

Identification and Analysis of Georgia Exemplary Secondary Agricultural
Education Programs

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of the Dewar College of Education

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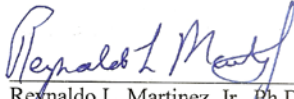
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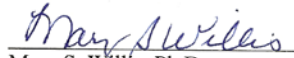
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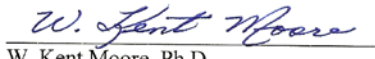
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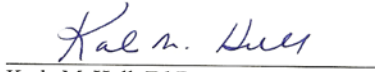
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ABSTRACT

The purpose of this study was to identify and describe secondary Georgia agricultural education programs that had exemplary characteristics as determined by the National Council for Agricultural Education's National Quality Program Standards rubric and develop an excellence guide that contained examples of best practices and recommendations for program improvement. Demographics information on each program was used to determine if differences existed in relation to program standards and quality. Data were collected using a survey instrument for the quantitative portion and semi-structured interviews were used for the qualitative portion.

Descriptive statistics were used to analyze the responses to the survey instrument and frequencies and percentages were reported. Pearson's chi-square tests of independence were used to determine if significant differences could be attributed to ratings on the NQPS survey in relation to the demographic variables of location, agriculture program type, school size, and type of teacher certification. Open-ended questions were utilized during the interview process to identify best practices and recommendations for professional development.

The findings revealed that secondary Georgia agricultural education programs were finding success with the majority of programs rated as Promising on the NQPS for most standards. Six of the seven NQPS standards had fewer than 20 percent rated as Exemplary. The variables of location, program type, and school size had a significant impact on one or more standards. The variable of type of certification had no significant impact. Teachers in programs selected for interviews shared many examples of best practices and recommendations for professional development.

TABLE OF CONTENTS

I. INTRODUCTION	1
Agricultural Education.....	2
Agriculture Education Quality Initiatives	5
Theoretical Framework.....	10
Statement of the Problem.....	12
Purpose of the Study	13
Research Questions.....	13
Outcomes of the Study.....	13
Limitations	14
Assumptions.....	15
Definition of Key Terms.....	15
II. REVIEW OF THE LITERATURE.....	18
Introduction.....	18
Quality in Education	19
Identification of Exemplary Programs.....	23
Theoretical Framework.....	26
Exemplary Programs in Career, Technical & Agricultural Education	29
Summary.....	30
III. RESEARCH METHODOLOGY.....	31

Introduction.....	31
Statement of the Problem.....	31
Purpose of the Study.....	31
Research Questions.....	32
Significance of the Study.....	32
Research Design.....	33
Population.....	35
Instrumentation.....	35
Quantitative Data Collection.....	35
Qualitative Data Collection.....	37
Research Procedures.....	39
Data Analysis.....	42
Research Question One Data Analysis.....	42
Research Question Two and Three Data Analysis.....	43
Research Question Four Data Analysis.....	46
IV. FINDINGS.....	48
Introduction.....	48
Review of Research Questions.....	49
Reporting of the Results.....	49

Section One: Results of Survey	50
Demographic Data Analysis	50
NQPS Survey Data Analysis	54
Comparative Analysis.....	68
Variable One: Location.....	68
Variable Two: Program Type.	70
Variable Three: School Size.	78
Variable Four: Certification.....	81
Section Two: Results of Interviews	83
Overview of the Interview Results and Procedures.....	83
Interview Findings Regarding Best Practices	85
Standard One: Program Design and Instruction.	86
Standard Two: Experiential Learning.	88
Standard Three: Leadership.	90
Standard Four: School and Community Partnerships.....	91
Standard Five: Marketing.	92
Standard Six: Certified Agriculture Teachers and Professional Growth.....	94
Standard Seven: Program Planning and Evaluation.	95
Interview Findings Regarding Recommendations for Professional Development...	96
Professional Development Recommendations for Standard One: Program Design	

and Instruction.	96
Professional Development Recommendations for Standard Two: Experiential Learning.	98
Professional Development Recommendations for Standard Three: Leadership.	98
Professional Development Recommendations for Standard Four: School and Community Partnerships.....	99
Professional Development Recommendations for Standard Five: Marketing.....	100
Professional Development Recommendations for Standard Six: Certified Agriculture Teachers and Professional Growth.....	101
Recommendations for Professional Development in Standard Seven: Program Planning and Evaluation.	102
Interview Findings Regarding Demographic Variables	102
Summary of Findings.....	107
Validity of Data.....	108
V. CONCLUSIONS AND RECOMMENDATIONS	110
Introduction.....	110
Research Questions.....	112
Research Question One.....	112
Research Question Two	112
Best Practices in Program Design and Instruction.....	113

Best Practices in Experiential Learning.....	114
Best Practices in Leadership.....	114
Best Practices in Building School and Community Partnerships.....	115
Best Practices in Marketing.....	116
Best Practices in Certified Agriculture Teachers and Professional Growth.....	116
Best Practices in Program Planning and Evaluation.....	117
Research Question Three.....	118
Research Question Four.....	118
Conclusions.....	119
Recommendations for Practice.....	123
Recommendations for Professional Development.....	125
Recommendations for Future Research.....	126
Final Significance.....	129
REFERENCES.....	132
APPENDIX A: National Quality Program Standards.....	142
APPENDIX B: Consent from National Council to Use NQPS.....	243
APPENDIX C: NQPS as Modified for Purpose of Survey.....	245
APPENDIX D: Demographics Questions.....	293
APPENDIX E: Interview Questions.....	295
APPENDIX F: Istitutional Review Board Approval from Valdosta State University.....	299

APPENDIX G: Informed Consent Form 301

APPENDIX H: Programs Selected for Interviews with Calendar of Interviews 303

APPENDIX I: Interview Responses and Data Analysis..... 342

APPENDIX J: Best Practices Guide..... 342

LIST OF TABLES

Table 1: Distribution of Location of Survey Participants51

Table 2: Distribution of Types of Programs52

Table 3: Distribution of Participants as Related to School Size53

Table 4: Distribution of Participants Certification Type53

Table 5: Distribution of Ratings on Standard One: Program Design and Instruction
(Curriculum & Program Design)55

Table 6: Distribution of Ratings on Standard One: Program Design and Instruction
(Instruction).....56

Table 7: Distribution of Ratings on Standard One: Program Design and Instruction
(Facilities & Equipment).....57

Table 8: Distribution of Ratings on Standard One: Program Design and Instruction
(Assessment)58

Table 9: Distribution of Program Ratings on All Standard One Components59

Table 10: Distribution of Program Ratings in Standard Two: Experiential Learning60

Table 11: Distribution of Program Ratings in Standard Three: Leadership61

Table 12: Distribution of Program Ratings in Standard Four: School and Community
Partnerships.....62

Table 13: Distribution of Program Ratings in Standard Five: Marketing63

Table 14: Distribution of Program Ratings in Standard Six: Certified Agriculture
Teachers and Professional Growth64

Table 15: Distribution of Program Ratings in Standard Seven: Program Planning and
Evaluation65

Table 16: Distribution of Programs Rated Exemplary in One or More NQPS Standards..66

Table 17: Distribution of Number of Exemplary Ratings on Each Standard of the
NQPS Survey77

Table 18: Chi-Square Values by Location Across NQPS Standards.....	70
Table 19: Chi-Square Values by Program Type Across NQPS Standards	72
Table 20: Frequencies of NQPS Performance Levels on Standard Two (Experiential Learning) as Related to Program Type	73
Table 21: Frequencies of NQPS Performance Levels on Standard Three (Leadership) as Related to Program Type.....	74
Table 22: Frequencies of NQPS Performance Levels on Standard Five (Marketing) as Related to Program Type.....	75
Table 23: Frequencies of NQPS Performance Levels on Standard Six (Certified Agriculture Teachers and Professional Growth) as Related to Program Type.....	76
Table 24: Frequencies of NQPS Performance Levels on Standard Seven (Program Planning and Evaluation) as Related to Program Type	77
Table 25: Chi-Square Values by School Size Across NQPS Standards	79
Table 26: Frequencies of NQPS Performance Levels on Standard Two (Experiential Learning) as Related to School Size	80
Table 27: Frequencies of NQPS Performance Levels on Standard Six as Related to School Size.....	80
Table 28: Number of Exemplary Programs Per NQPS Standard by Certification	82
Table 29: Ratings of Non-respondents on Each Standard of the NQPS Survey	109

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DEDICATION

I dedicate this work to my wife, Lori, and our daughters, Courtney and Colleen. These girls are the light of my life and were the reason I began this journey. I love each of you very much.

Chapter I

INTRODUCTION

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit (Aristotle, p. 1).

There is an old adage that goes something like this: “the biggest room in the world is the room for improvement.” The history of the world is the story of mankind always looking for a better way or a better solution. The field of education is no different. The book, *The Curriculum Studies Reader* (Flinders & Thornton, 2009) contains the writings of 34 educational leaders. Many of them had differing opinions on how to improve education. However, the book illustrates clearly that each one believed that there was always room for improvement. As Aristotle stated, excellence is achieved by training and habit. In a sense, achieving excellence is rooted in a strong desire to make what we have better and developing those habits that will make it come to fruition. This study is done in that same mindset, understanding that agricultural education can be improved through training and the desire to find those successful “habits” and replicate them.

Agricultural Education

Agricultural education programs have provided high school students with leadership and career skills since 1917 when they were funded by passage of the Smith-Hughes Act (Scott & Sarkees-Wircenski, 1996). As agricultural education developed, three distinct but integrated elements of the program formed. These elements were (a) the classroom and laboratory; (b) the youth leadership organization, the National Future Farmers of America Organization (FFA); and (c) Supervised Agricultural Experience (SAE) projects (Phipps & Osborne, 1988). By participating in all three elements of the program, students gained practical knowledge and skills in the classroom and laboratory, applied those skills and knowledge in a real-world setting through a supervised project, and were motivated to go further by participation in the FFA organization. An enabling measure has been funding for agriculture teachers in most school systems to work extended days and in the summer to help students with their supervised projects and FFA experiences (Phipps & Osborne, 1988).

The agricultural education program in Georgia was designed and implemented using the same framework that was used in the rest of the nation. Vocational agriculture took root in Georgia on a large scale after the passage of the *Smith-Hughes Vocational Education Act* in 1917. The second annual report of Georgia's Vocational Education Board showed that many schools were eager to obtain federal funding to start agriculture programs in local high schools (Wheeler, 1948). The FFA organization was founded in Kansas City, Missouri in 1928, modeled after the Future Farmers of Virginia which originated in the mid-1920s. Georgia was quick to adopt this leadership and motivational arm of agricultural education and, by 1929, the state was officially chartered as an

association of the national FFA (Georgia FFA Foundation, 2004).

Historical documents on the Georgia Agriculture Education Curriculum Office Web site (Georgia Agricultural Education, n.d.) showed trends in the size of the Agriculture Education program in Georgia. Dating back to 1950, the documents revealed there were 373 agriculture education teachers in the state in the school year 1950-51. By the 1960-61 school year, the state had reached its highest number of programs with a total of 398 teachers. The next two decades saw a decline in the number of programs and teachers. This was primarily due to two factors. One factor was school consolidation. The trend in Georgia and other southeastern states was to consolidate smaller schools into larger schools which served several communities or an entire district (Young & Green, 2005). Another factor was the racial integration of public schools that resulted in many schools and programs closing as black and white schools were combined. In addition, the New Farmers of America (NFA), the vocational agriculture student organization for black students, merged with the FFA in 1965. This merger resulted in many black agriculture education teachers leaving the profession (Jones, White, & Larke, n.d.). As a result, by the 1970-71 school year, the number of agriculture education teachers had fallen to 314, and by the 1980-81 school year the number fell to 290. Programs continued to decline and reached the lowest number of agriculture education teachers and programs in the 1990-91 school year, with only 265 teachers.

Another factor which contributed to the decline during the 1980s was the school excellence movement. According to Charles Willie (1985), the school excellence movement was a result of *A Nation at Risk*, which was published in 1983. This national report showed that America's students were falling behind the rest of the world in key

academic subjects. As a result, the excellence movement was born. This movement pushed for more stringent college entrance requirements. At the secondary level, there was also a move for students to take more academic courses. As a result, there was a decreased emphasis on vocational education.

By the mid-1980s, the picture looked somewhat bleak for agricultural education. Leaders within the field of vocational agriculture, as it was called then, began to sound the alarm that agricultural education must change and prepare for the future. The January 1986 issue of the *Agricultural Education Magazine* (The *Agriculture Education Magazine*, 1986) had the theme *Vocational Agriculture and the Excellence Movement*. Many of the authors in that issue acknowledged the fact that agricultural education was suffering from two issues. Firstly, the excellence movement sweeping the nation was steering more students away from vocational education. Secondly, it was noted that the farm economy was depressed and fewer students were aspiring to be farmers. Therefore, the answer according to the leaders at that time was that agricultural education must first restructure its curriculum to emphasize more academic content. Secondly, they stated that agricultural education must be made applicable to those going into fields outside of production agriculture such as agribusiness. As Jan Henderson (1986) stated, “Failure to broaden the scope of vocational agriculture will be a grave mistake” (p. 13).

C. Coleman Harris (1986), Executive Secretary for the FFA in the 1980s, said this regarding the response the FFA and agricultural education should take to address the challenges it faced:

The major concern regarding the effect of the excellence movement is not the impact on the National FFA, because through good management and the

continuing support of the FFA Foundation and the National FFA Alumni, we will continue to function and serve the needs of our students. The big question is, will students in cooperation with their parents select vocational agriculture/FFA as a part of their high school education? And, will we (Agricultural Education) adjust to student needs and societal and agricultural changes in order to appeal to tomorrow's high school student? The FFA at the National level must be a part of the answer to this question. (p. 9)

The decline in agriculture education within Georgia began to change in the mid-1990s. By the 2000-01 school year, the number of teachers had increased to 295. Tremendous growth continued for the next decade; and by 2010, the number of teachers was almost up to the level reported in 1960 with 393 agriculture education teachers (Georgia Agricultural Education Historical Documents, n.d.). Several factors may have contributed to this renewed growth. The 2010 Georgia Agricultural Education Annual Report (Georgia Agriculture Education, 2010) highlighted several components such as a quality curriculum, numerous agriculture education career pathways, and dedicated area resource teachers. These factors illustrated an eagerness to keep agricultural education relevant for today's high school students.

Agriculture Education Quality Initiatives

Over the years, there have been many initiatives aimed at improving the quality of education in the United States. In 1983, the National Commission on Excellence in Education issued a report titled *A Nation at Risk: the Imperative for Education Reform* (National Center for Excellence in Education, 1983). This report created a wake-up call for the American education system and was credited with jump-starting the school reform

movement (Chow, Whitlock, & Phillip, 2011). Lynch (2000) stated that career and technical education is a part of the entire school and as a part of comprehensive reform cannot be separate from any school reform initiative. Agriculture education was also a part of the quality education movement and its initiatives. In Georgia, there seemed to be varying degrees in the quality of agricultural education programs from system to system (John Bridges, personal communication, March 4, 2011). Because of this, Georgia's agriculture education teachers, led by their professional organization, Georgia Vocational Agriculture Teachers Association (GVATA), adopted a set of minimum performance indicators (Georgia Vocational Agriculture Teachers Association, 1999) with the purpose of providing minimal baseline standards that all agriculture education programs should meet. The Georgia Department of Education used these teacher-created performance indicators as the basis for the Agricultural Education Program of Work (John Bridges, personal communication, March 4, 2011), the official instrument used to guide and evaluate the work of individual agriculture education teachers.

U.S. Secretary of Education, Arne Duncan, said in remarks at the 2010 National FFA Convention that

for the U.S. economy to continue to rebound and grow, America's biggest employer has to help lead the way. That can only happen if FFA members—and all students in agricultural education—get a first-rate education that genuinely prepares them for careers and college and readies them to compete in the global economy (Duncan, 2010, para. 14).

Several studies have been conducted in recent years to evaluate the quality of agricultural education programs and to formulate a vision for the future. Scanlon, Radhakrishna, and

Hoover (2003) said that “Agricultural education for the 21st century must prepare a more diverse group of students for a workplace that values a broader range of skills.” (para. 1)

Dr. Larry Case, former Chief Executive Officer of the National FFA Organization with the U.S. Department of Education stated in 2005 that the agricultural education profession will have to expand from its current size if it is to meet the growing needs of industry (FFA Advisors Making a Difference, 2005). Dr. Case along with the National FFA Board of Directors proposed a long-term goal at their July 2005, meeting of having 10,000 quality agricultural education programs by 2015. Dr. Case went on to say that not only was there a shortage of teachers that has hindered growth of agricultural education for years, but also now there is a shortage in leadership as well—from the teacher level up through the teacher education programs.

This concept of growing the scope and quality of agricultural education programs was not new. Flanders (1988) stated that planning for the purpose of program improvement has always been a part of vocational education. He further stated that since the passage of the *Smith-Hughes Vocational Education Act* of 1917, each state has been required to submit an annual plan to the federal government in order to receive federal funds. A concern has been that most states have historically done this as a compliance measure, rather than as a way to actually improve the overall state of vocational and/or agricultural education. The good news, though, according to Flanders, was that educational planning was being taken more seriously by local boards as well as states. He further stated that there “is evidence that planning and, more specifically, long range planning is becoming essential.” (p. 7)

There was renewed emphasis before the turn of the century on creating a better

vision as well as reinvigorating the quality of programs. From 1996 to 1999, the National Council for Agricultural Education (NCAE) with funding from the W. K. Kellogg Foundation embarked on a project titled “Reinventing Agricultural Education for the Year 2020” also known as RAE 2020 (National Council for Agricultural Education, 2000). The group’s mission was to take a proactive stance and collectively develop a “preferred future for Agricultural Education.” RAE 2020 had four main goals as well as an action agenda for accomplishing the overarching goals. The primary goals of RAE 2020 were:

1. “An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, providing agriculture, food, fiber and natural resources systems education;”

2. “All students have access to seamless, lifelong instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery methods and educational settings;”

3. “All students are conversationally literate in agriculture, food, fiber and natural resources systems;” and

4. “Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems.” (National Council for Agricultural Education, 2000, pp. 4-5)

The RAE 2020 document listed specific objectives that further clarified each of these four goals. The council working on the RAE 2020 project realized that planning was not the end; therefore, the document included a call to action and guide for accomplishing the mission.

The NCAE (2000) also envisioned that much of the work of the RAE 2020 project would best be accomplished through the Local Program Success (LPS) model. The LPS model was based on seven keys to success that all agricultural programs should embrace. These included: Instruction, Supervised Agricultural Experience (SAE), FFA, Partnerships, Marketing, Professional Growth, and Program Planning (National Council for Agricultural Education & National FFA Organization, 2002). RAE 2020 developers stated that when the “seven keys to success exist at a high-quality level, local students and local teacher(s) will be successful, states will be successful and agricultural education at the national level will be successful” (National Council for Agricultural Education, 2000, p. 6).

