching agriculture, food, and natural resource education and promotes agriculture, food, and natural resource education as a career choice.	When prompted, the teacher(s) speaks positively about agriculture, food, and natural resource education as a career but does not actively promote the career.	The promotion of agriculture, food, and natural resource education as a career opportunity by the teacher(s) is limited or non-existent.	
	Suggested Evidence	• Documentation of the teacher(s) meeting with elected officials and/or government officials regarding agriculture, food, and natural resource education as a career path.	• Documented participation in national and/or state level work to promote agriculture, food, and natural resource education advocacy and career programs.	• Documentation of the promotion of agriculture, food, and natural resource education as a career opportunity. • Documented conversations initiated by the teacher(s) advocating for a career in agricultural education.	• Documented conversations not initiated by the teacher(s) regarding agriculture, food, and natural resource education as a career.	• Little or no documentation of the promotion of agriculture, food, and natural resource education as a career opportunity.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #6 **Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.**	Indicator Rubric	Teacher(s) organized and presented a professional workshop or curricular resource for teachers at a national/regional level.	Teacher(s) organized and presented a professional workshop or curricular resource for teachers in agriculture, food, and natural resource education at a state level.	Teacher(s) organized and presented a professional workshop or curricular resource for teachers in agriculture, food, and natural resource education at a district level.	Teacher(s) attended a professional workshop or curricular resource share program.	No participation in any effort that contributed to the knowledge of the profession.	
	Suggested Evidence	• Documentation of authorship of a submission to a professional publication on technical or teaching knowledge. • Documented formal research on content or instructional knowledge. • Documentation of serving as a COP facilitator. • Documentation of the presentation of a workshop for a regional/national level professional development program.	• Documentation of the presentation of a workshop for a state level professional development program. • Documentation of the teacher(s) serving as a mentor teacher at a state level mentor program.	• Documentation of a workshop presented at a local, district, and/or area professional organization. • Documentation of teacher(s) taking a leadership role in a local, district, or area professional organization. • Documentation of the addition of innovative resources, curriculum, and/or formal resource shared at the local, district, and/or state levels.	• Documentation of attendance at a workshop on technical or instructional knowledge. • Documented use a statewide, regional, or national technical resource share (i.e., COP).	• No documentation of the teacher(s) sharing knowledge through the profession.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Each teacher is state certified to teach agriculture, food, and natural resource education.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Begin a post-bachelorate program to gain certification in agriculture, food, and natural resource education. Information can be found through NAAE. • Add additional certifications for licensure to add breadth of instructional opportunities beyond agriculture, food, and natural resource (e.g., science, technology, mathematics, etc.). • Earn an advanced degree in agriculture, food, and natural resource education or related fields.	• Contact school administrator for certification requirements and pathway to certificate (above temporary). • Contact state university or college that credentials agriculture, food, and natural resource teachers and work to create a pathway to certificate. Information can be found through NAAE. • Contact state licensing agency and work to find certification for agriculture, food, and natural resource teachers (either traditional or non-traditional entry).

QUALITY INDICATOR #2	
The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Collect data as a teacher to document contract hours/days not covered by school calendar year to justify and explain balance of time through summer to prove contract day requirements. • Review examples are local/state level documents and forms for contract reporting. • Utilize AET or other web-based record keeping system to log and report extra time spent with students and the purpose/role of supervision.	• Work to gain full employment in local school district (if only part time or as a substitute teacher). • Work with advisory committee, administration, and teachers to develop an adequate contract that covers education experiences beyond the school calendar year. Contact state or regional CTE/Ag Ed supervisors for examples of compensation packages that meet local needs.

QUALITY INDICATOR #3

The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Use the National FFA's "Program of Activities" to develop a strong program of activities to encourage strong FFA events. • Utilize local stakeholders to help advocate for teachers to be the FFA advisor.	• Use FFA Alumni, local booster club, or advisory board to advocate for a full-time FFA Advisor who is a hired agriculture, food, and natural resource teacher. • Talk with State and Regional CTE Coordinators regarding the value and purpose of FFA Advisor contracts. • Work to include language in the agriculture, food and natural resource teacher's contract that they must also serve as FFA advisor. Regional CTE director should contact neighboring FFA advisors or alumni for support. • The National FFA website outlines minimum expectations for FFA advisors and agriculture, food, and natural resource education teachers.