The RAE 2020 project called for the “visioning, strategic planning, and implementation” (National Council for Agricultural Education, 2000, p. 10) to be a continuous project with agricultural education teachers and leaders recognizing the need for additional development and refinement. The NCAE also stated that these efforts should occur at the local, state, regional, and national levels. Many states also developed visionary proposals for agricultural education during this time period as a result of the RAE 2020 initiative. Georgia, for example, invited stakeholders from all agricultural and educational fields to participate in its visioning project. A conference, called the 2020 Visioning Conference, was held in Perry, Georgia, on March 24, 1998. Over one hundred secondary agriculture education teachers participated, along with representatives from the Georgia Department of Education, local school administrators, teacher educators from the University of Georgia, the Georgia Department of Agriculture, and several agricultural industry representatives. Georgia released the *2020 Vision for Agricultural Education in*

Georgia in 1998 (2020 Vision for Agricultural Education in Georgia, 1998). Other states developed visions as well, including West Virginia (West Virginia University) and Pennsylvania (Scanlon, Radhakrishna, & Hoover, 2003). These documents were similar to the RAE 2020 proposal; however, each contained goals and objectives which were specific to their respective states.

The visionary documents examined have all called for quality agricultural education programs, and many states have worked diligently to improve the quality of programs. Although minimal standards and indicators of program quality have been used for years with substantial expansion during the national standards project of the 1970s (Jenkins III & Kitchel, 2009), changing needs and evolving times call for the continual updating, revising, and creating of standards and indicators. Many states have standards and quality indicators for agricultural education programs. These were most often used by directors of agricultural or career & technical education within states to evaluate programs. The National Council for Agricultural Education (2009) also developed national standards for agricultural education programs that were called the National Quality Program Standards for Secondary Grades Agricultural Education (NQPS). The NQPS is an assessment tool for agricultural education teachers, administrators, and stakeholders that can be used to determine the effectiveness of local secondary agricultural education programs in meeting certain criteria in seven standard areas (National Council for Agricultural Education, 2009).

Theoretical Framework

This research study will be guided by the theoretical framework assumption that every organization works best, achieves its mission, and serves its stakeholders when the

desire for quality is guiding the work of the organization. Business and industry have understood this principle for years as evidenced in the total quality management movement (TQM) of the 1980s (Bolman & Deal, 2008). Hackman and Wageman (as cited by Bolman & Deal, 2008, p. 159) summarized the primary assumptions of total quality management. They were: (a) “High quality is actually cheaper than low quality;” (b) “People want to do good work;” (c) “Quality problems are cross-functional;” and (d) “Top management is ultimately responsible for quality.” Bolman and Deal (2008) stated that a comprehensive strategy like TQM, combined with perseverance from organizational leaders, can lead to improvement and success of any group or organization. The authors also stated that the leaders of the quality movement, W. Edwards Deming, Joseph Juran, Philip Crosby, and Kaoru Ishikawa, all emphasized the core assumptions of TQM as “essential components” of any improvement effort (Bolman & Deal, 2008, p. 159).

Evaluations to determine overall program quality have long been a part of the agricultural education program. The traditional guide for such programs, *Handbook on Agricultural Education in Public Schools* (Phipps & Osborne, 1988) stated that “evaluation is closely linked with planning and carrying out a program of agricultural education” (p. 297) and that evaluating the program leads to improvement of the program. In addition, the National Quality Program Standards (NQPS) that indicated what an exemplary agricultural education program should be doing, were the “result of a need to provide a consistent delivery of high quality agricultural education programs across the nation focused on...continuous program improvement” (National Council for Agricultural Education, 2009, p. 2).

According to the Georgia Agricultural Education Web site, Georgia's agriculture education program was reeling in the early 1990s from an unfavorable audit which found the state's overall program lacked credibility and accountability (Georgia Agricultural Education, n.d.). Shortly after this report the GVATA developed a set of program standards for agricultural education programs in the state. These program standards listed numerous quality indicators that were the minimum qualifications for an agricultural education program in Georgia. Since their adoption in 1996, Georgia's agricultural education program has seen improvement in many areas including but not limited to: FFA membership, Career Development Event participation, growth in number of agricultural education programs, and curriculum quality (John Bridges, personal communication, November 24, 2010).

Although the Georgia Agriculture Education Program Standards could be credited with overall program improvement over the past 15 years, it must be noted that they were designed to measure whether *minimum* standards were being met. These standards were not designed to determine if programs exceeded the minimal criteria or were exemplary in any component of the overall agriculture education program. If teachers, administrators, stakeholders, and state leadership really want to gauge the quality of Georgia's programs, there is a need to examine more than minimum standards. Thus the framework of TQM is appropriate to use as the theoretical framework from which to interpret and discuss the results of this study.

Statement of the Problem

Currently no mechanism exists to measure the total quality of agricultural education programs in Georgia. Therefore, there is no description of exemplary or

excellent performance which would then allow for more accurate identification of areas of improvement. Without such a determination, state agencies do not have the best data to allocate resources to work towards continued improvement of agricultural education programs.

Purpose of the Study

The purpose of this study is to identify and describe those programs that have exemplary characteristics as determined by the NCAE's NQPS rubric and develop an excellence guide that will contain examples of the best practices and recommendations for program improvement. In addition, demographics information on each program will be used to determine if differences exist in relation to program standards.

Research Questions

The following research questions will be used to guide this study:

1. How many Georgia agricultural education programs are exemplary in one or more of the seven standards of the NQPS?
2. In programs with exemplary achievement in the various standards of NQPS, what are the best practices reported by teachers that contribute to this success?
3. What advice is given by teachers of programs with exemplary ratings for professional development in meeting the NQPS standards?
4. Are there demographic variables that can be related to significant differences between programs that earned "exemplary" status and those who did not?

Outcomes of the Study

This study will provide new insights into the overall quality of Georgia's secondary agriculture education programs. This study will reveal how many of Georgia's

high school programs are exemplary in one or more components of the NQPS for Secondary Agriculture Education Programs. In addition, best practices and advice from teachers in exemplary programs for program improvement strategies will be gathered. Finally, it will be shown whether or not there is a relationship between demographics and quality of schools and programs.

Results of this study will benefit Georgia's agriculture education program in several ways and also could serve to enhance program improvement in other states. First, this study will allow the Georgia Agriculture Education state staff to identify areas of strength and weakness as determined from the number of programs which are exemplary on each of the seven NQPS components. This research will allow the state to better allocate resources and plan professional development programs for teachers so that overall program quality can be improved and more programs can work towards achieving exemplary status. Secondly, the findings will provide a framework in the form of an "excellence guide" for program improvement through the summarization of best practices and advice. Individual teachers as well as system level administrators will be able to use this excellence guide in local agricultural education programs to improve their program's quality and effectiveness.

Limitations

This is a statewide study to identify and describe those programs that have exemplary characteristics as determined by the NCAE's NQPS rubric and to develop an excellence guide that will contain examples of the best practices and recommendations for program improvement. Certain inherent limitations of the research should be considered in the application of the results as follows:

1. The data collected in this study were limited to the secondary agricultural education programs in the state of Georgia in the year 2012. The results of this study are limited by the ability, accuracy, honesty, and objectivity of the respondents; and
2. Information contained in the excellence guide will be limited to programs which were deemed exemplary on the NQPS rubric and who participated in the survey to make such recommendations.

Assumptions

The researcher assumed that the participants responded to the instrument statements to the best of their knowledge and ability.

Definition of Key Terms

Several key terms are used repeatedly throughout the study. These terms are defined as follows:

- *Agricultural Education*. Systematic instruction in agriculture at the secondary level for the purpose of preparing students for leadership and career roles in agriculture and related fields (Phipps & Osborn, 1988).
- *Career & Technical Education*. Systematic instruction at the secondary or postsecondary level in all areas of technical education (agriculture, business, family & consumer sciences, technology education, etc.) to prepare students for careers. Although used prior to 2006, the term became mainstream when the wording was changed from *Vocational Education* to *Career & Technical Education* in the 2006 Carl D. Perkins and Career Technical Education Act (Threeton, 2007).

- *Exemplary*. Operationally defined as scoring in the top segment for each standard on the NQPS assessment tool.
- *FFA*. The National FFA Organization (formerly Future Farmers of America) is a youth organization that develops students' potential for premiere leadership, personal growth, and career success through agricultural education (National FFA Organization, n.d.).
- *National Quality Program Standards For Secondary (Grades 9-12) Agricultural Education (NQPS)*: An assessment tool for agricultural education teachers, administrators, and stakeholders that can be used to determine the effectiveness of local secondary agricultural education programs in meeting certain criteria in seven standard areas (National Council for Agricultural Education, 2009).
- *Supervised Agricultural Experience (SAE)*. Practical activities conducted outside of scheduled class time to give students real-world experience in an agriculturally related area. SAE projects are supervised by agricultural education teachers and parents and/or employers (Herren & Donahue, 1991).

- *Vocational Education*: Includes a variety of programs designed to “prepare students for employment and for living” (Scott & Sarkees-Wircenski, 1996, p. 2). According to Scott and Sarkees-Wircenski (1996), most people identify vocational education at the high school level with courses related to the following labor markets: agriculture, business, family and consumer sciences, marketing, health, trade and industry, and technical/communications. *Vocational Education* was the term predominately used before the term was modernized to Career and Technical Education in the language of the 2006 Carl D. Perkins Career and Technical Education Act (Threton, 2007).

Chapter II

REVIEW OF THE LITERATURE

Introduction

This chapter provides a review of literature and research associated with the major subjects discussed in this study: quality in education, the theoretical framework for this study, exemplary programs, and how those exemplary programs were identified.

A computerized search of several data bases was made. These included *Educational Resources Information Center (ERIC)*, *Galileo*, and *Google Scholar*. In addition, several searches were conducted utilizing common Internet search engines such as Google. Web sites with indexes of related journals such as the *Journal of Agricultural Education* and the *Journal of Career and Technical Education* were also used. A manual search was made of several educational journals as well as books related to the theoretical framework of TQM.

The primary purpose of both the computerized and manual searches was to identify books, dissertations, periodicals and other publications that contained one or more of the following descriptors in the title or abstract: “quality,” “agricultural education,” “career and technical education,” “exemplary,” “Total Quality Management,” “educational reform,” or “program improvement.” The computerized and manual searches focused on information published after 1990, although some older material was utilized, especially for historical background.

Quality in Education

Any attempt to recognize exemplary components of various educational systems, must begin with a solid understanding of the concept of quality in education. Kumar and Sarangapani (2004) in the *History of the Quality Debate* stated:

The word 'quality' has two meanings. The first is the particular or essential character, an inherent feature, property or attribute by which a thing may be identified or described. The second refers to the superiority or rank of particular merchandise (sc. Webster's Ninth New Collegiate Dictionary). The idea of quality in education involves both of these meanings.... (p. 2)

In the first sense of the meaning of quality, Kumar and Sarangapani (2004) emphasized that quality is the essential character of education, embodying all of the concepts that educational philosophers have espoused. Concepts "such as 'reform,' 'relevance,' 'mastery learning,' 'teaching to objectives,'" (p. 2) et cetera. But quality also refers to the superiority or rank of something, in this case, education. Indeed, the *Elementary and Secondary Education Act of 2001*, also known as *No Child Left Behind* gave the federal government, as well as states and stakeholders, a way of measuring the quality of education at the elementary and secondary levels (U.S. Department of Education, 2001).

The desire for quality in education has been around for some time. In the 19th century, Horace Mann, was a proponent of a basic, quality education for all students (Scott & Sarkees-Wircenski, 1996). Mann was so committed to improving the quality of education that historian Lawrence Cremlin criticized him for not recognizing "that quality is not the only test of a school" (as cited by Kantor & Lowe, 2004, p. 6). John Dewey, a strong advocate for vocational education (Scott & Sarkees-Wircenski, 1996)

stated that “What the best and wisest parent wants for his own child, that must the community want for all of its children (Dewey, 1907, para. 1).

Kumar and Sarangapani (2004) stated that the use of the term ‘quality’ in educational discussions became prevalent in the 1950s and continued even more so from the 1960s onward. In the 1980s, *A Nation at Risk* (National Center for Excellence in Education, 1983) was a wakeup call for the American Education system. This national report revealed that the overall quality of education in the United States was in decline and made 38 recommendations, divided across five major categories: content, standards & expectations, time, teaching, leadership, and fiscal support.

More recently, the Obama administration instituted an incentive program for individual states to focus on creative ways to improve the quality of schools through its Race to the Top grant competition (Pennsylvania Office of the Governor, 2010). This initiative was the largest discretionary spending program by the federal government aimed at educational reform. The grants were designed to be awarded to states that showed the “strongest strategies and coordinated commitments to reform” (Pennsylvania Office of the Governor, para. 13). Pennsylvania was one state awarded a Race to the Top grant. In referring to why his state was chosen as a grant recipient, Pennsylvania Governor Ed Rendell stated that “we have made tremendous gains in identifying what works and putting it into practice” (Pennsylvania Office of the Governor, para. 4).

Career and Technical Education (CTE) has also focused on providing quality learning opportunities for students. Standards-based instruction in CTE has been implemented across the nation and many states have developed quality indicators for agricultural education. Georgia developed standards and indicators for agricultural

education through the input and involvement of its professional organization for agricultural education (GVATA, 1999). Other states such as Hawaii (Hawaii Department of Education, 2009) and Florida (Florida Department of Education, n.d.) have developed quality indicators to assess the overall performance of schools and programs in meeting minimum qualifications for agricultural education programs. Nevada for example, developed a quality criteria site-based CTE program assessment instrument. Nevada's instrument included ten components designed to help validate quality CTE programs. The instrument ranks programs into one of five categories. These categories were: exemplary, adequate, improving, inadequate, and poor (Nevada Department of Education, 2008).

The federal government has supported quality within CTE through continued funding of the *Carl D. Perkins Career and Technical Education Act* of 1984. The latest version, which was authorized in 2006 maintained many of the provisions of previous authorizations, while providing more provisions for accountability. These accountability measures were designed to allow for continuous improvement in Career and Technical Education. All of this has been part of a national movement to provide more rigor and relevance in education. Betsy Brand (2003) wrote in a paper prepared for the American Youth Policy Forum, titled *Rigor and Relevance: A New Vision for Career and Technical Education* that:

First and foremost, quality practices, based on well-developed and academically rigorous interventions, should form the basis for the federal investment in CTE. We can no longer continue to fund single vocational education courses with low-level academics aimed at preparing youth for low-skill jobs after high school.

The federal role should be to encourage the continuation of innovation, reform, and improvement in CTE and provide support for activities needed to accomplish that goal (p. 12).

In agricultural education, there has also been a quest for quality. Most leaders within the profession have viewed quality in agricultural education teaching students through a balanced approach within the three-ring model of instruction (classroom and laboratory, SAE, and FFA). Nicholas Brown (2011) compared quality in agriculture education to horse racing's Triple Crown. Just as a horse and rider have to win three distinct races to be declared a Triple Crown winner, "a high quality agricultural education program focuses on three well-developed components: classroom and laboratory instruction, Supervised Agriculture Experiences, and FFA chapter development." (p. 23) This is also emphasized in the NCAE's *Local Program Success Guide*. This guide was designed to give agriculture education teachers a framework for developing and implementing a quality program of agricultural education. It covered all three aspects of the three-ring model for agricultural education, but added strategies to enhance those components—strong community and school partnerships, program planning and marketing, and professional and program growth (National Council for Agricultural Education, 2002).

The literature also revealed that the qualities inherent in the agriculture teacher were important characteristics in the development of quality programs. Roberts and Dyer (2004) identified forty characteristics of effective agriculture teachers. They also developed a working model that showed that the characteristics of effective teachers could be categorized into "instruction, FFA, SAE, building community partnerships,

marketing, professional growth/professionalism, program planning, and personal qualities.” (p. 93) These categories identified by Roberts and Dyer are similar in makeup to the categories in the *Local Program Success Guide* developed by the NCAE (2002) with the exception of the category of “personal qualities.”

Reinventing Agricultural Education for the year 2020 (REA 2020) was an initiative aimed at giving direction to the profession going into the 21st century. The mission of REA 2020 was to set goals and provide direction for the future of agricultural education so that the overall program would be of such quality to meet the needs of a growing nation (National Council for Agricultural Education, 2000). Conroy and Kelsey (2000) found that teacher educators were excited about the REA 2020 initiative and believed that for the goals set forth in REA 2020 to be met, national standards for teacher education within agricultural education would have to be established.

Identification of Exemplary Programs

This literature review revealed that quality education was the foundation that every school should strive to attain. As the purpose of this study is to identify exemplary programs of agricultural education in Georgia, it would be prudent to define the term exemplary in regard to this study. Exemplary is operationally defined in this research study as scoring in the top segment for each standard on the NQPS assessment. In addition, there were other definitions that were noted. Merriam-Webster’s online dictionary (Merriam-Webster, 2011) defined exemplary as “deserving imitation.” It went on to add an additional definition: “deserving imitation because of excellence.” This is fitting in that the overall goal of this research is to identify programs of excellence that are worthy of imitation.

Several studies have been conducted within the CTE field for the purpose of studying exemplary programs. These studies helped to provide a guide to answer the following questions:

1. What defines an exemplary program?
2. What are the various criteria or components that must be evaluated to deem a program exemplary?
3. How were programs evaluated—quantitatively or qualitatively?

Diana Jackson (2002) in her study titled *Student Success Stories from Exemplary and Promising Career and Technical Education Programs*, examined student success stories as a result of exemplary CTE programs. This qualitative study used four criteria to evaluate exemplary programs as follows: program quality, educational significance, effectiveness, and replicability. A qualitative study conducted by Hayward et al. (1988) studied seven exemplary secondary vocational education programs and identified six characteristics of exemplary vocational education programs as follows:

1. A clear and uniform understanding of the goals of vocational education was evident among school leaders, teachers and stakeholders.
2. Exemplary programs paid consistent attention to the development of student self-esteem.
3. Exemplary programs had strong programs of school leadership.
4. Inclusion of employability skills development was evident in the curriculum.
5. There was a presence of a strong cooperative education program.
6. There were clear implementation strategies for special needs students.

Another study conducted by Castellano et al. (2005), examined earning industry-recognized credentials as a way to measure quality. The authors stated that “as states develop accountability systems for their high school career and technical education programs, the number of students who earn industry recognized credentials is being considered as a measure of student success and program quality.” (para. 1)

Marcia Gentry et al. (2005) took a unique approach in their qualitative study by exploring exemplary programs from the student’s perspective. One site was used for the research—a Midwestern career and technical education center. The main findings were that students had a high degree of appreciation for CTE because of the professionalism of the faculty, the sense of community in the CTE programs, and the students’ perception of relevance in the CTE courses.

A central theme of most research on exemplary programs was the desire to use those programs as a model so that they could be replicated, thus expanding the overall number of exemplary programs. Kinter (1987) conducted research to assess the impact of Pennsylvania’s exemplary program project. This program was designed to identify superior CTE programs in Pennsylvania so that they could be replicated. Kinter used a panel of experts from the state to develop criteria that was used to qualify programs as exemplary and mailed this criteria to teachers across the state for program self-assessment. If the CTE teacher believed that his or her program qualified, they were asked to complete and return the survey. A study conducted by McLean and Camp (2000) to identify high quality teacher training sites used a nomination process to identify exemplary programs. In their study, respondents were asked to identify up to three agricultural teacher education programs other than their own that “they viewed as

innovative, exemplary, or otherwise of good quality.” (p. 28) The respondents had to list reasons for nominating the programs.

Another method of identifying exemplary programs was to assess teachers or programs against state indicators of a quality program (Martin, Fritzsche, & Ball, 2006). Additionally, Dr. Larry Case stated that in order for agricultural education to “achieve the status of excellence” there must be “an effective communication system and efficient program management” (Case, 1986, p. 10). Henderson (1986) believed that excellence in agricultural education could be measured by the product produced. Her view was that this product was a trained agricultural worker. Henderson also stated that a single criterion could not be used to measure excellence in agricultural education but that numerous indicators must be used such as “test scores, student involvement and achievement in the FFA, the scope of individual SOE programs, and the level of skill performance.” (p. 13) Jenkins and Kitchel (2009) utilized a Delphi approach to identify the indicators of quality FFA and SAE experiences that could prove useful in evaluating programs from a multifaceted perspective.

Theoretical Framework

This study will be guided by the theoretical framework assumption that every organization works best, achieves its mission, and serves its stakeholders when the desire for quality is guiding the work of the organization. Business and industry have understood this principal for years as evidenced in the TQM of the 1980s (Bolman & Deal, 2008). Hackman and Wageman (as cited by Bolman & Deal, 2008, p.159) summarized the primary assumptions of total quality management as follows:

- a) High quality is actually cheaper than low quality;

- b) People want to do good work;
- c) Quality problems are cross-functional; and
- d) Top management is ultimately responsible for quality.

Bolman and Deal (2008) stated that a comprehensive strategy like TQM, combined with perseverance from organizational leaders, can lead to improvement and success of any group or organization. The authors also stated that the leaders of the quality movement, W. Edwards Deming, Joseph Juran, Philip Crosby, and Kaoru Ishikawa, all emphasized the core assumptions of TQM as “essential components” of any improvement effort (Bolman & Deal, 2008, p. 159).

Various components of the educational sector have implemented TQM as a method to work towards continual school improvement. One example in the secondary education realm is Mt. Edgecumbe High School in Sitka, Alaska. According to Cotton (1994), this high school implements TQM along with elements of other futurists, such as Stephen Covey and John Marsh, in its improvement model. As part of its TQM program, Mt. Edgecumbe High School focuses on the “three Cs” for continuous improvement—“a focus on customers, culture, and capacity.” According to the National Alliance of Business publication, *The Cutting Edge of Common Sense: Total Quality, Education, and Systemic Change*, the point of TQM is:

to develop the organization as an integrated, organic set of relationships, and to gain the ability to change and direct those relationships again and again in the direction of improvement—as defined by the organization’s internal and external customers. (as cited by Cotton, 1994, pp. 3-4)

Evaluations to determine overall program quality have long been a part of the agricultural education program. The traditional guide for such programs, *Handbook on Agricultural Education in Public Schools* (Phipps & Osborne, 1988) stated that “evaluation is closely linked with planning and carrying out a program of agricultural education” (p. 297) and that evaluating the program leads to improvement of the program. In addition, the NQPS that indicated what an exemplary agricultural education program should be doing, were the “result of a need to provide a consistent delivery of high quality agricultural education programs across the nation focused on...continuous program improvement” (National Council for Agricultural Education, 2009, p. 2).

According to the Georgia Agricultural Education Web site, Georgia’s agriculture education program was reeling in the early 1990s from an unfavorable audit which found that the state’s overall program lacked credibility and accountability (Georgia Agricultural Education, n.d.). Shortly after this report, the GVATA developed a set of program standards for agricultural education programs in the state. These program standards listed numerous quality indicators that were the minimum qualifications for an agricultural education program in Georgia. Since their adoption in 1996, Georgia’s agricultural education program has seen improvement in many areas including but not limited to: FFA membership, Career Development Event participation, growth in number of agricultural education programs, and curriculum quality (John Bridges, personal communication, November 24, 2010).

Although the Georgia Agriculture Education Program Standards could be credited with overall program improvement over the past 15 years, it must be noted that they were designed to measure whether *minimum* standards were being met. These standards were

not designed to determine if programs exceeded the minimal criteria or were exemplary in any component of the overall agriculture education program. If teachers, administrators, stakeholders, and state leadership really wanted to gauge the quality of Georgia's programs, there was a need to examine more than minimum standards. Thus the framework of TQM is appropriate to use as the theoretical framework from which to interpret and discuss the results of the study.

Exemplary Programs in Career, Technical and Agricultural Education

Education, to some extent, has always shown a desire for quality. However, there have always been those schools and programs that have exhibited a desire to go above and beyond in their desire for excellence. Roscoe Vaughn, former Executive Director of the NCAE, said that "it is critical that agricultural educators continue to examine, refine, and improve our educational process" (Vaughn, 1999, p. 4). Vaughn further emphasized that agriculture teachers must continue to look for new ideas and methods in order to make agricultural education relevant in the 21st century. More recently, U.S. Secretary of Education, Arne Duncan said that the "need to re-imagine and remake career and technical education is urgent" (Duncan, 2011, para. 5). In order to make these improvements, it would seem most important to identify CTE and agricultural education programs of excellence so that they could be replicated. It was this belief that led Moore to state (1994) that "we need to identify the best programs, best teachers, and best FFA Chapters and study them in detail." (p. 11)

The literature revealed several examples of programs aimed at identifying exemplary programs and schools. Simkins (1999) wrote that there was a need to establish a process for identifying and recognizing "exemplary projects and practices"

(p. 60) and that the U.S. Department of Education’s Educational Technology Expert Panel was tasked with that job. The panel was mandated by the *Educational Research, Development and Improvement Act* of 1994. This panel urged school districts to “submit programs for designation as promising or exemplary.” In addition, Lewis (2003) acknowledged that the U.S. Department of Education was recognizing exemplary and promising CTE programs that “embody the high standards the Administration is seeking in its remake of the Perkins Act.” (p. 5)

Gentry, Steenbergen-Hu, and Choi (2011) qualitatively researched an exemplary CTE center by studying the views that gifted students had of CTE. They found that one key component of the exemplary school was the quality of the teachers and the role they played in educating students through CTE classes and programs. Their research revealed that the students perceived the teachers as “caring and competent” (p. 196) and as ones who influenced the students to set goals. One main finding of this exemplary program was that the teachers encouraged students to work “without a ceiling” (p. 196), thus allowing the students’ creative talents to thrive.

Summary

The literature cited in this chapter revealed comprehensive findings related to the topic of quality in education and how exemplary programs and schools were being used as models for educational improvement. The theoretical framework of TQM was shown to be a desirable model for educational quality initiatives. Finally, prior research used various methods for identifying exemplary programs and different criteria were used for qualifying as exemplary status.

Chapter III

RESEARCH METHODOLOGY

Introduction

This chapter begins with a review of several topics that were introduced in Chapter 1. The first three topics of the chapter are the statement of the problem, purpose of the study, as well as the research questions and related objectives of the study. All of these topics worked together to define and clarify the direction and ultimate goals of this research.

Statement of the Problem

The Agricultural Education Program Standards developed by the GVATA (n.d.) and utilized by the Georgia Department of Education were designed to measure minimal standards with no mechanism to measure the total quality of agricultural education programs in Georgia. As such, there was no method to identify agricultural education programs that were exemplary or demonstrated excellent performance and no means to identify areas of improvement. Therefore, state agencies did not have the best data to allocate resources to work towards continued improvement of agricultural education programs.

Purpose of the Study

The purpose of this study was to identify and describe those programs that had exemplary characteristics as determined by the NCAE's NQPS rubric and develop an

“excellence guide” that contained examples of the best practices and recommendations for program improvement. In addition to this primary purpose, demographic information on each program was collected and used to determine if differences exist in relation to program demographics and quality.

Research Questions

The following research questions were used to guide this study:

1. How many Georgia agricultural education programs are exemplary in one or more of the seven standards of the NQPS?
2. In programs with exemplary achievement in the various standards of NQPS, what are the best practices reported by teachers that contribute to this success?
3. What advice is given by teachers of programs with exemplary ratings for professional development in meeting the NQPS standards?
4. Are there demographic variables that can be related to significant differences between programs that earned “exemplary” status and those that did not?

Significance of the Study

By answering these four research questions, this study provided new insights into the overall quality of Georgia’s secondary agriculture education programs. This study revealed how many of Georgia’s high school programs were exemplary in one or more components of the NQPS for secondary agriculture education programs. In addition, best practices and advice from teachers in exemplary programs for program improvement strategies were gathered. Further, the evidence suggested whether a relationship exists between demographic differences.

These results would benefit Georgia's agriculture education program in several ways and could further serve to enhance program improvement in other states. First, this study would provide new data to help the Georgia agriculture education state staff more accurately identify areas of strength and weakness as determined from the number of programs that were exemplary on each of the seven NQPS components. As a result, the state agency could then better allocate resources and plan professional development programs for teachers so that overall program quality could be improved and more programs could strive to achieve exemplary status. Secondly, the findings would provide a framework in the form of an "excellence guide" for program improvement through the description of best practices and advice. Individual teachers as well as system level administrators would be able to use this "excellence guide" in local agricultural education programs to improve their program's quality and effectiveness.

Research Design

Cooper (2010) stated that descriptive research can give an accurate portrayal of an event or phenomena and therefore answer the question "what is happening?" (p. 32) In his book *Qualitative Research & Evaluation Methods*, Patton (2002) emphasized that descriptive qualitative studies can be an excellent tool for program evaluation. These studies require the "systematic collection of information about the activities, characteristics, and outcomes of programs" and can be useful for making "judgments about the program, improve program effectiveness, and/or inform decisions about future programming." (p. 10)

This descriptive research study used a mixed methods research approach. Mixed method research by definition is a research design that incorporates multiple methods but

has only one theoretical drive (Morse & Niehaus, 2009). Jennifer Greene (2007), in her book, *Mixed Methods in Social Inquiry*, stated that mixed method research invites “multiple mental models into the same inquiry space for purposes of respectful conversation, dialogue, and learning one from the other, toward a collective generation of better understanding of the phenomena being studied.” (p. xii) Borg and Gall (1989) stated that in descriptive studies, survey methods were often used to collect data that was then used to describe “what is.”

This research study utilized a QUAN-qual design. In this design, the quantitative data was collected first. Then the qualitative data was collected, interpreted, and moved into the results narrative (Morse & Niehaus, 2009). Morse and Niehaus (2009) stated that quantitative research can be somewhat abstract. Meaning that sometimes data alone cannot tell the complete story. Cooper (2010), while focusing on quantitative methods, noted that qualitative research can play a role in “quantitative research syntheses.” (p. 32) Likewise, Patton (1987) stated that qualitative methods can “add depth and detail to quantitative studies.” (p. 38) Qualitative research, when combined with quantitative measures, could clarify the relevance of a particular study.

In the quantitative portion of this research design, a survey was used as the instrument to gather perceptual data from participants. A survey method of design had several advantages including a fast turnaround for data collection as well as economy of design (Creswell, 2009). The qualitative portion of the research used a case study design. Merriam (2002) stated that case studies were useful for studying a particular program because the program was selected for one or more specific criteria. In this study, the criterion was “exemplary.”

Population

The population used for the study was all secondary agriculture education programs in the state of Georgia. Secondary agriculture education programs included those that serve students in grades 9-12. Middle school programs were not included in this study since the NQPS for agriculture education were designed for grades 9-12 secondary programs. The target population ($N = 182$) consisting of *all* secondary agriculture education programs in Georgia was asked to participate in the research study; the listing of programs was gathered from the 2010 Georgia Agricultural Education Annual Report (Georgia Agricultural Education, 2010). Creswell (2009) identified this method of selecting the population as single-stage selection—one in which the researcher had access to the names of the individuals in the population and could directly sample them.

Instrumentation

Quantitative Data Collection

The research instrument used for the quantitative portion of the study was the NQPS for Secondary (Grades 9-12) Agricultural Education (see Appendix A for copy of the NQPS Instrument). This instrument was developed by the NCAE (2009). Ray Nash, President of the NCAE granted the researcher the right to use the NQPS document for this research (see Appendix B for approval from NCAE). As of 2010, 19 states had piloted the NQPS instrument with positive results (NAAE News & Views, 2010). With such a large number of states and programs piloting the survey, researchers could have confidence in the face and content validity of the instrument. Moreover, since the instrument had been in use for over three years with consistent results, reliability of the

instrument was strong. The NQPS instrument's content was to not be modified so that the instrument's validity would be maintained (Creswell, 2009). The only variations made to the original document were format changes and deletion of pages that summarized the score for each standard. These pages were deleted and scores were summarized by the researcher to reduce participant fatigue (see Appendix C for the modified version of the NQPS). Additionally, a set of questions were attached to the NQPS instrument so that demographic data on each secondary school agriculture education program could be collected (see Appendix D for Demographics Questions). The instrument and set of demographic questions were pilot-tested with teachers of middle grades agricultural education to determine the average time for completion.

According to the NAAE News & Views (2010), the NQPS for secondary agricultural education was developed by the NCAE as a standardized way to evaluate a secondary agriculture education program's total effectiveness. In addition to being designed as a set of standards, NQPS was developed as an "active evaluation tool that can be used to take an in-depth look at everything the ideal ag (*sic*) program should offer and return a numerical score." (para. 4) Tony Small, Senior Director of the Partner Services Division of the National FFA Organization stated that "the idea is to help programs identify their strengths and weaknesses in a concrete way." (para. 6)

The NQPS instrument was comprised of seven standards that evaluated programs in the following areas:

1. Program design and instruction,
2. Experiential learning,
3. Leadership development,

4. School and community partnerships,
5. Marketing,
6. Certified agriculture teachers and professional growth, and
7. Program planning and evaluation.

Each standard began with a standard statement that was a “descriptive statement established and used as a model of quantitative characteristics for the development, management and assessment of secondary (Grades 9-12) Agricultural Education programs” (National Council for Agricultural Education, 2010, p. i). Each standard was then followed by quality indicators. These indicators were designed to further define or measure the standard.

Each quality indicator on the NQPS document had a rating scale that was used by participants to indicate their perception of the level of quality met by the program (National Council for Agricultural Education, 2010). The rating scale indicated the following and gave a numerical score for each: Exemplary (4 points), Promising (3 points), Improving (2 points), Struggling (1 point), and Non-existent (0 points). Points for each quality indicator within a standard were summed to attain the total points for a standard. A range of scores needed to meet Exemplary, Promising, Improving, Struggling, or Non-existent status were provided below the summary for each standard (see Appendix A).

Qualitative Data Collection

An interview was used as the instrument for the qualitative portion of the study using a semi-structured questionnaire design (Morse & Niehaus, 2009). Greene (2007) emphasized that in adding a qualitative piece to a research study, the qualitative

component could serve to “elaborate, enhance, deepen, and broaden the overall interpretations and inferences from the study.” (p. 101) An interview protocol was used for asking questions and recording answers (Creswell, 2009). This protocol included the following components as outlined by Creswell (2009):

- a heading that included the date, interviewer, and interviewee;
- the questions, including an ice-breaker question, four or five questions that were follow up questions to results from the quantitative portion, and a concluding statement;
- probes for the questions to ask participants for more details or to explain their ideas;
- space between each question to record participant responses; and
- a final thank you statement.

Information from the interviews was recorded by making handwritten notes. The researcher took precautions to ensure that data were gathered accurately from the interviews by ensuring that notes were thorough and comprehensive and that all quotations were gathered accurately (Patton, 2002). The researcher did, when necessary, stop the interviewee to clarify information or to get the interviewee to repeat what was said. Patton (2002) noted that during the interview, the researcher should provide feedback and reinforcement to let the interviewee know that the interview was accomplishing its purpose. The researcher maintained a reasonable degree of control during the interview so that time was utilized wisely and that irrelevant remarks and digressions were minimized (Patton, 2002, p. 375).

The purpose of the interview was to solicit descriptions of specific activities used by participants where exemplary status was revealed by the NQPS assessment tool. The interview questionnaire was reviewed by members of the dissertation committee and pilot tested by a group of experts in the state (Agriculture Education Regional Directors and state staff) for variables of validity and readability (see Appendix E for Interview Questions).

The interview was administered to selected program participants who ranked exemplary in one or more standards of the NQPS instrument. Once the interviews had been conducted, the data were analyzed and incorporated into the research findings.

Research Procedures

The procedure for implementing the collection of the data involved several steps. The research process began with the researcher requesting support for the research study from the state agency. The researcher informed the state Program Manager of Georgia's agricultural education program of the proposed study and its benefits and possible outcomes for agricultural education. In addition, the regional directors for agricultural education of the Georgia Department of Education were asked to support this research study. Additionally, the leadership board of the GVATA was informed of the study. Support from the GVATA board was important because they were asked for time on the association's agenda to allow the researcher to address Georgia's agriculture education teachers and for those teachers to complete the NQPS instrument.

The researcher addressed secondary teachers of agricultural education programs in Georgia during the annual mid-winter GVATA conference held in January of 2012. All secondary agriculture education program teachers at the conference were asked to

participate by completing the NQPS instrument along with the attached set of demographic questions. State agency leadership publically emphasized the importance of the research for the profession. After the participants were addressed by the researcher and given instructions for completing the instrument, teachers in each secondary agricultural education program were given a packet that contained a participant consent form and the research instrument. Participants had approximately two hours of time during a break-out session to complete and submit the packet.

After participants completed the research instrument, the researcher reviewed and summarized the quantitative survey data to determine the overall number of exemplary programs in Georgia and the number of programs that were exemplary on each of the seven components of the NQPS assessment. Additionally, demographic variables were analyzed to determine if those variables could be related to significant differences between programs that earned exemplary status and those that did not. Results were analyzed by demographic variables to see if there were significant differences by using the Pearson's chi-square tests of independence. Koenker (1961) stated that a chi square "may be used to test for the significance of the difference between two or more groups with respect to certain characteristics(s) when the groups have been classified into categories." (p.109)

After the quantitative data were analyzed, interviews were conducted by telephone with selected participants who scored an exemplary rank on one or more of the seven components of the NQPS instrument. The desired number of interviews was two or three per NQPS standard for a total of 14-21 interviews. This criterion sampling method was a type of purposeful sampling that has been used often in studies evaluating quality (Patton,

2002). The participants selected for this phase of the study were asked to answer survey questions that addressed the best practices each program used to gain exemplary status. In addition, participants were asked for their recommendation for professional development activities in this area. Data gathered from the interviews was analyzed using qualitative methods to find common best practice themes on each of the seven components of the NQPS assessment. These qualitative methods included such practices as coding, interpretation of themes, and description (Creswell, 2009).

Based on the examples and results of the qualitative portion of the study an “excellence guide” was developed. This “excellence guide” contained examples of the best practices from the various programs that were determined to be exemplary in one or more components of the NQPS instrument. Additionally, a separate document was developed with recommendations for professional development activities that could be used as a resource for planning purposes by the state agency.

Finally, aggregate results from the NQPS instrument were compiled and reported to the state agency and the NCAE. In addition, a summary of information gathered from the qualitative portion of the study was sent to the state agency. This summary included suggestions for professional development and other means of support needed to help more programs move towards exemplary status.

Upon acceptance of this proposal by the dissertation committee, approval from the Valdosta State University’s Institutional Review Board was obtained to begin conducting the research (see Appendix F for IRB Approval). The projected time frame for data collection was January-March, 2012. After exemplary programs were identified from the NQPS data, teachers in those programs determined to be exemplary and selected

for the purposeful sample were encouraged to participate in telephone interviews. Follow-up calls were placed with individuals who were non-responders. Heberlein and Baumgartner (as cited by Cook, Heath, & Thompson, 2000) found that follow-up contact was one of the best ways to increase response rate.