QUALITY INDICATOR #4

Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read "NAAE Leadership and Volunteer Opportunities" to learn about all regional and national level leadership experiences/opportunities to help move the profession and individual member forward. • Go to ACTE "Get Involved" page under the "Leadership" tab on the home page. This resource outlines many avenues for members to be active in issues, dialogs, and policy formation for CTE. • Visit the ASCD website for professional development. It includes opportunities to grow as a professional in specific content areas.	• Join state/national professional associations (i.e., NAAE, ACTE, and their associate state level organizations). • Contact neighboring CTE teachers within the school district, school, or geographical FFA district (region) to discover a pathway to membership in state and national associations. • Regional CTE or Perkins coordinators for states have contacts for state associations. • Use the ACTE webpage to find state and local ACTE contacts. • Use the NAAE online webpage to find state and local agriculture education association contacts.

QUALITY INDICATOR #5

Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Work with state and national committees on the STAR (Recruitment/ Retention Program) for agriculture, food, and natural resource education teachers. Work on school, state, regional, and national levels to promote positive experiences in agriculture, food, and natural resource education in order to bring in high quality, highly motivated young professionals into the profession. • Use online resources from the National FFA webpage regarding all aspects of program planning and implementation, including professional development.	• Participate in the annual Teach Ag Day programs managed by NAAE. • NAAE provides numerous web-based curriculum ideas, activities, and programming to promote agriculture, food, and natural resource teaching as a career.

QUALITY INDICATOR #6

Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Contact local, regional, state, or national professional association leadership bodies and offer up willingness to present information regarding specific workshops at local, state, and national conferences (e.g., NAAE, ACTE, etc.). • Author and submit an article for "Agriculture Education Magazine" through NAAE. • Seek out local, regional, or state publications to submit articles to regarding teaching strategies and curricular resources.	• Join NAAE COP to give and receive information regarding specific curricular and instructional best practices. • Join a professional learning community within local school district or regional CTE program where regular meetings, web-based conferences, and resource sharing will stimulate discussion, development, and implementation of curriculum and delivery methods. • Seek out ACTE or NAAE state level association annual conferences and workshops for professional growth and development. Seek out programming that enhances current POS for local school needs and demands of high wage/high demand careers. • On NAAE COP, find a thread or question that you have experience or expertise in and share a document(s) and/or thoughts that may assist another teacher in your similar situation.

STANDARD 7:

PROGRAM PLANNING AND EVALUATION

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

Definition:
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Performance Data Measure Requirements –
  1. Student Performance Data on Local and State Assessments
  2. Student Demographics (e.g., gender, race, Perkins, etc.)
  3. Student Enrollment and Attendance (e.g., grade, course, etc.)
  4. Student Retention
  5. Technical Skill Assessment Scores
  6. Follow-Up Placement
  7. Graduation Rate
  8. Program of Study (POS) Graduate Data
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #1 Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.	Indicator Rubric	Synthesized program data is linked to economic and workforce trends and career readiness skills and is used to guide program design and direction.	Program data is collected, synthesized, and used to guide programmatic decisions regarding the program goals, objectives, and activities.	The program is in good standing with the state department and local school district, having submitted all required data by the assigned deadlines.	The program is not in good standing with the state department or local school district as required data is missing, limited, or not submitted in an adequate timeframe.	Relevant program data is non-existent or unavailable for use by key stakeholders and other local and state entities.	
	Suggested Evidence	• Documented analysis of the synthesized program data linked to economic workforce trends and career readiness skills and to specific program decisions and revisions.	• Documented program data linked to the programmatic decisions (e.g., program goals, objectives, activities, etc.).	• Documentation that local and state department has received required program data.	• Documentation of the submission dates and deadlines.	• Notices from local and/or state entities regarding the absence of program data.	**PROGRAM EVIDENCE**
Quality Indicator #2 Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.	Indicator Rubric	Teacher(s) uses key stakeholder feedback to meet with administration and advisory board to adjust instructional strategies, student recruitment, and offerings based upon program needs.	Key stakeholder survey collection is conducted, feedback compiled, and teacher(s) uses information to adjust, confirm, and/or modify current program instruction and offerings to meet program needs.	Key stakeholder survey is conducted and feedback compiled into report and available for review.	Key stakeholder information is informally collected through conversations, and no formal documentation may exist.	Key stakeholder data is not collected nor recorded.	
	Suggested Evidence	• Agenda for meeting with administration and advisory board noting the inclusion of key stakeholder data and program evaluation.	• Data from key stakeholders aligned to adjustments, confirmations, and/or modifications to the current program instruction and offerings to meet program needs.	• Compiled data from key stakeholders are on file and available for review.	• Teacher(s) uses informally-collected feedback from conversations and other communications from key stakeholders.	• Little to no data is collected regarding key stakeholder information.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION** 4	**MEETS EXPECTATION** 3	**APPROACHING EXPECTATION** 2	**NOT AT EXPECTATION** 1	
Quality Indicator #3 **A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.**	Indicator Rubric	The representative advisory committee meets regularly and collaborates in the creation and pursuit of the program's strategic plan.	The representative advisory committee meets regularly and provides guidance to the program and identifies SAE opportunities for students.	The program has an advisory committee (representative of local community) that meets regularly for program review and planning.	Program has an advisory committee that meets less than once a year and/or is not representative of the local community.	Advisory committee existence is limited to non-existent.	
	Suggested Evidence	• Document advisory committee meeting agenda and minutes with the inclusion of discussions and activities pertaining to the program's strategic plan.	• Documented advisory committee meeting agenda and minutes with the inclusion of discussions regarding SAE opportunities for students.	• Documented list of advisory committee members reflecting local demographics and minutes from their meetings. • Documented advisory committee bylaws depicting regular meeting dates, roles, and responsibilities, details about membership demographics, etc.	• Documented list of committee members, but lacking regular annual meeting pattern, or no record of meetings. • Advisory committee exists, yet membership is not balanced between industry, educational, and local community (i.e., imbalanced population demographics).	• No advisory committee.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **A five-year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.**	Indicator Rubric	Five year strategic plan for agriculture, food, and natural resource education program is created, enacting goals and benchmarks, and reviewed annually to maintain viability.	Five year strategic plan for education program is created and is being implemented to achieve the goals set forth.	A five year strategic plan has been created using key stakeholder input, student performance data, advisory committee input, and the National Quality Program Standards analysis.	Teacher(s) has a set of program goals, yet comprehensive document for a five year strategic plan is not in place.	Limited or no evidence of a five year strategic plan.	
	Suggested Evidence	• Documentation of the enactment of the strategic plan along with the annual review and adjustments in enacting outcomes.	• Documentation of the achievement of goals set forth in the five year strategic plan.	• Documentation of the five year strategic plan compiled collaboratively through surveys and data review.	• Documentation of a list of goals for the program.	• No strategic plan. • Outdated strategic plan.	**PROGRAM EVIDENCE**
Quality Indicator #5 **An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.**	Indicator Rubric	Program budget aligns to the program's five year strategic plan.	The program budget is built collaboratively by the teacher(s) and administration to maximize the value of local, state, and federal funds.	The program budget is current and provides resources to support the current and planned needs of program.	The program finances support the current and planned needs of the program, but no defined budget exists.	The program's budget is non-existent or financial resources are unable to support the current and planned needs of the program.	
	Suggested Evidence	• Documentation of alignment between budget and five year plan.	• Documentation of budget development process.	• Copy of program budget reflecting sufficient funds to support the current and planned needs of the program.	• Documentation of the program finances supporting the current and planned needs of the program.	• Program budget reflecting the lack of funds to support the current and planned needs of the program. • No program budget.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1
Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read pages 5-18 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" (and then further investigation that pertains to your district based upon those pages) to build up skills for analysis and compilation of data. • Read pages 39-45 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" and have school district administration appoint a data-system advisory council to ensure appropriate representation of key stakeholders and data driven actionable items. • Use historical data from exit and update surveys to create graphical and tabular representation of student experiences post-graduation. Use this data to make sure POS is hitting marks, on track to trends and movements in industry, and supporting facts for program offerings. • Contact state or local reporter for CTE data and use historical data to analyze concentrators, completers, and CTE course completers and learn how to give and get data for yearly (annual) data submission processes. Take data collected and share with local advisory committee and administration for program planning. • Review The Council's "National ANFR Content Standards" to obtain information on career readiness skills to be taught in secondary agriculture, food, and natural resource education programs.	• Meet with school staff and administration to collect student performance data and compile into a database (preferably, electronic) to be able to sort and compare for analysis. • Create a spreadsheet of student data (e.g., grade, race, class enrollment, other performance data as appropriate by district/state expectations, etc.) and take time each grading period to update information regarding student performance in coursework, SAE development, and FFA participation to begin a habit of data collection and reporting. This is useful for compiling FFA/Department of Education/CTE state and national reports as well as local school district reports. • Upon near conclusion of high school senior year, have seniors complete an exit survey that includes questions that are projections of the next 12 months of the graduates' plans. • At one year post-graduation, resurvey graduates on changes in their life plan. Examine results to see if POS was appropriate for preparation of post-secondary experiences (e.g., employment, training, educational pathways, etc.).