Data Analysis

Care was taken to make ethical decisions regarding the data analysis and interpretation. As the research was conducted, the researcher avoided use language or wording that would be biased against any population group. All details of the study were released so that others could judge the credibility of the research.

Data analysis methods for each research question are described below. The methodology used for analysis was based on steps outlined in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Creswell, 2009).

Research Question One Data Analysis

How many Georgia agricultural education programs are exemplary in one or more of the seven standards of the NQPS?

- Information regarding the number of agriculture programs in the sample that did and did not return the initial survey as well as the follow-up survey were provided.
- The respondent-nonrespondent method was used to determine response bias. However, if the response rate was great enough, this step would not be necessary.
- Tables were used to report the results from the NQPS instrument. These tables reported the frequencies and percentages for each of the seven components of the NQPS instrument.

- From the results of the statistical analysis, the researcher drew conclusions from the results with regard to research question one and discussed the larger meaning of the results.
- A consent form was used with all participants (see Appendix G for Informed Consent Form). The consent form addressed all common areas of concern related to data collection as cited in Creswell's *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2009). These included, but were not limited to:
 - Identification of the researcher
 - Identification of the sponsoring institution
 - Identification of how the participants were selected
 - Identification of the purpose of the research
 - Identification of the benefits for participating
 - Identification of the level and type of participant involvement
 - Notation of risks to the participant
 - Guarantee of confidentiality to the participant
 - Assurance that the participant can withdraw at any time
 - Provision of names of persons to contact if questions arise
 - Individual's anonymity will be protected, and data will be kept for a reasonable amount of time. (p. 89)

Research Questions Two and Three Data Analysis

In programs with exemplary achievement in the various standards of NQPS, what are the best practices reported by teachers that contribute to this success? What advice

is given by teachers of programs with exemplary ratings for professional development in those areas?

Once all qualitative data had been collected from the follow-up survey, it was analyzed using proven qualitative methods of analysis. Creswell (2009) outlined several steps that should be taken when analyzing qualitative data. These were:

- Data should be visually scanned and then organized and arranged into different types depending on the source of the information.
- All data should be carefully read to reach an overall understanding of its meaning and content.
- Data should be coded and categorized. This was accomplished by placing all responses from the interviews into a master answer sheet. These responses were then coded to identify the category of response.
- From the coded data, major themes were identified. (pp. 185-186)

Once the major themes had been identified, they were described in more detail in Chapter 4 and a compilation of the responses were included in the “Best Practices Guide.” Reporting in the guide included representative quotations of the various types of responses. Morse and Niehaus (2009) stated that the results in the narrative should be “written up with separate paragraphs addressing separate findings.” (p. 61)

Reliability was continuously checked during this portion of the analysis by ensuring that there was not a change in the meaning of the codes during the coding process (Creswell, 2009). Validity was maintained during the qualitative analysis by using member checking. Creswell (2009) explained that this method was best employed

by sending participants parts of the finished product and allowing them to check for accuracy.

In addition, the researcher clarified any bias he brought to the research study, thus adding to the validity of the research. Maxwell (2005) stated that “*Any view is a view from some perspective, and therefore is shaped by the location (social and theoretical) and ‘lens’ of the observer.*” (pp. 38-39) Maxwell (2005) further emphasized that the researcher must be aware of any subjective biases that may influence the researcher’s study. The researcher had spent a majority of his life involved with agricultural education. He was actively involved in the total agricultural education program in high school and went on to major in agricultural education in college, both at the undergraduate and master’s levels. In addition, the researcher spent the first 15 years of his career as a teacher of secondary agricultural education where he continually evaluated his program with the goal of providing a high quality educational experience for students. At the time the research was conducted, the researcher was employed by the Georgia Department of Education in the area of agricultural education where he was responsible for evaluating programs and providing leadership for program improvement. Because of these experiences and background, the researcher realized that he had many preconceived notions about the quality of agricultural education programs and best practices used by programs. By being aware of his own subjective biases, he strove to let the data speak for itself and constantly checked to ensure that his own attitude, thoughts, and ideas were not inserted into the narrative.

Research Question Four Data Analysis

Are there demographic variables that can be related to significant differences between programs that earned “exemplary” status and those who did not?

- A descriptive analysis of all independent and dependent variables was provided. This analysis showed the frequencies of scores for each variable. In this research design, all demographic data were the independent variables and the results on each component of the NQPS instrument were the dependent variables.
- SPSS 14.0 for Windows Student Version (Statistical Package for the Social Sciences, 2006), software was used for all statistical calculations. Pearson’s chi-square tests of independence were conducted to see if demographic variables could be related to significant differences between programs that earned Exemplary status and those that did not. The chi-square was found to be best suited for data that could be categorized into frequencies (Guilford & Fruchter, 1978) and was useful for determining if the number of programs in each demographic category differed from the number that would be expected. In this research design, Pearson’s chi-square test of independence was conducted for each of the four sets of demographics from the survey: 1) size of program, 2) school location, 3) school size, and 4) type of certification (see Appendix D). The degrees of freedom were determined for each set of demographic variables and used in the chi-square table to determine if the *P*-value observed for each set of variables was less than the .05 level of probability, thus indicating a significant difference (Koenker, 1961).

- From the results of the statistical analysis, the researcher drew conclusions from the results for Research Question Four and discussed the larger meaning of the results.

This chapter examined the procedures and methodology that were utilized to achieve the objectives of this study. In Chapter 4, the data are reported; results are displayed in table and narrative form, and discussed.

Chapter IV

FINDINGS

Introduction

The purposes of this study were to determine the number of secondary agricultural education programs in Georgia that were rated exemplary in one or more standards of the NQPS and to describe the best practices and recommendations for professional development in each NQPS standard recommended by teachers of exemplary programs. Additionally, the study was designed to determine if particular demographic variables were related to significant differences between programs that earned exemplary status and those that did not. These demographic variables included school location, agriculture education program type, school size, and type of teaching certification. The population for this study consisted of all secondary agriculture education programs in Georgia (N = 182) based on the latest program update of 2010. Some of the researcher's findings for this study were based on the 106 participants (58.24%) who completed and returned the NQPS survey instrument. The researcher calculated the number of program participants that scored Exemplary on one or more of the standards of the NQPS instrument. Other findings were based on Pearson's chi-square test of independence statistical analysis that was used to indicate if there were significant differences between schools that scored Exemplary from those that did not based on the aforementioned demographic variables. The researcher also conducted

interviews with a selected sample of teachers of programs that scored Exemplary on each of the seven NQPS standards. The qualitative responses to the open-ended questions were analyzed to determine recommended best practices as well as recommendations for professional development.

Review of Research Questions

In this chapter, the researcher presents the detailed findings and a discussion of the analysis of data as guided by the primary research questions:

1. How many Georgia agricultural education programs are exemplary in one or more of the seven standards of the NQPS?
2. In programs with exemplary achievement in the various standards of NQPS, what are the best practices reported by teachers that contribute to this success?
3. What advice is given by teachers of programs with exemplary ratings for professional development in meeting the NQPS standards?
4. Are there demographic variables that can be related to significant differences between programs that earned “exemplary” status and those who did not?

Reporting of the Results

The forthcoming sections provide information regarding the results of the survey and the number of agriculture programs in the sample that did and did not return the survey. Tables were used to report the results of the demographic data. Tables were also used to report the results from the NQPS instrument, and to report the frequencies and percentages of programs that scored Exemplary, Promising, Improving, Struggling, or Non-existent on each of the seven components of the NQPS instrument. Additionally,

results from the chi-square test of independence were tabulated along with descriptive analysis.

For the interview portion of this research study, once the major themes were identified, they were described in more detail using narrative style reporting that included representative quotations of the various types of responses reported. Additionally, best practices were summarized and included in the “best practices guide.” Recommendations for professional development were also summarized and reported.

Section One: Results of Survey

Demographic Data Analysis

The researcher administered the survey to the secondary agriculture education teachers of the 182 programs in Georgia during a presentation at the GVATA’s Midwinter Conference on January 17, 2012. One survey was distributed to each secondary agricultural education program represented at the conference regardless of the number of teachers in the program. The researcher received 106 (58.24%) surveys. Not all respondents fully completed the survey. Three survey respondents did not complete the demographic questions, but did complete the NQPS survey. These incomplete surveys were not included in the demographics analysis. One respondent completed all of the demographic questions with the exception of the question regarding type of certification. This incomplete response for certification type was not included in the data analysis for that particular question.

The first portion of the demographic section asked participants to identify the Georgia Agricultural Education area in which the program was located. The responses are shown in Table 1. The results indicate a fairly even distribution of respondents from

all six of the Georgia Agricultural Education geographic areas, although, Area Four (East Central Georgia) had a lower response rate (12) than the other five areas.

Table 1

Distribution of Location of Survey Participants

Ga. Ag Education Area	Respondents	% of Total
Area 1 (Northwest Georgia)	17	16.5
Area 2 (Northeast Georgia)	19	18.5
Area 3 (West Central Georgia)	18	17.5
Area 4 (East Central Georgia)	12	11.7
Area 5 (Southwest Georgia)	18	17.5
Area 6 (Southeast Georgia)	19	18.5
Total	103	

The type of agricultural education program at their school is listed in Table 2. The results from this analysis revealed that the highest percentage of respondents (45.6) were from single teacher programs without a Young Farmer component. There was equal distribution of multi-teacher programs with and without a Young Farmer component. This distribution is congruent with the overall distribution of the types of agricultural education programs in Georgia based on the information provided in the Georgia Agricultural Education Annual Report (2010).

Table 2

Distribution of Types of Programs

Program Type	Young Farmer Component	Respondents	% of Total
Single Teacher	-	47	45.6
Single Teacher	+	16	15.5
Multi-teacher	-	20	19.4
Multi-teacher	+	20	19.4
Total		103	

The size of their school is listed in Table 3. Schools with fewer than 1500 students composed 79 of 103 responses or 77 percent. This is to be expected as the majority of Georgia's agricultural education programs are in schools in this size range.

Table 3

Distribution of Participants as Related to School Size

School Size	Respondents	% of Total
Less than 800	32	31.1
800-1499	47	45.6
1500-3000	23	22.3
Over 3000	1	1.0
Total	103	

The type of educational certification for the agriculture teachers in their programs is reported in Table 4.

Table 4

Distribution of Programs Certification Type

Certification	Respondents	% of Total
Traditional	74	72.5
Non-traditional	28	27.5
Total	102	

These data reveal that nearly three-fourths of the participating secondary agricultural education teachers were traditionally certified through a college or university teacher education program. Approximately one-fourth of the participants were alternatively

certified and did not graduate from a college or university teacher education program in the area of agricultural education.

In summary, the data revealed that the majority of participants were traditionally certified and were primarily in single teacher agriculture programs without a Young Farmer component. Additionally, the majority of participants were in schools with a size range of 800-1499. There was a fairly even distribution of participants as to location.

NQPS Survey Data Analysis

The NQPS survey had respondents rate the quality of their agricultural education programs according to quality indicators on each of the seven NQPS standards. Of the 106 surveys returned, 104 completed the NQPS portion fully. One respondent did not complete the Facilities and Equipment component for the Standard One section and one participant did not complete the Standard Six section. Therefore, only 105 respondents are included in the analysis for those sections.

Standard One, Program Design and Instruction, was the only standard divided into subcomponents on the survey and these include Curriculum and Program Design, Instruction, and Facilities and Equipment. The distribution of ratings for Curriculum and Program Design is reported in Table 5.

Table 5

Distribution of Ratings on Standard One: Program Design and Instruction (Curriculum & Program Design)

Level	Respondents	% of Total
Exemplary	45	42.5
Promising	51	48.1
Improving	10	9.4
Struggling	0	0
Non-existent	0	0
Total	106	

The data revealed that the majority of participants scored in the Exemplary and Promising levels for Standard One (Program Design and Instruction) in the subcomponent of Curriculum and Program Design with nearly half (48.1%) rated as Promising and 42.5% as Exemplary. Only 10 programs (9.4%) were rated as Improving and none were rated in the lowest two levels of Struggling or Non-existent. The results indicated that the majority of the participants were experiencing a high degree of success in the area of curriculum and program design.

Table 6

Distribution of Ratings on Standard One: Program Design and Instruction (Instruction)

Level	Respondents	% of Total
Exemplary	51	48.1
Promising	48	45.3
Improving	7	6.6
Struggling	0	0
Non-existent	0	0
Total	106	

The distribution of ratings for Instruction is reported in Table 6. Results in this component of Standard One revealed that almost one-half of program participants (48.1%) rated Exemplary in the area of instruction followed by 45.3% in the Promising level. These results indicated a high degree of proficiency among the participants in the area of Instruction. Very few programs scored in the Improving level (7) and none rated in the lowest levels of Struggling and Non-existent.

Table 7

Distribution of Ratings on Standard One: Program Design and Instruction (Facilities & Equipment)

Level	Respondents	% of Total
Exemplary	41	39.0
Promising	54	51.4
Improving	10	9.5
Struggling	0	0
Total	105	0

The distribution of ratings on Facilities & Equipment are reported in Table 7. Data from this portion of the survey revealed that the majority of teachers surveyed indicated a high level of success in relation to their program's facilities and equipment with 41 participants (39%) rated Exemplary and just over one-half (51.4%) rated as Promising. A small number of programs (10) rated in the Improving level, thus indicating a need among those programs to improve their facilities and /or equipment.

Table 8

Distribution of Ratings on Standard One: Program Design and Instruction (Assessment)

Level	Respondents	% of Total
Exemplary	40	37.7
Promising	48	45.3
Improving	17	16.0
Struggling	1	0.9
Non-existent	0	0
Total	106	

The distribution of ratings on Assessment is reported in Table 8. These data revealed that although the majority of programs rated in the upper two levels of Exemplary and Promising (88%), this was the weakest of the four components in Standard One (Program Design and Instruction). More programs scored in the Improving (17) and Struggling (1) levels than in any of the other three components of Standard One.

Table 9

Distribution of Program Ratings on All Standard One Components

Level	Respondents	% of Total
Exemplary on all four components	11	10.4
Promising or Higher on all four components	67	63.2
Improving or Higher on all four components	27	25.4
Lower than improving	1	1.0
Total	106	

When all four components of Standard One were considered, only 11 programs met Exemplary status on as listed in Table 9. However, perhaps a more reasonable standard is to look at the number of participants who rated Promising level or higher on all four components of Standard One (Program Design and Instruction). A strong majority (73.6%) met this standard. Thus, it appears that overall, the participating Georgia's secondary agricultural education programs were performing well in the area of Program Design and Instruction.

Table 10

Distribution of Program Ratings in Standard Two: Experiential Learning

Level	Respondents	% of Total
Exemplary	14	13.2
Promising	57	53.8
Improving	27	25.5
Struggling	7	6.6
Non-existent	1	0.9
Total	106	

The distribution of program ratings in Standard Two, Experiential Learning, is reported in Table 10. These results indicated that few programs (13.2%) achieved Exemplary status in the area of Experiential Learning, however, approximately one-half of programs rated themselves in the Promising level (53.8%), and a notable number (25.5%) scored in the Improving level.

Table 11

Distribution of Program Ratings in Standard Three: Leadership Development

Level	Respondents	% of Total
Exemplary	19	17.9
Promising	55	51.9
Improving	31	29.2
Struggling	0	0
Non-existent	1	0.9
Total	106	

The distribution of program ratings in Standard Three, Leadership, is reported in Table 11. Standard Three focused on Leadership Development. The data revealed that many programs were performing well in the Leadership standard with 17.9% Exemplary and approximately one-half (51.9%) in the Promising level.

Table 12

Distribution of Program Ratings in Standard Four: School and Community Partnerships

Level	Respondents	% of Total
Exemplary	19	17.9
Promising	54	50.9
Improving	27	25.5
Struggling	6	5.7
Non-existent	0	0
Total	106	

The distribution of program ratings on Standard Four, School and Community Partnerships, is reported in Table 12. The results revealed that approximately half of the participants' programs scored at the Promising level (50.9%) and nearly one-fifth (17.9%) rated themselves as Exemplary.

Table 13

Distribution of Program Ratings in Standard Five: Marketing

Level	Respondents	% of Total
Exemplary	12	11.4
Promising	46	43.4
Improving	40	37.7
Struggling	8	7.5
Non-existent	0	0
Total	106	

The distribution of program on Standard Five, Marketing, is reported in Table 13. These data revealed that a small percentage (11.4) of programs was rated as Exemplary. The majority of programs were rated in the Promising level and a notable percentage (37.7) was rated as Improving.

Table 14

Distribution of Program Ratings in Standard Six: Certified Agriculture Teachers and Professional Growth

Level	Respondents	% of Total
Exemplary	52	49.1
Promising	50	47.2
Improving	3	2.8
Struggling	0	0
Non-existent	0	0
Total	105	

The distribution of program ratings on Standard Six, Certified Agriculture Teachers and Professional Growth, is reported in Table 14. These data revealed that a high percentage of the programs were rated as Exemplary (49.1%) or Promising (47.2%), indicating that the participating Georgia's secondary agricultural education programs exhibited a high degree of success on this particular standard.

Table 15

Distribution of Program Ratings in Standard Seven: Program Planning and Evaluation

Level	Respondents	% of Total
Exemplary	19	17.9
Promising	55	51.9
Improving	28	26.4
Struggling	4	3.8
Non-existent	0	0
Total	106	

The distribution of program ratings for Standard Seven, Program Planning and Evaluation, is reported in Table 15. These data revealed that 17.9% rated as Exemplary and 51.9% of programs rated in the Promising level, suggesting an overall level of success in this standard area.

Table 16

Distribution of Programs Rated Exemplary in One or More NQPS Standards

Level	Respondents	% of Total
Met Exemplary Status	88	83.0
Did Not Meet	18	17.0
Total	106	

Table 16 reveals the distribution of agricultural education programs in Georgia that were rated Exemplary in one or more standards of the NQPS instrument. These data revealed that an overwhelming percentage (83%) of participating programs were performing at the Exemplary level in one or more standard areas of the NQPS survey.

Table 17

Distribution of Number of Exemplary Ratings on Each Standard of the NQPS Survey

Standard	Exemplary Rating	Ranking
One (Program Design & Instruction)	11	5
Two (Experiential Learning)	14	3
Three (Leadership)	19	2
Four (School & Community Partnerships)	19	2
Five (Marketing)	12	4
Six (Certified Ag Teachers & Professional Growth)	52	1
Seven (Program Planning & Evaluation)	19	2
Total	106	

To better illustrate the overall performance on all standards of the NQPS, data were analyzed to determine the ranking of Standards One through Seven as to the total number of Exemplary ratings within each standard. The results of this analysis are reported in Table 17. This analysis revealed that Standard Six (Certified Agriculture Teachers and Professional Growth) was ranked first with a ranking almost three times higher than the next three standards of Leadership, School and Community Partnerships, and Program Planning and Evaluation.

NQPS survey Standards One through Seven measured the quality of agricultural education programs for each standard. Based on the results from the survey, Georgia's secondary agricultural education programs were strongest on Standard Six (Certified

Agriculture Teachers and Professional Growth). When all components of Standard One were combined, the Program Design and Instruction component had the fewest number of Exemplary ratings among respondents. When individual components of Standard One are considered, programs did better overall on this standard with a minimum of 40 respondents meeting Exemplary status on one or more components of this standard. Following Standard One, Standard Two (14 Exemplary) which focused on experiential learning and Standard Five (12 Exemplary) which was Marketing, had the fewest number of programs meeting Exemplary status. Standard Three (Leadership Development), Standard Four (School and Community Partnerships), and Standard Seven (Program Planning and Evaluation), each had 19 programs rated Exemplary. Overall, the results showed that participating Georgia secondary agricultural education programs were performing best in the area of Certified Agriculture Teachers and Professional Growth, with small percentages of programs achieving the Exemplary level in the other standards.

Comparative Analysis

Comparative analyses were conducted using Pearson's chi-square test of independence for each demographic variable to determine if there was a statistically significant reason to believe that a relationship existed between the variables of School Location, Program Type, School Size, and Type of Certification and to determine whether or not a program achieved Exemplary status and that the results were not due to chance at the .05 level of significance.

Variable One: Location.

Based on the data gathered from the survey instrument and the computed chi-square value, only Standard Five (Marketing) had a statistically significant difference in

response due to Location, $\chi^2(5, N = 103) = 12.67, p = .027$. Overall, these findings indicated that the computed p -value was not significant, when analyzed by Location, to Standards One, Two, Three, Four, Six, and Seven. Those standards had a computed p -value greater than the .050 level of significance. It can therefore be determined that the relationship between these standards and location, was not statistically significant at the .050 level and could not negate that the outcome was due to chance (see Table 18).

For the standard of Marketing, programs in Central Georgia (Area 4 and Area 3) rated significantly better than other areas of the state. The difference in level of success for this standard of Marketing may possibly be related to whether or not a particular area was predominantly urban or rural and thus success and opportunities may be influenced due to the number and types of marketing opportunities available for the programs. This conclusion was supported by several responses during the interview process. Several of the interviewees indicated a perception that marketing an agricultural education program was easier in rural communities or at least in communities with a strong presence of agricultural industry. Others also shared that marketing was easier in programs that had a rich tradition of agricultural education. Area Four (East Central Georgia) had the most Exemplary ratings for Marketing (4) and Area Three (Southeast Georgia) had the second highest number of Exemplary ratings (3). Although both of these Locations (Area 3 and 4) were rural, they do not differ drastically from other rural locations throughout the state. Overall, the variable of Location had no relation to results on the survey.

Table 18

Chi-square Values by Location Across NQPS Standards

Standard	Area 1 (Northwest)	Area 2 (Northeast)	Area 3 (West Central)	Area 4 (East Central)	Area 5 (Southwest)	Area 6 (Southeast)	<i>p</i> value	<i>df</i>
One (Program Design & Inst.)	3	2	0	1	2	3	.607	5
Two (Exp. Learning)	1	3	2	3	2	3	.771	5
Three (Leadership)	1	4	2	2	4	6	.430	5
Four (School/Community Partnerships)	3	3	1	4	2	6	.246	5
Five (Marketing)	0	1	0	4	2	3	.027	5
Six (Cert. Ag Teachers & Prof. Growth)	8	12	10	5	8	8	.759	5
Seven (Prog. Planning and Evaluation)	3	5	1	3	3	4	.662	5

Variable Two: Program Type.

Further analysis was used to test the remaining three demographic portions of the survey respondents. Again, a chi-square test was used to determine if there was a statistically significant reason to believe that the results of type of program and Exemplary status were not due to chance at the .05 level of significance. Based on the data gathered from the survey instrument and the computed chi-square values, Standards Two (Experiential Learning), Three (Leadership), Five (Marketing), Six (Certified

Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation) had a computed chi-square or p -value equal to or less than .05. The range of p -values for the standards was .000 to .037, indicating that a relationship exists within these standards and program type and was not due to chance. Standard Two (Experiential Learning) showed a significant difference in success based on program type, $\chi^2(3, n = 103) = 13.46, p = 0.004$. Standard Three (Leadership) revealed a significant difference as well, $\chi^2(3, n = 103) = 18.191, p = 0.00$. Standards Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation) similarly showed significance with $\chi^2(3, n = 103) = 18.557, p = 0.00$, $\chi^2(3, n = 103) = 10.484, p = 0.015$, and $\chi^2(3, n = 103) = 8.489, p = 0.037$, respectively.

Therefore, the data analysis seems to indicate that the type of agricultural education program has some degree of influence on the level of success of programs, particularly in the areas of Experiential Learning, Leadership, Marketing, Certified Agriculture Teachers & Professional Growth, and Program Planning & Evaluation. Overall, these findings indicated that the computed p -value was not significant, when analyzed by program type, to Standards One (Program Design and Instruction) and Four (School and Community Partnerships). Those standards had a computed p -value greater than the .050 level of significance. It can be determined that the relationship between these standards and program type, was not statistically significant at the .050 level and could not refute that the outcome was due to chance (see Table 19).

Table 19

Chi Square Values by Program Type Across NQPS Standards

Standard	Single w/o Young Farmer	Single with Young Farmer	Multi- teacher w/o Young Farmer	Multi- teacher with Young Farmer	<i>p</i> - value	<i>df</i>
One (Prog. Design & Instruction)	3	1	3	4	.327	3
Two (Exp. Learning)	1	3	3	7	.004	3
Three (Leadership)	3	2	4	10	.000	3
Four (School & Community Partnerships)	5	3	4	7	.134	3
Five (Marketing)	2	1	0	7	.000	3
Six (Certified Ag Teachers & Prof. Growth)	20	5	10	16	.015	3
Seven (Program Planning & Evaluation)	5	2	4	8	.037	3

Note: Variations in number of exemplary programs by row that differ from data in Table 17 are due to the fact that three participants did not complete the demographic survey.

To more clearly determine where the differences may occur in relation to type of program for Standards Two (Experiential Learning), Three (Leadership), Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation), the results were further analyzed to determine the frequency of programs rating Non-existent, Struggling, Improving, Promising, or Exemplary in the aforementioned standards (see Tables 20-24).

Table 20

Frequencies of NQPS Performance Levels on Standard Two (Experiential Learning) as Related to Program Type

Program Type	Young Farmer Component	Non-existent	Struggling	Improving	Promising	Exemplary
Single Teacher	-	1	4	15	26	1
Single Teacher	+	0	1	4	8	3
Multi-teacher	+	0	1	6	10	3
Multi-teacher	+	0	0	2	11	7

Results in Table 20 reveal that Multi-teacher programs with a Young Farmer component reached a higher number (7) of Exemplary levels than any of the other program types for Standard Two (Experiential Learning). Single teacher programs without a Young Farmer component had the least number of Exemplary ratings even though there were more programs (47 of 103) in this category than any of the other

categories. It is notable that single teacher programs without a Young Farmer component had the highest number of programs (25) in the Promising category.

Table 21

Frequencies of NQPS Performance Levels on Standard Three (Leadership) as Related to Program Type

School Size	Young Farmer Component	Non-existent	Struggling	Improving	Promising	Exemplary
Single Teacher	-	1	0	18	25	3
Single Teacher	+	0	0	6	8	2
Multi-teacher	-	0	0	5	11	4
Multi-teacher	+	0	0	1	9	10

Data illustrated in Table 21 reveal that multi-teacher programs with a Young Farmer component had more Exemplary ratings (10) for Standard Three (Leadership) than any other program type. Single teacher programs had fewer Exemplary ratings with only three in programs without a Young Farmer teacher and two in programs with a Young Farmer teacher.

Table 22

Frequencies of NQPS Performance Levels on Standard Five (Marketing) as Related to Program Type

School Size	Young Farmer Component	Non-existent	Struggling	Improving	Promising	Exemplary
Single Teacher	-	0	6	22	17	2
Single Teacher	+	0	1	6	8	1
Multi-teacher	-	0	1	10	9	0
Multi-teacher	+	0	0	1	12	7

The data showed that multi-teacher programs with a Young Farmer teacher had more Exemplary ratings in Standard Five (Marketing). It is worth noting that multi-teacher programs without the Young Farmer component had no Exemplary ratings for this standard in relation to program type. Single teacher programs without a Young Farmer teacher had two Exemplary programs and one Exemplary program in programs with a Young Farmer teacher. However, single teacher programs without a Young Farmer teacher had more programs rating Promising (17) than any of the other program types.

Table 23

Frequencies of NQPS Performance Levels on Standard Six (Certified Agriculture Teachers and Professional Growth) as Related to Program Type

School Size	Young Farmer Component	Non-existent	Struggling	Improving	Promising	Exemplary
Single Teacher	-	0	0	2	25	20
Single Teacher	+	0	0	1	9	5
Multi-teacher	-	0	0	0	10	10
Multi-teacher	+	0	0	0	4	16

Data illustrated in Table 23 revealed that 20 of 47 single teacher programs without a Young Farmer component achieved the Exemplary level, 16 of 20 multi-teacher programs without a Young Farmer teacher achieved Exemplary status, one-half (10 of 20) of multi-teacher programs without a Young Farmer teacher achieved Exemplary status, and single teacher programs with a Young Farmer teacher had the fewest Exemplary ratings with 5 of 15 meeting Exemplary status.

Table 24

Frequencies of NQPS Performance Levels on Standard Seven (Program Planning & Evaluation) as Related to Program Type

School Size	Young Farmer Component	Non-existent	Struggling	Improving	Promising	Exemplary
Single Teacher		0	4	16	22	5
Single Teacher		0	0	6	8	2
Multi-teacher		0	0	4	12	4
Multi-teacher		0	0	1	11	8

Analysis of the data revealed in Table 24 revealed that multi-teacher programs with a Young Farmer teacher achieved more Exemplary ratings (8) than any other program type. Single teacher programs with a Young Farmer teacher achieved the fewest (2) number of Exemplary ratings.

Overall, the data analysis revealed that multi-teacher programs with a Young Farmer component had significantly more Exemplary ratings on the NQPS than other program types. Based on feedback from the interviews, the researcher concluded that multi-teacher agricultural education programs with a Young Farmer component fared better in general because the workload could be divided and individual teachers could focus on areas that were strengths for them. Also, in most cases, the Young Farmer

teacher was praised by the agricultural education teachers for taking an active role in helping with SAE projects and for being involved in community activities.

In summary, the type of program did make a difference on achievement of Exemplary rating. Multi-teacher programs with a Young Farmer teacher achieved Exemplary level most often across all standards except for Standard Six (Certified Agriculture Teachers and Professional Growth) where single teacher programs without a Young Farmer teacher were most successful.

Variable Three: School Size.

For the variable of School Size, a chi-square test was again used to determine if there was a statistically significant reason to believe that the results of exemplary status and size of school were not due to chance at the .05 level of significance. Based on the data gathered from the survey instrument and the computed chi-square values, Standards Two (Experiential Learning) and Six (Certified Agriculture Teachers and Professional Growth) had a computed chi-square or p value equal to or less than .05. Standard Two's chi-square test results were $\chi^2(3, N = 103) = 8.248, p = 0.041$ and Standard Six's results were $\chi^2(3, N = 103) = 9.028, p = 0.029$. The range of p -values for these standards was .029 to .041, indicating a relationship existed within these standards and school size and was not due to chance. Overall, these findings indicated that the computed p -value was not significant, when analyzed by School Size, to standards One, Three, Four, and Five, and Seven. Those standards had a computed p -value greater than the .050 level of significance. Thus, it can be determined that the relationship between these standards and School Size, was not statistically significant at the .050 level and could not refute the outcome was due to chance (see Table 25).

Table 25

Chi Square Values by School Size Across NQPS Standards

Standard	< 800	800- 1499	1500- 3000	> 3000	<i>p</i> value	<i>df</i>
One (Prog. Design & Instruction)	4	3	4	0	.509	3
Two (Exp. Learning)	2	8	3	1	.041	3
Three (Leadership)	4	9	5	1	.145	3
Four (School & Community Partnerships)	3	9	6	1	.065	3
Five (Marketing)	5	3	2	0	.596	3
Six (Certified Ag Teachers & Prof. Growth)	9	25	14	1	.029	3
Seven (Program Planning & Evaluation)	3	9	6	1	.065	3

Note: Variations in number of Exemplary programs by row that differ from data in Table 17 are due to the fact that three participants did not complete the demographic survey.

The data were further analyzed to determine the number of Exemplary, Promising, Improving, Struggling, and Non-existent programs in Standard Two (Experiential Learning) and Standard Six (Certified Agriculture Teachers and Professional Growth) for each school size included in the survey (See Table 26 and 27).

Table 26

Frequencies of NQPS Performance Levels on Standard Two as Related to School Size

School Size	Non-existent	Struggling	Improving	Promising	Exemplary
< 800	1	4	11	14	2
800-1499	0	2	7	30	8
1500-3000	0	0	9	11	3
> 3000	0	0	0	0	1

Data illustrated in Table 26 showed that more schools (8) in the 800-1499 range achieved Exemplary status for Standard Two (Experiential Learning) than any other school size. It should be noted that only one program surveyed was at a school in the over 3000 size range.

Table 27

Frequencies of NQPS Performance Levels on Standard Six as Related to School Size

School Size	Non-existent	Struggling	Improving	Promising	Exemplary
< 800	0	0	3	20	9
800-1499	0	0	0	20	26
1500-3000	0	0	0	8	15
> 3000	0	0	0	0	1

Similarly, data illustrated in Table 27 showed that more schools (26) in the 800-1499 range achieved Exemplary status for Standard Six (Certified Agriculture Teachers and Professional Growth) than any other school size, followed by programs in the 1500-3000 range with 15 Exemplary ratings. It should be noted that only one program surveyed was at a school in the over 3000 size.

Overall, it seems the variable of School Size did not make a difference in achievement for most of the NQPS standards. However, schools in the 800-1499 student range did significantly better than those programs in smaller and larger schools. School Size was shown to significantly influence achievement of Exemplary status in the standard areas of Standard Two, (Experiential Learning), and Standard Six, (Certified Agriculture Teachers & Professional Growth), but was not significantly important in regard to the other five standards. One possible reason that was supported in subsequent interviews was that schools in the 800-1499 size range were ideal in that they had adequate resources, yet were small enough that teachers perceived they were well known and thus better supported.

Variable Four: Certification.

For the variable of Certification, a chi-square test was used to determine if there was a statistically significant reason to believe that the results of exemplary status and type of teacher certification were not due to chance at the .05 level of significance. Based on the data gathered from the survey instrument and the computed chi-square values, no standards had a computed chi-square or p -value equal to or less than .05. Overall, these findings indicated that the computed p -value was not significant, when analyzed by certification, to Standards One through Seven. All of those standards had a computed p -

value greater than the .050 level of significance. Thus, it can be determined that the relationship between these standards and type of certification, was not statistically significant at the .050 level and could not refute the outcome was due to chance (see Table 28).

Table 28

Number of Exemplary Programs Per NQPS Standard by Certification

Standard	Traditional	Non-traditional	<i>p</i> -value	<i>df</i>
One (Prog. Design & Instruction)	8	3	.989	1
Two (Exp. Learning)	9	5	.456	1
Three (Leadership)	13	6	.655	1
Four (School & Community Partnerships)	14	5	.902	1
Five (Marketing)	8	2	.578	1
Six (Certified Ag Teachers & Prof. Growth)	37	14	1.00	1
Seven (Program Planning & Evaluation)	11	8	.113	1

Note: Variations in number of exemplary programs by row that differ from data in Table 17 are due to the fact that three participants did not complete the demographic survey.

Results revealed and it can be concluded that teachers in both certification categories were exhibiting success in all standard areas of the NQPS survey. It should be noted, however, that very few non-traditionally certified teachers participated in the survey and more accurate conclusions could be drawn if the participants were more evenly represented.

In summary, utilizing the data gathered from the NQPS and demographics survey as well as the computed chi-square values, the demographic variables of Location, Program Type, and School Size, showed some degree of significance as to whether or not a program met Exemplary status. Specifically, the variable of Location had a significant impact on Standard Five (Marketing) with a p -value of .027. The variable of Program Type had a significant impact on Standards Two (Experiential Learning), Three (Leadership Development), Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation), with p -values ranging from .000 to .037. Frequency data related to the variable of Program Type indicated that multi-teacher programs with a Young Farmer teacher were most successful in Exemplary ratings. The third demographic variable, School Size, when analyzed showed a significant difference on whether or not programs met Exemplary status for Standard Two (Experiential Learning) with a p -value of .041 and Standard Six with a p -value of .029. Lastly, the variable of type of certification showed no significant difference on whether or not programs met Exemplary status.

Section Two: Results of Interviews

Overview of the Interview Results and Procedures

Once exemplary programs were identified from the results of the survey, the researcher selected 21 programs to contact for follow-up interviews. This group included three programs per standard on the NQPS survey. Additionally, seven programs—one per standard area, were selected as alternatives for interviews if any of the first three programs selected could not be interviewed. Programs were selected that represented the most even distribution of the demographic variables of School Location, School Size,

Agriculture Program Type, and Type of Teacher Certification. Due to low numbers meeting Exemplary status in certain standard areas, an equal distribution was not possible for each standard (see Appendix H for Programs Selected for Interviews).

The researcher began the interview process by sending a letter by e-mail to each agriculture teacher in the programs selected for interviews. The letter commended the teachers for achieving Exemplary status on one or more components of the NQPS survey. In addition, the researcher asked teachers to respond with a best time to call for the interview and to provide a telephone number for reaching the respondent. Once several responses were obtained, the researcher began the interviewing process. Some selected participants did not respond to the initial e-mail request. In cases where there was no response, the researcher called the participant's school to find the teacher's planning period time or best time to call.

All interviews were conducted by telephone. The researcher used the interview questionnaire (see Appendix E for Interview Questions) for each interview. The researcher was aware of certain limitations in conducting interviews by telephone, mainly not hearing responses correctly. The researcher strove to eliminate this problem by conducting the interview at a slow enough pace to listen to and manually record all responses. When needed, participants were asked to repeat or clarify a response. During each interview, the interviewer repeated answers to verify accuracy. The interviewer provided participants with feedback during the interview to assure them that the interview was accomplishing its purpose (Patton, 2002).

After interviews were conducted, responses were taken from the notes on the interview questionnaire and placed into a Microsoft Excel 2010 Edition spreadsheet

(Microsoft Inc, 2010). A separate sheet was used for data from each interview question. The data were visually scanned and organized into different categories of responses per question. The data was carefully read to reach an overall understanding of its meaning and content. Following this analysis, the data were coded and categorized (see Appendix I for Interview Responses and Analysis). From the coded data, major themes were identified for each interview question. Additionally, themes within each NQPS standard were identified as well. After all major themes were identified, they were described in more detail in the “Best Practices Guide.”

Reliability was continuously checked during this portion of the analysis by ensuring that there was not a change in the meaning of the codes during the coding process (Creswell, 2009). Validity was maintained during the qualitative analysis by using member checking. Creswell (2009) explains that this method is best employed by sending participants parts of the finished product and allowing them to check for accuracy.