QUALITY INDICATOR #2

Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read pages 39-45 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" and have school district administration appoint a data-system advisory council to ensure appropriate representation of key stakeholders and data driven actionable items. • Use ideas from FFA's "Program Planning Resources" found on the National FFA webpage. Then "Program Planning," then again hyperlink "Program Planning" and on page P-7 (bottom half) there are examples and resources on how to collect key stakeholdership information for program planning.	• Schedule regular and planned interviews of key stakeholders to determine if their needs are being met by agriculture, food, and natural resource education and the FFA program. Keep written records of conversations for future references. • Create an online survey form (e.g., GoogleForms) for routine and regular assessment of expectations and outcomes of agriculture, food, and natural resource and FFA chapter programing by key stakeholders/stakeholders. Share regularly (e.g., yearly, bi-annually, etc.) links to surveys and compile data to be shared with advisory committee, administration, and CTE coordinator. • Review The National FFA's "The Agriculture Teacher's Manual," chapters 17 and 19, "Working With and Business Community" and "Working with FFA Alumni and Young Farmers" for information regarding a how to survey stakeholders.

QUALITY INDICATOR #3

A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• For guidance on advancing the work of an advisory committee, read "The Agriculture Teacher's Manual," chapter 18, "Working With the Advisory Committee" found on the National FFA webpage. o Specifically pages 18-5, 18-6, and 18-7 to work to document and include successful partnership with advisory committee. • Read the California Department of Education's "Agricultural Education Advisory Committee Manual" regarding the operations and function of an advisory committee. • Seek out local and state agriculture, food, and natural resource commodity rankings and reports to confirm and find balance in representation on the committee.	• Read and follow the California Department of Education's "Agricultural Education Advisory Committee Manual" (specifically appendix B, page 13) regarding the operations and function of an advisory committee. • When setting POA for FFA chapter and calendar, include discussions with and about advisory meeting timelines. Share the calendar for the entire year with the advisory committee for future planning. • Have the advisory committee work to assess stakeholder data, agriculture, food, and natural resource community diversity, and seek to recruit talent to serve on board that promotes age, demographic, and industry diversity. • Seek out county/regional workforce department for data on high wage and high demand occupations to make sure the industry is represented on the advisory board. • Seek out county/local agriculture, food, and natural resource commodity rankings and reports to confirm and find balance in representation on committee.

QUALITY INDICATOR #4

A five year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Use ideas from the National FFA's "Program Planning Resources." Then "Program Planning," then again hyperlink "Program Planning" and on page P-7 (bottom half) there are examples and resources on how to collect key stakeholder information for program planning. • Use well-crafted collaborative strategic plan with SMART Goal planning to enact and stay on top of program goals. Use this resource to evaluate strategic plan to set up for success to achieve goals. An example can be found through Yale University.	• Create a short three to five page document of strategic goals and plans for the agriculture, food, and natural resource program. Utilize performance data resources, key stakeholder survey data, and advisory board to create, develop, and make program plans. The basic components of a five year strategic plan can be found in a document called "What is a Strategic Plan?" through the Office for Government School Education, State Government Victoria. • Use National FFA resources for educators to walk through the strategic planning pages P6-P12. • Use well-crafted collaborative strategic plan with SMART Goal planning to enact and stay on top of program goals. Use this resource to evaluate strategic plan to set up for success to achieve goals. An example can be found through Yale University.

QUALITY INDICATOR #5

An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Work with the school finance officer to conduct audit of financial records. • Schedule a meeting time with the administrator to understand the budgeting process and timeline. • Include a budget column in five-year strategic plan.	• Create a program budget utilizing sample budget worksheets and activities from state departments of education. • Work with school finance officer to determine program allocation and limitations by source of funds.

PROGRAM GROWTH TARGET PLANNING GUIDE

PROGRAM GROWTH TARGET PLANNING GUIDE

This guide is designed to help a local program identify, prioritize and organize growth targets into a manageable plan. The process will result in a realistic and clear set of action items for growth. Program leadership is encouraged to involve their advisory committee and other key stakeholders in completing this analysis and plan.

Step 1: Compile your current level of performance for each quality indicator using the tables below.

STANDARD 1A: PROGRAM DESIGN AND INSTRUCTION – CURRICULUM & PROGRAM DESIGN

Standard Statement: A standards-based curriculum in agriculture, food and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction, work-based learning and student leadership & personal development.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	
2. The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.	
3. The technical content is aligned with core academic content standards.	
4. The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.	
5. Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	

STANDARD 1B: PROGRAM DESIGN & INSTRUCTION – INSTRUCTION

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.	
2. Instruction integrates the application of core academic standards.	
3. Teacher(s) demonstrates an understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.	
4. Teacher(s) demonstrate(s) a deep and flexible understanding of the Agriculture, Food, and Natural Resource content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.	
5. Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.	
6. Teacher(s) engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	

STANDARD 1C: PROGRAM DESIGN AND INSTRUCTION – FACILITIES AND EQUIPMENT

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.	
2. Facility is in compliance with existing local, state, and federal safety and health standards.	
3. Training and evaluation are in place so individuals using the facility create a safe working environment.	
4. Facility is clean, organized, and maintained to provide an environment conducive to learning.	
5. Facility is designed to be accessible and accommodating to all students.	
6. Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.	
7. An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.	
8. Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.	
9. The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.	
10. Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.	

STANDARD 1D: PROGRAM DESIGN AND INSTRUCTION – ASSESSMENT

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
2. Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
3. Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.	
4. Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.	
5. Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education (e.g., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	

STANDARD 2: EXPERIENTIAL, PROJECT, AND WORK-BASED LEARNING THROUGH SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential learning (SAE).

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining an Exploratory SAE and Career Plan of Study.	
2. SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.	
3. SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.	
4. SAE programs are student-planned and based on their Career Plan of Study.	
5. Students maintain accurate SAE documentation to meet state and local requirements.	
6. Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.	
7. SAE programs are documented by agreements between the student and adult supervisor(s).	

STANDARD 3: LEADERSHIP AND PERSONAL DEVELOPMENT THROUGH FFA

Standard Statement: All students participate in intra-curricular leadership and personal development programs and activities.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.	
2. Students build a progressive leadership and personal development plan.	
3. All students participate in meaningful leadership and personal development activities in each component of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	
4. The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.	
5. FFA members are involved in the planning and implementation of a Program of Activities (POA).	
6. The FFA Chapter conducts regularly scheduled chapter meetings.	
7. An awards recognition program planned and conducted by FFA members is in place.	
8. The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).	

STANDARD 4: SCHOOL & COMMUNITY PARTNERSHIPS

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.	
2. Key stakeholders engage with the agriculture, food, and natural resource education program.	
3. Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.	
4. Teacher(s) participates in key stakeholder activities.	

STANDARD 5: MARKETING

Standard Statement: : Key stakeholders are continually asked, involved, recognized, and informed about all components of the integrated program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. A strategic marketing effort is in place with pieces being implemented by the appropriate stakeholders.	
2. A recruitment and retention plan is yielding steady or increasing student enrollment.	
3. Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.	

STANDARD 6: CERTIFIED AGRICULTURE TEACHERS AND PROFESSIONAL GROWTH

Standard Statement: Competent and technically certified agriculture, food and natural resource teachers provide the core of the program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Each teacher is state certified to teach agriculture, food, and natural resource education.	
2. The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.	
3. The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).	
4. Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.	
5. Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.	
6. Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.	

STANDARD 7: PROGRAM PLANNING AND EVALUATION

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.	
2. Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.	
3. A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.	
4. A five year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.	
5. An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.	