Interview Findings Regarding Best Practices

Interview participants provided numerous responses in the area of best practices for Standards One through Seven of the NQPS survey. All participants were asked to “Please describe some of the best practices you have used that you believe helped your program achieve exemplary status in this area;” and as a follow up to that statement, to answer the following: “What are the most important keys to success in implementing this practice?” Interviews conducted with teachers in selected exemplary agricultural education programs revealed the following findings:

Standard One: Program Design and Instruction.

The majority of comments from interviewees regarding program design and instruction centered on curriculum [CUR]. Teachers expressed that teaching content based on state standards was important. Bob, a veteran teacher said, “Everything we do is tied to the standards, therefore, we have to follow the state curriculum.” Jeff agreed that standards were important but spoke about the need to go beyond the minimum requirements. “Keep it diverse,” he said, “Teach the standards, yes, but it’s okay to veer from the standards and even sneak in life skills and moral values by using quotes, film clips, or learning games to enrich the class.” Jeff’s key to success was making the curriculum his own. He enjoyed taking the materials from the Georgia Agricultural Education curriculum and customizing it to fit his classes.

The next greatest number of comments within this standard dealt with assessment methods [ASM]. Two themes emerged in the area of assessment. The first was the use of rubrics. Respondents indicated that rubrics and clear grading procedures were essential. Jeff said, “I make sure every project has a rubric—class projects and Supervised Agricultural Experience Projects. It really helps tell which kids put in the time. It takes the grey area out of things.” He clarified further by adding, “Make grading expectations crystal clear...develop rubrics to show clearly what is expected.” Bob stated that he liked to employ outside methods to assess his students as well as his teaching. “I want to always give the students some type of measurement beyond those that I develop locally. I believe this is the best measure of how I am doing.” He went on to list assessments such as FFA Career Development Events and the Junior Georgia Green Industry Association certification as two such assessment methods. Bob also related this to motivation

[MOT]. “Always have something beyond the classroom for them to work towards,” he said.

Instruction [IN] followed assessment [ASM] in the number of responses within the Program Design and Instruction standard. Jeff said that “mixing it up” and using a variety of instructional methods was important. He said that one of his key teaching methods was to “sell the lesson.” “The way a teacher presents or sells the lesson to the students will generate excitement and participation. Enthusiasm on the teacher’s part will rub off on the students” he said. Other concepts mentioned, were to utilize innovative teaching methods [INO] as a part of instruction. Innovative teaching methods described were incorporating music and storytelling and other forms of the arts to teach the lessons.

All three teachers interviewed for Standard One (Program Design and Instruction) touted a need for experiential learning [EXP] opportunities. Angie emphasized that hands-on learning is “important and a big part of the curriculum.” She stated that it was sometimes hard to do good hands-on learning activities, especially in subjects such as Animal Science when live animals are not available. She said that “I always improvise so that the students can still learn the skills.” Bob likes to use a culminating hands-on project in his classes and allow them “to apply everything they have learned.” Jeff expressed that he teaches most units around some type of project. He enjoys starting a project on Monday and wrapping it up on Friday. He stated that in doing so, students “come to class knowing what to do each day.” Jeff also utilizes a lot of group projects [GRP] in his curriculum, believing that his students enjoy working together.

Teachers who were interviewed also noted the importance of good facilities [FAC] as a best practice within the Program Design and Instruction standard. Modern

greenhouses, school farms, and Internet labs were all examples of facilities mentioned. Jeff, whose school does not have a lot of “green space,” utilizes raised beds to improve his facilities. He also mentioned that he has “all the tools we need” which has helped him achieve success.

Other concepts emerging in Standard One were to utilize prerequisites [PRE] for class scheduling and to make good use of available resources [RES]. Administrative support [ADM] was mentioned as was the importance of technology [TECH] for instruction. Angie stated that planning time [PL] as a department was important. Bob and Jeff both said that motivation [MOT] was a key component of their instructional programs. Bob utilizes something beyond the classroom such as FFA Career Development events as a form of motivation while Jeff incorporates rewards within his classes by providing nature outings and food treats.

Standard Two: Experiential Learning.

Teachers in the programs interviewed for their success on Standard Two (Experiential Learning) shared many examples of best practices that helped their programs achieve success. All interviewees shared that they used SAE projects to provide experiential learning opportunities. The most common item mentioned was the need to make SAE projects part of the class grade [SAEG]. All teachers expressed that this was an integral part of making sure each student completed an SAE project. Albert stated that he reminds his students regularly about their SAE projects. He requires a minimum of 20 hours of documented experiential learning activities and requires them to make a presentation at the end of the school year. “I have a grading rubric that I give them at the beginning of the year...the SAE/Leadership grade counts for 25% of their grade,” he

said. Ralph shared similar practices. “One of the things we do is require every student to have an SAE—it’s part of their grade. It’s 20% of their grade,” he said, “they can’t really pass the class without doing it.” He further emphasized that all of the teachers in their multi-teacher program viewed it as a key [KEY] to success. “Make it a priority” he said, “It’s a priority for our class and a priority for us (the teachers) too. We just decided a long time ago to do (it) and make sure it happens.”

A second theme that emerged was the need to help students with project selection [PS]. “We encourage them to do something they’re already interested in or doing. We’re flexible. We probably wouldn’t count feeding a dog, but running a kennel would work—as long as they can prove it’s ag (agricultural) related,” Ralph said. Albert seemed even more flexible in allowing students to select projects by saying, “I don’t limit them. They can learn just as much caring for a dog or cat as anything else.” Ralph, whose students have received many national awards over the years based on their SAE projects, said that prior success [PSU] was a factor in encouraging students to select quality projects. “Our kids see the examples set before them. We push the proficiency awards and other applications and make sure the students are aware of the opportunities. It spurs competition among students to gain recognition. When they come into the ag center and see the list of national winners from our chapter and that it directly ties to SAE—they want to win their own trip to Indianapolis or Louisville (National FFA Convention).”

Gene was the only teacher who mentioned facilities [FAC] as a key to experiential learning success, but stated that his program provided facilities for students to use with their projects. “The biggest thing” he said, “is providing facilities. It’s harder than when I grew up—we had a lot more opportunities at home. More and more students

live in apartments or suburbs here and don't have the facilities." He went on to say that their Young Farmer teacher conceived the idea of a school farm [SF] to provide hands-on learning opportunities for students. Because the farm was so successful, every school in Gene's system has a school farm. "Each is different," he said, "For example, one focuses more on small animals, another on dairy—but they all provide experiential learning."

Standard Three: Leadership.

In Standard Three which dealt with the concept of leadership, the theme with the highest number of responses centered around the FFA officers [OFF] for the local chapter. Teachers shared that having high quality officers who followed set standards was important for leading the rest of the chapter. Shane and Harry, who teach together, stated that they prepare their officers for leadership roles by requiring them to be on the FFA Parliamentary Procedure team. They also use guidelines for behavior and grades with their officers. "We require grade standards to compete or serve as an officer. We have a demerit system and remove officers if they don't meet expectations," Shane said. He concluded by stating, "This promotes an atmosphere of excellence." Debbie also shared that she believed a strong officer team was essential to building leadership within the chapter. "We have an interview process...we don't hold popular elections," she said. She closed by stating, "That builds the best program—solid officers!"

Other themes that emerged within this standard included making students aware of opportunities through FFA [FFA]. William stated that he strongly believed in giving his students opportunities to participate. "If something comes up, no matter what, I pass it along," he said. He added, "Every e-mail I get, whether it's about a CDE (Career Development Event) or a conference, I make the students aware of it." Debbie

mentioned the importance of field trips [FT] to show her students the opportunities available. She listed FFA Day at the Fair, the Success Conference, and the Greenhand Jamboree as field trip opportunities for her students. Shane and Harry also felt that chapter FFA meetings [MET] were important to instilling leadership skills in their agricultural program's students.

Standard Four: School and Community Partnerships.

The fourth standard of the NQPS survey focused on building partnerships in the school and community. The highest number of responses centered on the theme of community [COM] with teachers providing numerous examples of how their programs built community support. Daniel said that a key factor for his program is highlighting how their agriculture program benefits the community. "We are trying to change the economic nature of our county," he said, "and people are taking notice." He further emphasized that having a liaison between the agriculture program and the community was important. Wes felt that it was important for each agriculture teacher to be an active part of the community. "All three of us (agriculture teachers in his program) go to different churches and bring in different connections," he said. A key to success in building community support for him was that all agriculture teachers should live in the community in which they teach. "It's hard to separate who we are and what we do," he stated. "We're not just drive-in ag teachers."

A second emerging theme for this area dealt with the importance of having support groups such as an active FFA alumni chapter [ALU] or Young Farmer program [YF]. Rachel said that her program was fortunate to have both an FFA alumni chapter and Young Farmer program. She added that both groups provide valuable support

through sponsoring travel to conferences for students, coaching teams (FFA), and serving as chaperones. “They’re like having an extra hand,” she said. She went on to say, “I don’t know that we’re doing anything special, but having that (alumni and Young Farmers) works.” Daniel also touted the benefits of FFA alumni, sharing that his alumni chapter provided guest speakers for FFA meetings. They also have joint meetings between the high school FFA officers and the alumni board; a practice that he believes has helped to further build support.

Other themes that emerged for Standard Four (School and Community Partnerships) included administrative support [ADM], school farm [SF], Science, Technology, Engineering, and Math activities [STEM], and support through grants [SUP]. Both Daniel and Wes emphasized that administrative support was important. Daniel said that his principal was “constantly bringing people by” to see their program. Wes mentioned that their school farm had brought a lot of people to the school. It also generated a lot of support through grants. He said, “We’ve received almost \$800,000 in grants and donations since we started the farm—and that’s just money, not in-kind donations or equipment.” Daniel said that his program had participated in a STEM project. His students shared a biodiesel making activity through this. He said that this activity opened up a lot of doors to further share what they were doing.

Standard Five: Marketing.

Two primary themes emerged from teachers interviewed regarding their best practices in the area of marketing—outreach [OUT] and recruitment methods [RM]. Mary and Tommy both shared examples of how their agriculture programs reach out to their local communities. Mary said that her school regularly has open houses and that her

agriculture program takes full advantage of these. “We always have some of our officers (FFA) there in official dress. We have pamphlets and other information about our program available,” she said. Mary also said that her program takes full advantage of the activities of the local agricultural fair as a way to reach out. “They (the fair) focus on agriculture,” she stated, “...the fair is huge here and is a great outreach tool.” Tommy, Mary, and Eddie all mentioned the benefits of publicizing the agricultural program as a form of outreach. “We do a bi-monthly newsletter,” said Tommy. “It goes to everyone in the system.” Eddie said, “Take pictures of everything you do. You can’t have too much publicity.” Tommy also mentioned that working in the community [COM] was an important form of outreach. “We’re about to do some landscaping at the chamber museum—things like that are important,” he said.

Eddie took a different approach when asked about his program’s best practices and keys to success in the area of marketing. He summed up his best practice with one concept—success [PSU]. “We’re successful and people see that. They want their children to be in our ag program,” he stated. He went on to say, “I have a lot of mothers who tell me they cannot believe that their daughter is in ag, but that’s how it is—it’s just a total part of our school and community [COM].”

Mary and Tommy both mentioned the importance of good quality recruitment methods [RM] to attract students to the agriculture program and the FFA. Mary shared, “We always try to do something fun—things that will entice the kids. We recently did a green eggs and ham meeting. We had a scavenger hunt at another one...a bonfire at one.” Tommy summed up his program’s key to success in the area of recruitment by saying two things—“Food and T-shirts! Kids love nice clothes and they love to eat!” He

clarified by stating that his program had been successful in marketing to students because of their unique T-shirt designs. “Not a day goes by that I don’t see someone wearing an FFA t-shirt,” he said. Tommy also mentioned the importance of having food at their FFA meetings as a way to draw students there.

Standard Six: Certified Agriculture Teachers and Professional Growth.

The primary theme that emerged in Standard Six (Certified Agriculture Teachers and Professional Growth) was the need for professional development [PD]. Keith said that, “Teaching others is important, as well as attending staff development offered by Ag Education state staff—if you’re not learning new things, you’re going backwards.” JoAnn, Michael, and Stephen stated that they mainly try to look for staff development opportunities based on needs in their curriculum [CUR]. Stephen added, “You want to extend your boundaries. The hardest thing is staying current and it frustrates me when I don’t seem to stay up to date.” A few responses centered on professional development offered by agencies other than the Agricultural Education state staff [OPD]. “We do a lot (professional development) in our county—right now we’re focused a lot on redelivery—using things like I Pads, online tests, and clickers,” JoAnn said.

A few responses were related to the concept of advanced degrees [AD]. Stephen said that he did not believe advanced degrees made the same impact as professional development courses, but that in some ways it made him a better teacher through “interaction with other teachers and sharing ideas.” Michael, however, stated that “the most comfortable I felt in the classroom was right after college (undergraduate) and then my masters. That’s why I’m considering getting my specialist degree. I just feel like I’m doing a better job in the classroom when I’m taking those classes that focus on teaching.”

Other themes that emerged in this standard area were the need to stay active in professional organizations [PFO], and peer to peer instruction [PI]. Keith emphasized that he has grown professionally by taking an active role in both the GVATA and the Georgia Association of Career and Technical Educators. He also shared that he and his co-teacher have participated in peer instruction activities. “The best way to learn something,” he said, “is to teach it.”

Standard Seven: Program Planning and Evaluation.

The seventh standard of the NQPS survey focused on the concept of program planning and evaluation. The majority of the comments from the interviews for this standard were related to the use of advisory councils [ADV]. Teachers expressed their beliefs that active, functioning advisory councils were essential for continual evaluation of the agricultural education program. Cory stated that a key to success in this area was a “well rounded, politically active advisory council.” “We try to brainstorm and get a wide variety of people on it,” he said. He further added, “We look for FFA members, Young Farmer members, politicians, business people, and industry representatives.” Sam shared similar feelings stating that the key to his success was “getting the right people.” Kelly also shared that a successful practice for his program has been to include a counselor from each high school on the advisory council.

Sam and Kelly both stated that involvement of the local FFA alumni [ALU] with the advisory council is crucial. Kelly said that his FFA alumni president serves as chairman of his advisory council. Additionally, Kevin finds success with his advisory council by having them “keep good minutes that are consistently presented to administration—not just filed away.” He clarified by adding, “I never want them to feel

like they're just coming for sausage and biscuits—they need to understand and know that they are making a difference.” Sam stated that he liked to involve the students as much as possible with his advisory group. “I let our FFA president give the FFA update—I don't do any talking on that part. It's good for them to see the students doing it,” he said.

Other responses within the standard of program planning and evaluation were related to the theme of program planning [PL]. Cory stated that his administration makes time for the agriculture teachers in his system to meet as a department each year for planning and evaluation. “We coordinate all activities together and cooperatively plan—all schools in the system with ag programs work together really well.”

Interview Findings Regarding Recommendations for Professional Development

Each teacher interviewed offered specific recommendations for professional development regarding the standard for which they were being interviewed. One theme that emerged across standard areas was that of sharing ideas [SI]. Many teachers interviewed stated that they learned the most when they had the opportunity to gather with other agriculture teachers and share their ideas and best practices. Cory stated that he liked the “shade tree model.” “Bring people in and have them share ideas of what works,” he said. Daniel expressed a similar belief by stating, “When we go to teachers meetings I really enjoy talking with other teachers...” Following is a description of the recommendations for professional development for each NQPS standard.

Professional Development Recommendations for Standard One: Program Design and Instruction.

Recommendations for professional development within the standard of Program Design and Instruction were varied and no theme emerged dominant of another. A

couple of teachers expressed the need for classes around the topic of classroom management [CM] and time management [TIME]. Jeff wanted to see more classes offered on basic classroom management that would show teachers “practical methods to get students excited so they stay on task and don’t have time to cause you problems.” Jeff mentioned the need for help in the area of time management, citing all of the “deadlines we have.” Jeff also mentioned the need for staff development in the area of curriculum [CUR]. “Teachers need more ready-to-use stuff.” He said, “Too much of our material on the Ag Ed site is not ready to use. We need more rubrics, assessments—that sort of thing.”

Staff development that is practical [PR] and related to current industry standards [SIS] were two suggestions from Bob. “When I have gone to workshops to learn to use computer-based landscape programs, they taught us using programs that were expensive and difficult to learn. We need to know more about programs (software) that are affordable and student-friendly.” Angie and Bob both mentioned staff development outside of that provided by Georgia Agricultural Education state staff that was helpful. Angie’s school utilizes an online professional development program that allows teachers to login and watch lessons from great teachers across the nation on a variety of subjects. She stated that “it’s an economical way to get professional development done for teachers.” Bob praised the Georgia Wintergreen Conference as a “great learning tool” and a “great way to interact with industry and stay current.” Other concepts shared within this standard area included more classes on sustainable agriculture [SA], plant identification [PID], and the need for training on new and emerging technologies [TECH] such as incorporating smartphones and notepads.

Professional Development Recommendations for Standard Two: Experiential Learning.

The majority of recommendations for professional development within Standard Two (Experiential Learning) were related to SAE projects [SAE] as a method of providing experiential learning as well as the selection [PS] of those SAE projects. Gene stated that younger teachers especially needed ideas to help them become better able to assist students in choosing projects. Albert said a tough part for him was helping students “determine if it fits under the SAE umbrella.” “If my students can relate it to ag, I let them count it,” he said, but he wanted more training on “what would work” and “what should be allowed.” Ralph and James shared that a staff development that gave teachers the opportunity to go out and visit some “good SAEs” would be a great way to take ideas back to their own programs. The only other concept was shared by Gene who stated that teachers needed more training in ways to utilize their facilities [FAC] to provide more SAE opportunities for students.

Professional Development Recommendations for Standard Three: Leadership.

No overarching theme emerged in the recommendations for professional development in the area of leadership, although teachers did suggest a variety of ideas. Debbie wanted to see more classes focused on the FFA organization [FFA] as well as the officer team [OFF]. “The officer team sets the precedence for the chapter,” she said, “and some teachers may not recognize that.” William said that more teachers need to take classes outside their comfort zones [OCZ]. When classes are offered, he said, “It’s usually the teachers who are already familiar with the subject who sign up.” Debbie wanted to see more in the area of time management so that she could provide better

leadership opportunities for her students. “It’s good to be reminded of what works and what doesn’t. We have so many deadlines and applications [APS]—how can I get better at it?” William also expressed a need for help on leadership applications for students. “We do a lot,” he said, “but it’s good to know what other teachers are doing. Maybe a two to three day workshop on POA (program of activities), National Chapter Award, and what to do,” he said. He ended by saying, “I’m a veteran teacher and I still have questions, so I would think new teachers are having problems.”

Shane and Harry stated that they both needed more training in teaching students to prepare for speeches [SPE] as well as parliamentary procedure [PARL]. Both said that a workshop aimed at how to prepare students for extemporaneous and prepared public speaking would be great, stating that many teachers “just don’t have the background.” Shane said that more training in the area of parliamentary procedure would help him become more “proficient” in that area.

Professional Development Recommendations for Standard Four: School and Community Partnerships.