Step 2: Review your program's current scores for each quality indicator and note indicators where your program is:

- Not at or Approaching Expectation - these are areas for growth to ensure your program is meeting expectations
- Meets Expectation or above – these are areas to build upon the good foundation you've already established

Step 3: Select up to 10 of the indicators you noted in step 2 and analyze their urgency and importance using the following questions and table.

In the Urgent column, rank the urgency of each quality indicator in order from one to 10 with one being the most urgent. Follow the same process for the Important column. Note that an indicator may be both urgent and important. The goal of this exercise is to prioritize areas to include in a growth plan.

- Which indicators are most urgent to address to ensure near-term viability of your program?
- Which indicators are most important to address to ensure your program meets student, school, community, and workforce needs in the long-term?

QUALITY INDICATORS	URGENT	IMPORTANT

Step 4: Select up to three indicators to work on over the next year.

Start with indicators that are both urgent and important, but consider including areas that are also simply important to your program's long-term success. Begin to build out an action plan for the next year using the table below. Make sure to note the owner(s) for each of the steps. Remember to engage members of your advisory committee, students, parents, and other supporters in owning and accomplishing your plan of action.

QUALITY INDICATOR	CURRENT SCORE (1-5)	TARGET SCORE (1-5)	EVIDENCE NEEDED TO ACHIEVE TARGET SCORE	SPECIFIC STEPS FOR ACHIEVING TARGET SCORE (HINT: Look at the resources for growth and development for the related indicators)	OWNER OF ACTION ITEM(S)
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	

Step 5: Revisit your plan every quarter and evaluate progress.

Make adjustments to your plan to ensure you stay on track to produce the evidence needed to meet your target score for each indicator. If you meet an indicator, take time to celebrate success by honoring the individuals that were involved in achieving the milestone.

APPENDICES

APPENDIX A: REVISION METHODOLOGY

The process for revising the standards was designed to ensure input and guidance from a diverse set of educators and business and industry representatives. The process consisted of six phases:

- *Phase 1: Appointment of a Revision Governing Committee (May – June 2015)*
  - During this phase, The National Council for Agricultural Education appointed a 12-member committee to advise the revision process.
  - Members of the committee represent a diverse group of post-secondary technical area instructors, agriculture, food, and natural resource teacher educators, and state leaders of agriculture, food, and natural resource education.
  - The governing committee hired Vivayic, Inc. to facilitate the process and support the revision of the program standards.
- *Phase 2: Benchmarking of the 2009 Version of the National Quality Program Standards to "high-quality" CTE frameworks (June – July 2015)*
  - During this phase Revision Governing Council members were asked to compare the current standards with the following three documents:
    - "Rigorous Program of Study Frameworks"
    - "High Schools That Work Principles"
    - "CTE-REL State Summaries"
  - Revision Governing Council members identified blind spots and gaps within the documents, provided input on pieces to use in the rubric revision, and shared guidance for changes to make during the revision process in regard to the gaps and overlaps found in their assigned standards.
- *Phase 3: Focus Group Input on the 2009 Version of the National Quality Program Standards (July – August 2015)*
  - During this phase, focus group volunteers were identified to represent local, state, and national audiences. Volunteers included local administrators, local agriculture, food, and natural resource education teachers as well as business, and industry representatives at all levels, post-secondary agriculture, food, and natural resource educators, post-secondary administrators, state staff, national organization representatives (e.g., NAAE, ACTE, etc.), curriculum developers, and National FFA Foundation Board Representatives.
  - These focus group participants were invited to share feedback on the strengths and weaknesses of the previous National Quality Program Standards through an electronic survey.

- o Following the survey, focus group participants were invited to participate in a conference call to discuss the following points:
  - • Relevancy of the standards
  - • Rigor, attainability, and expectation of the standards
  - • Missing pieces to the standards
  - • Most useful feature of the document and what would make the document more useful
  - • Pressing issues the revised document needs to address to advance and improve agriculture, food, and natural resource education at the local level
  - • Claims to make about a program that meets all of the standards
- o Survey and conference call responses were analyzed and synthesized to identify priorities for the revision process and document opportunities to encourage adoption and use of the program standards.
- • *Phase 4: Revision of National Quality Program Standards (September – November 2015)*
  - o During this phase a small group of five qualified technical writers with experience in education and industry were assembled to implement the revisions identified in the previous phases.
  - o The revisions were completed under the direction of Vivayic, Inc. along with review and input from the Revision Governing Committee.
  - o Each standard underwent at least four iterations before being approved by the Revision Governing Committee for this validation survey.
- • *Phase 5: Validation of the revised National Quality Program Standards by Focus Group Volunteers (November 2015)*
  - o During this phase a diverse group of 30 volunteers representing secondary and post-secondary agriculture, food, and natural resource educators and administration as well as business, industry, and state and national leaders in career and technical education reviewed the revised program standards to validate that they meet the objectives set forth for this body of work by the Revision Governing Committee using an electronic survey.
    - • Many of the respondents also provided detailed feedback in Phase 3; however, new educators and business and industry partners were recruited to broaden the audience invited to validate the revised product.
  - o Results were compiled and reviewed by the Revision Governing Committee to identify any final, mission-critical changes to make before finalizing and publishing the program standards for use by the field. These changes did not alter the original intent of the statements.
- • *Phase 6: Finalization, Approval, and Publication (December 2015 – January 2016)*
  - o During this phase, the Revision Governing Committee advised on the implementation of any high-priority edits identified in the previous phase.
  - o The final, revised National Quality Program Standards were presented to The Council for final review and approval.
  - o The Council approved the revised National Quality Program Standards on January 21, 2016.

APPENDIX B: FOCUS GROUP ACKNOWLEDGEMENTS

The revision process relied upon input from volunteers representing education and industry provided input and subject matter expertise to shape the revision process. Their input was fundamental to achieving the project goals. Below is a list of individuals that participated in the review and revision process. One reviewer respectfully declined to have their name and organization printed in the list. The National Council for Agricultural Education thanks all individuals who provided input during this process.

NAME	ORGANIZATION	TITLE
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Sarah Scyphers	VAAE	Past President
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Lee Burket, Ed.D.	Pennsylvania Department of Education	Director
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Brian Myers	University of Florida	Professor & Associate Chair
Tim Mattson	Savannah R-III School District	Assistant Superintendent
Sara Cobb	CASE	Online Learning Coordinator
Harold Eckler	North Shelby High School	Agriculture Education Teacher
Mark Balschweid	University of Nebraska-Lincoln; Department of Agricultural Leadership, Education and Communication	Department Head and Professor
Tom Field, PhD	Paul Engler Chair of Agribusiness Entrepreneurship, University of Nebraska, Lincoln	Director of Engler Agribusiness Entrepreneurship Program
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Ellen Thompson	National Teach Ag Campaign	Project Director
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Tiffany Morey	South Hunterdon Regional High School	Teacher of Agricultural Science/FFA Advisor

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David Nowland	North Central Missouri College	Instructor
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Kate Blosveren Kreamer	NASDCTEc	Associate Executive Director
Shannon Washburn	Kansas State University	Assistant Dean and Professor
Tony Small	National FFA Foundation	Major Gift Officer
Josh Tjosaas	Northland College	FBM Instructor
Deb Seibert	NAAE	Representative
Cathy Scruggs	American Technical Publishers	Director of Product Development
Heidi Davis	Massaponax FFA	NBCT
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Chantelle Albiani	Elk Grove Unified School District - Franklin High School	Principal
Julie Tesch	American Farm Bureau Foundation for Agriculture	Executive Director
Heather Dye	Nevada FFA Association & Foundation	Executive Director
Lindsey Liebig	California Farm Bureau Federation	Program Director
Brad Dodson	California State University, Chico	Professor
Vic Lechtenberg	Purdue University	Dean Emeritus
Jackie Lacy	Northwest Missouri State University, School of Agricultural Sciences	Instructor, Agricultural Sciences
Tyler Grandil	AZ FFA	Executive Dorector
Steven Klein	RTI International	Director, Center for Career & Adult Education and Workforce Development
Ken Allen	Industry (retired)	Past President
Travis Park	North Carolina State University	Associate Professor
Mary R. Kane	Kansas FFA Association	Executive Secretary
Leon Hanhardt	Bayfield High School	Principal
Chris Weller	State-PDE	Ag Ed State Specialists
Tim Moore	School of Ag & Natural Resources, SUNY Cobleskill	Dean

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