Very few recommendations were given among those teachers interviewed for professional development related to Standard Four (School and Community Partnerships). Of the recommendations given, the most common idea was to allow time for teachers to share ideas [SI] and best practices [BP] in this area. Wes stated that he “would like to visit more successful programs.” He elaborated further by adding that it would be great to “identify 8-10 teachers who could share ideas and visit them on a bus trip.” Wes also shared that he enjoyed talking to other teachers when meetings are held for agriculture teachers and that a “round-table discussion would be good.” Daniel

expressed similar beliefs and said that “we have a lot of talented ag teachers who could share some great things.” Rachel also mentioned that teachers sharing ideas [SI] would be great, but she wanted to see a focus on building school and community partnerships through the FFA Alumni [ALU], stating that “...groups that have really great alumni’s could share what they are doing.”

Other recommendations were given by teachers interviewed for this standard, but, they were not related specifically to the development of school and community partnerships. These recommendations were related to the need for additional training in technology [TECH] and industry updates [IUP] as well as professional development outside of agricultural education [OPD] through programs such as Science, Technology, Engineering and Math [STEM].

Professional Development Recommendations for Standard Five: Marketing.

Teachers who were interviewed in exemplary programs in the area of marketing had very few suggestions for professional development in this area. Tommy stated that “it’s hard to do a whole workshop on marketing.” He did say, though, that breakout sessions at the agriculture teacher’s conference on the subject of marketing [MAR] would be beneficial. Mary shared that many of the best ideas she had received regarding marketing her program were from Chapter Officer Leadership Camp and FFA Summer leadership camp [CC]. Eddie stated, “Learning to build success with what you have is important, but I don’t really have any specific ideas for staff development [PD].”

Professional Development Recommendations for Standard Six: Certified
Agriculture Teachers and Professional Growth.

A variety of suggestions came from teachers regarding recommendations for professional development in Standard Six (Certified Agriculture Teachers and Professional Growth). Most had recommendations for professional development [PD] in general. Stephen stated that he was pleased with the professional development opportunities he was afforded each year. “Ya’ll (agricultural education state staff) do a great job of covering all areas,” he said, but concluded that “some years there’s more good stuff than others.” Expanding on that same idea, Stephen shared that it was a good thing that agriculture teachers were required to take professional development courses each year, “but some years there may not be something to fit my need.” In that case, Stephen wished that professional development courses outside of agricultural education [OPD] could count towards meeting the requirement for professional development.

Keith shared that when he was with the Cooperative Extension Service they did quarterly meetings that included professional learning. “We need more of this type thing at our area meetings rather than just getting a list of dates and activities,” he said. Keith also liked the concept of collaborating with other teachers by sharing ideas [SI]. “We need breakouts at summer conference for teachers to share what works,” he said. Michael referred to the courses offered through Georgia Agricultural Education staff and stated that more courses on “better teaching methods” [IN] were needed. “We have plenty on content,” he said, “but we would be ahead of the game if we did more on good teaching.” He went on to say, “Like writing across the curriculum—we had that here (at his school) and I didn’t want to take it, but it was what I needed.” Lastly, JoAnn stated

that she would like to see more professional development opportunities in the area of technology [TECH]. She shared that she was receiving training from her local system in the area of technology, but would like to see more offered that was directly related to agricultural education.

Recommendations for Professional Development in Standard Seven: Program Planning and Evaluation.

Very few recommendations were provided by teachers for Standard Seven (Program Planning and Evaluation). Kelly mentioned that the majority of his best ideas for program planning and evaluation came from the LPS (Local Program Success) manual [LPS] provided by the NCAE. He believed in “following it and taking it seriously.” Cory, recognizing the importance of advisory councils [ADV] in program evaluation said that “maybe an advisory council breakout at conference would be good.”

Interview Findings Regarding Demographic Variables

All interview participants were presented with the following statement and question near the conclusion of the interview: “Your demographic data showed that your program is (demographic data were inserted here). Do you think these variables of your school helped achieve this level of success in this area?”

The first demographic variable was school location according to agricultural education areas within Georgia. Very few respondents expressed an opinion that location was a deciding factor in achieving Exemplary status. All responses related to location, though, were positive as to the effect it had upon the level of success. A participant from Area 6 (Southeast Georgia) stated that she felt that location may have helped her program achieve Exemplary status on Standard Three (Leadership) because of being located in the

South Region. She stated that “there seems to be a competitive nature in the region.” This participant further stated that “being from a rural community, a lot of our kids have good morals and manners.” Another teacher from an urban area (Area 1, Northwest Georgia), whose program was Exemplary in Standard One (Program Design and Instruction), related location with the type of certification, believing that his nontraditional background helped him relate better to urban students by stating, “and for my location, my students are pretty urban, maybe I connect with them better...” Lastly, a teacher from Area 6 (Southeast Georgia) whose program was exemplary in Standard Five (Marketing) said “it’s easy to reach kids in a small school and rural area where there’s a tradition. But I think it boils down to who the teacher is no matter where you are.”

The second demographic variable included on the survey was school size. Participants chose their school size from the following options: 1) Less than 800, 2) 800-1499, 3) 1500-3000, or 4) Over 3000. Five interviewees stated that they believed size did impact their program’s level of success in achieving Exemplary status, although there was no consensus on which size was best. Tom, who teaches in a rural program at a small school (less than 800) was Exemplary on Standard One (Program Design and Instruction). He stated that because of his school’s very small size, his classes were often very small. “Small class numbers help me carry out hands-on projects and all students to attend the GGIA (Georgia Green Industry Association conference). If I had bigger classes—around 25 or more, it would be impossible for me to give these same opportunities to students.” Several respondents expressed the belief that resources would be more limited in a small school. Robbie, whose program was in a school in the 1500-3000 student range, said that “funding may be harder in a small school.” A veteran

teacher in the 800-1499 range expressed similar remarks. “I’ve taught in a lot of different systems,” he said, “but I’ve found this size school to be ideal. We are not limited on resources...yet we are still small enough that everyone knows your name.” Only one program selected for interviews was in the over 3000 range. The teacher in that program also felt that a larger school offered certain advantages. “A large school helps because we get a lot of support out of administration,” he said. One particular participant, located in a school with less than 800 students had mixed feelings. He stated that “a small school is important, but the individual is important too.”

The type of program was the third demographic variable on the survey. Participants were asked to select if their agriculture program had a single teacher department or multiple teacher department and if the department had a Young Farmer teacher. Two respondents stated positively that a larger agriculture department was an asset, but one stated it was not. One teacher who is in a multi-teacher department with a Young Farmer teacher said, “When Dave (Young Farmer teacher) came in, or any of our new teachers—they brought new ideas. Dave had the idea that we needed to buy a grist mill for the (school) farm. I thought that was the craziest idea, but that has been a major outreach for us. He thinks differently and that has made us more diverse and increased the diversity of our student.” A teacher from another multi-teacher department with a Young Farmer teacher expressed similar sentiments. “Being a multi-teacher department—we have different personalities and attract different types of students,” she said. She went on to say, “Some kids relate to Ms. Smith but not to me and others relate better to Mr. Jones. This helps us bring in more diverse kids.”

The last demographic variable included on the survey was Type of Certification. Respondents stated that they were traditionally certified to teach agriculture from a university teacher education program or that they were alternatively certified. Participants had mixed feelings as to whether or not the type of certification had an impact on achieving Exemplary status.

Some respondents stated that coming from a nontraditional type of certification was a disadvantage. Sam, a teacher in a single-teacher department, stated, “Having an Ag Ed degree plays a large background. Teachers who were here before me had a rough start because they didn’t have an Ag Ed background. Traditional education is key to running a good program and getting it started right.” This teacher went on to say that he believed it would be easier for a nontraditionally certified person to teach in a multi-teacher department because “they would have someone to fall back on.” Another teacher in a single teacher agriculture department whose program was exemplary in standard seven (program evaluation) stated, “I tell you, I came through Ag Ed in college--absolutely! Someone who is alternatively certified just would not have the background and resources to put together an effective advisory council.”

Although not asked of participants, one theme that emerged from the responses was the importance of the teacher having participated in agricultural education while in high school. Two teachers who taught in a program that was Exemplary on Standard Three (Experiential Learning) had very similar views. One stated he had heard that one of the agricultural education student teachers was never in FFA or high school agricultural education. Even though this student teacher was being traditionally certified, this teacher believed she would be at a disadvantage. “She’s going to have a tough row to hoe,” he

said, “but I guess it can be done.” Another teacher who was exemplary in the same standard area had very similar remarks regarding background. “I think my background helps.” he said, “I came up in ag—it was something we did. That’s a major factor that has helped me. We always had an SAE project. It wasn’t covered that much in my college classes even though I was in Ag Ed.” Another teacher who was alternatively certified was adamant that type of certification was not as important, but that background was. She said, “I know the importance because I came through the program as a student and not because I have an Ag Ed degree—which I don’t.”

Others stated that the type of certification had no effect or that nontraditional certification had a positive effect on their program’s success. Jeff, a teacher in an urban program that was Exemplary in Standard One (Program Design and Instruction) said in referring to whether his nontraditional background made a difference, “I suppose so. I didn’t come from a real traditional background—I wasn’t in FFA, so I probably look at things from a different angle.” A teacher in a program rated Exemplary on Standard Four (School and Community Partnerships) said this in reference to their school’s Young Farmer teacher who was alternatively certified, “...and if someone is from a nontraditional background—and I’m all for traditional ag teachers. But every now and then, if someone is nontraditional—it’s not a bad thing.” Keith, who teaches in a multi-teacher department where both teachers were alternatively certified said, “since we both came from nontraditional backgrounds, it may have given us a better appreciation for the need for professional development.”

Summary of Findings

The first portion of Chapter 4 reflects the findings and data collected from 106 participants who completed the NQPS survey for secondary agricultural education programs as well as the demographics section included in the survey. Overall, the results of this study revealed that the participating Georgia secondary agricultural education programs were doing very well as assessed by the NQPS survey. Very few programs were rated in the Non-existent, Struggling, or Improving levels on each NQPS standard and the majority of programs in each standard area were rated as either Promising or Exemplary. Data revealed that the participating Georgia secondary agricultural education programs were performing best in Standard Six (Certified Agriculture Teachers and Professional Growth) with 52 of 106 programs meeting Exemplary status. Programs ranked second on Standard Three (Leadership), Standard Four (School & Community Partnerships), and Standard Seven (Program Planning and Evaluation) with 19 of 106 rated as exemplary in each of those standard areas. The fourth highest performing standard for the participating Georgia secondary agricultural education programs was Standard Two (Experiential Learning) with 14 of 106 meeting the Exemplary level, followed by Standard Five (Marketing) with 12 of 106 rated as Exemplary. The lowest performing standard was Standard One (Program Design and Instruction) with 11 of 106 rated as Exemplary.

There was found to be a significant relationship between several standards and the demographic variables of Program Location, Program Type, and School Size. The location of a school was found to have a significant impact on Standard Five (Marketing) while the type of agricultural education program was found to have a significant

difference on NQPS Standards Two (Experiential Learning), Three (Leadership), Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation). The demographic variable of School Size had a significant difference on Standard Two (Experiential Learning) and Standard Six (Certified Agriculture Teachers and Professional Growth). The demographic variable of type of Certification was not found to have a significant impact on any NQPS standard area.

The second portion of Chapter 4 reflects the findings of qualitative interviews conducted by the researcher among a sample of the participants who were rated as having exemplary programs. The qualitative data revealed a plethora of best practices for each standard area of the NQPS survey. Additionally, those interviewed provided specific examples of professional development activities that could potentially benefit the agricultural education profession in meeting the quality standards set forth in the NQPS survey. Lastly, teachers in programs selected for interviews, shared their thoughts on how their specific demographics affected their program's performance on the NQPS survey.

Validity of Data

In order to increase the validity of the data from the NQPS survey, a random sample of non-respondents were asked to complete the NQPS survey so that differences between their responses and those of first-time responders could be compared. Three participants responded by completing and returning the NQPS survey and the results are reported in Table 29.

Table 29

Ratings of Non-respondents on Each Standard of the NQPS Survey

NQPS Standard	Exemplary	Promising	Improving	Struggling	Non-existent
One (Curriculum Component)	2	1	0	0	0
One (Instruction Component)	1	2	0	0	0
One (Facilities & Equipment Component)	0	2	1	0	0
One (Assessment Component)	2	0	1	0	0
Two (Experiential Learning)	1	2	0	0	0
Three (Leadership)	1	1	1	0	0
Four (School & Community Partnerships)	1	1	1	0	0
Five (Marketing)	1	1	1	0	0
Six (Certified Ag Teachers & Professional Growth)	2	1	0	0	0
Seven (Program Planning & Evaluation)	1	1	1	0	0

It appears from this sampling of non-respondents that results are similar to those of first-time respondents in that the majority of the programs surveyed rated either Exemplary or Promising for each standard. Only one program rated in the Improving level in any of the standards and none of the programs were in the Struggling or Non-existent categories. Because the data gathered from the non-respondents was similar to that of the first-time respondents there can be greater confidence in the generalizability of the findings of this study.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Since 1996, Georgia secondary agricultural education programs have been evaluated with a set of program standards originally developed by the GVATA (Georgia Vocational Agriculture Teachers Association, 1996). These program standards set forth minimum criteria that all agricultural education programs in Georgia should meet. Because the current Georgia program standards are designed to only measure minimum achievement, there was no mechanism to measure the total quality of agricultural education programs in Georgia. Therefore, there was no description of exemplary or excellent performance which would then allow for more accurate identification of areas of improvement. Without such a determination, state agencies did not have the best data to allocate resources to work towards continued improvement of agricultural education programs.

The purpose of this study was to identify and describe the Georgia secondary agricultural education programs that had exemplary characteristics as determined by the NCAE's NQPS rubric and develop an excellence guide that contained examples of the best practices and recommendations for program improvement. In addition, demographics information was collected on each program to determine if differences existed in relation to program demographics and quality. A total of 182 secondary

programs were identified to participate in the study based on information found in the 2010 Georgia Agricultural Education Annual Report (Georgia Agricultural Education, 2010). The researcher's findings were based on the 106 participants who completed the survey, as well as 21 of these participants who were also interviewed.

The researcher used both quantitative and qualitative methods in identifying and describing the exemplary agricultural education programs. Descriptive statistics were used to describe the performance of participants on each of the seven standards of the NQPS survey. Descriptive statistics were also used to report the demographics of participant's agricultural education programs. Pearson's chi-squared tests of independence were used to determine if relationships existed between demographic variables and performance on each standard of the NQPS survey. Qualitative data were analyzed from semi-structured interviews with teachers of exemplary programs to identify the themes that emerged from recommendations of best practices as well as recommendations for professional development. Additionally, interview responses were evaluated to assess participant's perceptions of demographic variables and their influence on their program's performance on the NQPS survey.

It should be recognized that the data from the NQPS is self-report data. Self-report data is subject to perception and bias and in such cases participants may rate themselves or their programs higher or lower than they actually are. Therefore, these results must be interpreted with this limitation in mind. However, the researcher believes the participants were honest and tried to accurately reflect their program.

In this chapter, the researcher will answer the research questions and provide conclusions from the findings of the study. Additionally, recommendations for research

as well as recommendations for practice and professional development will be provided. Lastly, the researcher will make final observations regarding the study and include a summary of the best recommended practices for each NQPS standard.

Research Questions

The research was guided by four questions during the entire process. Based on analysis of the quantitative and qualitative data, conclusions were made in regard to each research question.

Research Question One

Question One asked: How many Georgia agricultural education programs are Exemplary in one or more of the seven standards of the NQPS? Survey results indicated that 88 of 106 programs met Exemplary status in one or more standards of the NQPS survey. Although not addressed as a primary research question, the data also revealed that in all standards except Standard Six (Certified Agriculture Teachers and Professional Growth), the vast majority of programs were rated as Promising which is the second highest rating on the NQPS rubric. In Standard Six, the majority rated Exemplary with the second highest ranking being Promising.

Research Question Two

The second research question asked: In programs with exemplary achievement in the various standards of NQPS, what are the best practices reported by teachers that contribute to this success? Teachers in Exemplary programs selected for follow-up interviews shared many examples of best practices that they used to achieve success. These practices have been summarized in Chapter 4 and a compilation of the practices have been included here. Additionally, these practices were compiled in a “Best

Practices Guide” to be made available to the state agency (see Appendix J for Best Practices Guide).

Best Practices in Program Design and Instruction.

Teachers in exemplary programs in Standard One (Program Design and Instruction) offered the following recommended best practices:

- Utilize rubrics for all assigned projects.
- Utilize clear grading policies with point values for various components (classwork, laboratory, SAE, leadership, etc.).
- Use assessments beyond the local classroom to motivate students and evaluate teaching methods. Examples are Georgia Green Industry Association (GGIA) certification and FFA Career Development Events.
- Take Georgia Agricultural Education curriculum materials and customize them to fit individual programs.
- Go beyond the state standards by incorporating life skills and leadership skills.
- Develop study guides for End of Pathway assessments in Agricultural Education pathways.
- Always provide hands-on learning opportunities with each lesson—improvise if needed.
- Utilize team projects for class assignments to maintain focus and motivate students.
- Use a culminating project as motivation for each class. For example, landscape a home or business to tie in all concepts taught in a Nursery Landscape course.
- Top-notch facilities are nice, but utilize what is available. Take advantage of “green space.” If none is available, look for alternatives such as building raised beds.
- Mix it up. Use a variety of instructional methods. Successful teachers will have a mix of lecture, hands-on, visual activities, technology, and group activities to cover any particular unit. It cannot all just be lecture or all hands on.
- Always “sell” the lesson. The teacher’s enthusiasm is important.

- Take advantage of professional development and advanced degree opportunities to develop better teaching skills.
- Meet regularly as a department to plan and evaluate the local program.

Best Practices in Experiential Learning.

Teachers in exemplary programs in Standard Two (Experiential Learning) offered the following recommended best practices:

- Seek administrative support for including Supervised Agricultural Experience (SAE) as a class grade.
- Make SAE a major part of the student's grade to emphasize its importance.
- Provide facilities for students not able to keep a project at home. Suggestions: greenhouse, school farm, etc.
- Use the prior success of students to promote good SAEs. Former proficiency winners and FFA Stars should be promoted.
- Be flexible as to what can be counted as an SAE—but keep it agriculturally related.
- Have students make a presentation at the end of each grading period or year about their SAE program.
- Provide supervision and guidance for all SAE projects.

Best Practices in Leadership.

Teachers in exemplary programs in Standard Three (Leadership) offered the following recommended best practices:

- Always provide opportunities. Pass along all FFA conferences, camps, etc. to students—someone may be interested.
- Take advantage of opportunities outside your local program such as FFA Day at the Fair, Greenhand Jamboree, and Success Conference.
- Be sure to include 9th grade students as participants to State FFA Convention. Give them the chance to see the opportunities out there.

- Make leadership activities a part of each student’s grade.
- Set high moral and grade standards for all students. Utilize these for the selection of FFA officers. Don’t be afraid to remove an officer if needed.
- FFA Officers set the standard for the chapter—don’t make elections a popularity contest. Utilize other methods such as interviews and panels to choose officers.
- Include leadership activities for all members at local meetings.
- Require all chapter officers to be on the Parliamentary Procedure team to gain a better understanding of how to run a meeting.
- Host or take part in a solid chapter officer development program. Don’t be afraid to host your own.
- Conduct social activities throughout the year to give members and teachers opportunities to interact.

Best Practices in Building School and Community Partnerships.

Teachers in exemplary programs in Standard Four (School and Community Partnerships) offered the following recommended best practices:

- Show your administrators what you are doing and they will publicize your program.
- Get the right people on the advisory council. Select people who care about the program.
- Keep diversity on the advisory council. Include counselors, parents, FFA alumni, agricultural industry, as well as politically active constituents.
- Use FFA alumni members as guest speakers at FFA meetings and in agricultural classes.
- Hold joint meetings with the FFA officers and local alumni officers to cooperatively plan activities.
- FFA Alumni and the Young Farmers are like an “extra hand.” Utilize them for helping coach teams, financially support activities and programs, and to serve as chaperones.

- Find an alumni member to serve as a liaison to the community who will get the word out about the good things happening in the agricultural education program.
- Highlight how the agricultural education program benefits the community economically.
- All agriculture teachers should be a part of the local community. Do not be a “drive-in Ag teacher.”
- Get administrators involved in FFA Alumni and Young Farmers.
- Utilize the school farm to provide outreach opportunities to the community.
- Participate in activities such as the Science Technology, Engineering, and Math (STEM) Initiative to better communicate with groups and individuals outside of the agricultural education circle.

Best Practices in Marketing.

Teachers in exemplary programs in Standard Five (Marketing) offered the following recommended best practices:

- Work in the community. Conduct a community service activity such as landscaping a local museum.
- Utilize great T-shirts. Kids love T-shirts and they are a great way to promote the agriculture and FFA program.
- Feed students at FFA meetings to enhance recruitment and attendance.
- Utilize your school’s open house programs to promote FFA and agricultural education. Make sure members are in official dress at these functions.
- Always do fun activities such as scavenger hunts or dinner and a movie at FFA meetings.
- Take part in local activities such as fairs and parades to promote your program. Consider putting up a booth or having a float in the parade.

Best Practices in Certified Agriculture Teachers and Professional Growth.

Teachers in exemplary programs in Standard Six (Certified Agriculture Teachers and Professional Growth) offered the following recommended best practices:

- Teachers in multi-teacher departments should split up when taking professional development courses. That way, they can come back together and share the ideas and concepts they learned.
- Extend your boundaries—do not just take classes you are comfortable with.
- Seek ways to stay up to date on current industry standards and content.
- Take advantage of learning opportunities outside of agricultural education such as Project Learning Tree or the Valdosta State University Adult and Career Education Gulf South Conference.
- Consider an advanced degree—the focus on methodology and the interaction with other teachers will make you a better teacher.
- Take advantage of any professional development opportunity focused on technology. Learn how to use smartphones, computer tablets, and other forms of technology to enhance your teaching.
- Consider serving in a leadership role such as the Georgia Vocational Agriculture Teachers Association (GVATA) or Georgia Association of Career and Technical Education (GACTE) board to further develop your leadership skills.
- Peer to peer teaching is one of the best ways to learn something—consider teaching others.

Best Practices in Program Planning and Evaluation.

Teachers in exemplary programs in Standard Seven (Program Planning and Evaluation) offered the following recommended best practices:

- Brainstorm and get a wide variety of people on your advisory council. Look for FFA members, Young Farmer members, politicians, business people and industry representatives.
- All agriculture teachers should give reports at advisory council meetings concerning all aspects of the program—Classroom, FFA, and SAE.
- Include high school and middle school counselors on the advisory council.
- Morning meetings work well for advisory council meetings. Many business people find this the best time to meet.

- Keep good minutes and always present the recommendations to the school administration.
- Have the FFA president give the FFA update at all advisory council meetings.
- Utilize the local FFA Alumni board in helping to evaluate the program and plan for the future.
- Make time for the agriculture teachers in your program or system to collectively plan. Ask the administration to set aside time for such planning.

Research Question Three

The third research question was: What advice do teachers of programs with Exemplary ratings have for professional development in those areas? Participants shared many suggestions for professional development for all standard areas of the NQPS survey. These suggestions were summarized in Chapter 4 and a complete list of suggestions included as an appendix (see Appendix I). A prevailing theme among the responses was that teachers indicated they enjoyed hearing other teachers share ideas of best practices and what works. This seems to indicate that not only is structured professional development good, but opportunities for teacher networking is important and should be encouraged.

Research Question Four

The last research question stated: Are there demographic variables that can be related to significant differences between programs that earned “Exemplary” status and those that did not? Analysis of data showed that the variables of Location, Type of Agricultural Education program, and School Size, had a significant effect on several NQPS standards. The variable of Certification had no significant impact as to whether or not a program met exemplary status.

There was a significant difference for Standard Five (Marketing) and the variable of School Location. In this standard, Area 4 (East Central Georgia) had the highest number of exemplary programs with 4 of the 10 Exemplary ratings for Standard Five. The type of agricultural education program had a significant impact on the majority of NQPS standards. These included Standards Two (Experiential Learning), Three (Leadership), Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation). The variable of School Size had an influence on two standards. The two standards significantly influenced were Standard Two (Experiential Learning) and Standard Six (Certified Agriculture Teachers and Professional Growth).

Conclusions

After reviewing the results and analyzing all quantitative and qualitative data, the researcher drew several conclusions. First, these results indicated that Georgia secondary agricultural education programs were doing very well as assessed by the NQPS instrument. The majority of programs rated in the Promising level for each NQPS standard with the exception of Standard Six. The Promising level is the second highest rating a program could receive on the NQPS survey. However, the findings revealed that for most standards, less than 20% of participating programs achieved Exemplary status. The only exception was Standard Six (Certified Agriculture Teachers and Professional Growth) in which 49.1% of participating programs rated Exemplary. These findings lead to the conclusion that there is a great amount of improvement that can be made for secondary agriculture education programs to reach an Exemplary level in the majority of the NQPS standards.

In regard to the findings related to the influence of demographic variables upon the degree of success on the NQPS survey, several conclusions were made. For the variable of Location, overall there was no relationship to the location of a program and the rating a program achieved on the NQPS Survey. However, there was a significant difference due to Location for Standard Five (Marketing), leading the researcher to conclude that the access and opportunities to market individual agricultural programs may be influenced by school location—specifically, whether the location was primarily urban or rural.

The researcher further concluded that the structure or “Type” of the program in agricultural education leads to differences in performance and achievement in gaining exemplary status. Pearson’s chi-squared tests of independence revealed a significant influence between type of program and achievement of an Exemplary rating in Standards Two (Experiential Learning), Three (Leadership), Five (Marketing), Six (Certified Agriculture Teachers & Professional Growth), and Seven (Program Planning & Evaluation). The findings revealed that participating multi-teacher programs with a Young Farmer teacher had more Exemplary ratings on Standards Two, Three, Five, and Seven than any other program type. The only exception was for Standard Six in which the participating single teacher programs without a Young Farmer teacher had the highest number of Exemplary ratings. In looking beyond Exemplary ratings to the next highest NQPS level of Promising, the single teacher programs without a Young Farmer teacher had more Promising ratings in each of the aforementioned standards than any other program type. It should be noted, though, that nearly half (45.6%) of the participants were in the single teacher without a Young Farmer component type.

Another conclusion derived from the findings was that in general, the variable of School Size did not make a difference in achievement for most of the NQPS standards. School Size was shown to significantly influence achievement of Exemplary status in the standard areas of Standard Two (Experiential Learning) and Standard Six (Certified Agriculture Teachers & Professional Growth), but was not significantly important in regard to the other five standards.

In regard to the demographic variable of Certification, results revealed that whether a teacher was traditionally certified through an university/college-based teacher education program in agricultural education, or entered the profession through an alternatively based method, had no significant influence on achievement of Exemplary status.

Lastly, the researcher concluded that there were efforts teachers could make that could have an impact on multiple standard areas. The results of the interviews were analyzed to identify common themes and led to the following conclusions:

1. Well-developed assessments contributed to success in both Standard One (Program Design and Instruction) and Standard Two (Experiential Learning). Recommended best practices by teachers for these two standards revealed that assessments were used as motivational tools to encourage students to work hard and achieve success. Well-developed assessments such as rubrics were revealed to be vital to assessing student performance with in-class projects as well as SAE projects.
2. The type of facilities and experiential learning opportunities contributed to success in Standard One (Program Design and Instruction) and Standard Two

(Experiential Learning). Responses from interviews revealed that teachers used facilities to enhance instruction by providing hands-on learning opportunities as well as additional opportunities for experiential learning. Utilization of a school farm was touted as one of the best facility types to better facilitate experiential learning opportunities for students who lacked the resources at home for agriculturally based projects.

3. Building support through partnerships with school administration, advisory council,s and FFA Alumni groups contributed to success in several standards including Standard One (Program Design and Instruction), Standard Four (School and Community Partnerships), Standard Five (Marketing), and Standard Seven (Program Planning and Evaluation). Teachers in exemplary programs in these standard areas were successful in building partnerships in the community and school related groups to provide support for their programs as well as utilizing those groups to promote and evaluate the agricultural education program.
4. Outreach efforts and being involved in the community contributed to success in a variety of standards including Standard Three (Leadership), Four (School and Community Partnerships), and Five (Marketing). Overall, programs in these standard areas found success by ensuring that the local agricultural education program reached beyond the walls of the agricultural classroom. The researcher further concluded that not only does the agriculture program benefit from efforts of community involvement such as community service activities and outreach opportunities, but that the agriculture teachers

themselves contribute to success by being an active part of the local community in their time outside of school related functions.

Recommendations for Practice

Based on the findings and conclusions from this study, the following recommendations are made to improve the overall performance of Georgia secondary agricultural education programs:

1. State agricultural education staff should review the aggregate results of the NQPS survey and set long-range goals for program improvement in all standard components with priority placed upon lower-performing standard areas. The researcher suggests an attainable goal of increasing the number of exemplary programs in each standard area by ten percent in the next five years. Emphasis should be placed on the content areas of Standard One (Program Design and Instruction) which had fewer Exemplary ratings than any other area with particular emphasis on the category of Assessment within that standard. State agricultural education staff should develop resources to help teachers develop and utilize better assessment methods such as providing examples of rubrics on the state curriculum Web site. Other areas with fewer Exemplary ratings were Standard Five (Marketing) and Standard Three (Experiential Learning) and a higher degree of emphasis should be placed on these as well.
2. State agricultural education staff should utilize the “Best Practices Guide” as an example of practices used by Georgia’s most successful programs. This guide could be made available either in print or electronic form and distributed to all agricultural education programs in Georgia. Additionally, because so many

teachers indicated the importance of sharing ideas regarding best practices, it is recommended that an online discussion board be implemented on the Georgia Agricultural Education Web site (Georgia Agricultural Education, n.d.) to better facilitate and encourage the sharing of ideas and practices.

3. Teachers in Georgia's secondary agricultural education programs should be made aware of ways that demographic variables can affect the performance of individual programs and success on certain standard areas of the NQPS. By realizing how demographic variables can impact success, teachers can better prepare and work to overcome any obstacles presented by those factors. Additionally, state staff should pay particular attention to schools with larger sizes as programs in schools with over 1500 students did not achieve Exemplary status as often as programs in schools with less than 1500 students.
4. Very few interview responses were given in the area of Standard Five (Marketing) indicating an overall lack of proficiency in that area. Georgia agricultural education state staff should develop a list of recommended practices for marketing agricultural education programs and share this list with agricultural education teachers.
5. Georgia secondary agricultural education teachers should be encouraged by the state agency to use the NQPS instrument annually as a means of self-assessment to encourage continual program improvement.
6. The state agency and related professional organizations should consider focusing on areas with lower ratings on the NQPS survey when planning focus areas for conferences.

7. Teacher education programs in agricultural education should place additional emphasis on areas of the NQPS that received the fewest exemplary ratings.

Recommendations for Professional Development

Based on the findings and conclusions from this study, the following recommendations are made regarding professional development:

1. State agricultural education staff should review all recommendations for professional development as they plan future professional growth opportunities. Priority should be placed on professional growth opportunities in standard areas that were lower performing on the NQPS survey. State staff should be encouraged to utilize teachers in exemplary programs for assistance in conducting such professional development activities.
2. Understanding that the type of agricultural education program significantly influenced a majority of standard areas, the researcher recommends grouping teachers by program type (single teacher, multi-teacher, with or without Young Farmer, etc.) when conducting professional development and customizing professional growth courses to provide maximum benefit to various program types. Additionally, knowing that teachers in multi-teacher programs with a Young Farmer teacher achieved Exemplary status more often, it is recommended that teachers in these type programs be utilized as resources when planning and conducting professional development.
3. Due to the lack of interview responses and recommendations in the area of Standard Five (Marketing) and also noting that three of the four demographic variables had a significant influence on marketing, more professional growth

opportunities should be offered in this area.

4. Noting that very few recommendations were given for professional development related to Standard Seven (Program Planning and Evaluation), state staff should consider placing more emphasis on this area as a possible need when planning professional growth opportunities.

Recommendations for Future Research

The findings and conclusions resulting from this study led to the following recommendations for further research regarding the quality of agricultural education:

1. This research study examined performance of Georgia's secondary agricultural education programs according to the NQPS assessment. A possible area for further research would be to more closely examine performance on the NQPS survey in regard to specific indicators within each standard. Individual studies for each standard of the NQPS to identify specific factors that are preventing programs from rating Exemplary would be beneficial. As the purpose of this study was to ascertain why programs were successful, the primary thrust of such a future study would be to determine why programs were not successful.
2. There is a need for further research into ways that demographic variables such as Location, Program Type, and School Size affect the performance and success of individual agricultural education programs. For example, how does location of the agricultural education program within Georgia make a difference in relation to marketing the local program? Additionally, there is a need to research the structure or type of an agricultural program's impact on achievement. More comparative analysis between program type and Standards Two (Experiential

Learning), Three (Leadership), Five (Marketing), Six (Certified Agriculture Teachers and Professional Growth), and Seven (Program Planning and Evaluation) is needed. Also more detailed research is needed regarding multi-teacher programs with Young Farmer components to see why they are achieving more success in these standards. The variable of School Size should be further studied to obtain a better picture of its influence on an agriculture education program's performance.

3. The variable of Certification was not shown to have a significant influence on Exemplary achievement on any of the NQPS standards. It is noted that this study was limited in that the entire population was not surveyed. Future research including the entire population would allow for better conclusions and is recommended. Also, it should include additional factors such as the background of the non-traditional agricultural education teachers and whether those teachers were involved in agricultural education in high school.
4. Although this research study included examining the impact that the demographic variables of location, type of program, size of school, and type of certification had on program quality, additional research is needed to include additional variables. One possible variable to include would be the impact the gender of the agriculture teacher has on the performance of the agricultural education program. Another area to examine is the impact the school administration has on the agricultural education program. Specifically, what are the priorities of the school administration and how do career, technical, and agricultural education fit into those priorities?

5. Several of the participants who were interviewed stated that they believed the individual teacher had the most impact on the quality of an agricultural education program regardless of the demographics of the school or program. It is therefore recommended that future research studies into agricultural education program quality examine the impact and influence individual teachers' personalities have on overall program quality. Additionally, how does the agriculture teacher's self-efficacy affect the quality of his or her program?
6. More qualitative research is needed in each area of the NQPS. Because the researcher only interviewed a limited number of people, more connections could be revealed with more extensive qualitative research into what teachers are doing in all NQPS areas as well as what has been contributing to their success.
7. Further research into professional development needs of agricultural education teachers is also needed. Because this research study only included a limited number of people who were interviewed, more in depth research is needed into the type and content of professional development needs of teachers.
8. As more programs participate in the NQPS survey through the NCAE, data will be available to compare NQPS results between states. An important area for further research could include comparing the results within states to the type of state evaluation method for agricultural education programs to determine if the state assessment method is an important tool in affecting the quality of the agricultural education programs.
9. Although the NQPS instrument is designed to assess secondary programs of agricultural education, a need exists for a similar assessment tool for middle

grades programs. Research should be encouraged to develop a similar national quality assessment for middle grades agricultural education. Additional research is also needed to more accurately describe the relationship middle school agricultural education programs have on program success at the high school level, especially in the area of marketing.

10. The state agency should strive to obtain a 100% response rate to accurately reflect the state of excellence in Georgia agricultural education.

Final Significance

The TQM model was used as the theoretical framework to guide this study of the *Identification and Analysis of Georgia Exemplary Secondary Agricultural Education Program*. This framework follows the assumption that an organization or group works best when a desire for quality guides it. The TQM model operates on the belief that people ultimately want to do good work and that management is ultimately responsible for quality (Bolman & Deal, 2008). The results of the study revealed a desire to do “good work” as evidenced by the performance of Georgia secondary agricultural education programs on the NQPS survey. Additionally, it revealed that “management,” in this case, the state Agricultural Education staff as well as the agriculture teacher’s organization, had promoted quality through an emphasis on performance standards.

As stated early on in the research, Georgia’s agricultural education program has had minimum quality standards in place since the mid-1990s, however, no assessment method was developed to determine the number of programs that exceeded the minimum standards. There is a saying that “a rising tide lifts all boats.” The results seem to indicate that this principle could be working in Georgia. As all programs have strived to

meet the minimum standards in place, the overall quality of Georgia's agricultural education program has risen. It should also be noted that many indicators deemed by the Georgia assessment as minimum standards are items that the NQPS survey places high on its scale. An example would be Standard Six (Certified Agriculture Teachers and Professional Growth). More programs met Exemplary status on this standard than any other with 52 of 105 rated as exemplary. The NQPS quality indicators for this standard concentrate on teachers being certified to teach agricultural education as well as professional growth opportunities that teachers utilize. The Georgia evaluation for agricultural education programs requires that all teachers of agricultural education be certified in that field and that teachers take at least 10 hours of professional development specifically in an agricultural education workshop each year (Georgia Vocational Agriculture Teachers Association, 1999). This is but one example of Georgia's minimum requirements helping programs achieve a high rating on the NQPS survey.

The Georgia Agricultural Education Program Standards (Georgia Vocational Agriculture Teachers Association, 1999) that were in place were adequate in establishing base standards for program quality to assess the state's agricultural education programs. The National Quality Standards for Agricultural Education contained in the NQPS survey have established a new benchmark from which excellence can now be measured.

The result of this research is a set of recommendations for continual improvement of secondary agricultural education programs in Georgia. Hopefully, the findings and recommendations in this study will not only benefit the Georgia agricultural education state staff, but will also be an asset to local agriculture teachers also, as they seek to improve the quality of their programs. Lastly, these findings and recommendations may

serve to guide other state agricultural education leaders and groups as they seek to improve the quality and performance of secondary agricultural education programs in their states. In so doing, the tide of agricultural education will continue to rise and with it the aspirations and accomplishments of untold numbers of teachers, students, and other stakeholders.

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APPENDIX A:

National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education

National Quality Program Standards For Secondary (Grades 9- 12) Agricultural Education



A Project By
The National Council for Agricultural Education

INTRODUCTION

The National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are a result of a need to provide a consistent delivery of high quality agricultural education programs across the nation 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 National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are designed to be used by the local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement.

Each standard or standard statement is followed by a series of quality indicators/questions which further define or assess the standard or standard statement. The sum of the indicators scores serve as a ranking and determine if the standard or standard statement has been met. The sum of the indicator scores must reach the identified criteria score for meeting the standard or standard statement.

Local Program Success materials found in the National FFA Local Program Resource Guide may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

DEFINITIONS:

Standard or Standard Statement - A descriptive statement established and used as a model of quantitative characteristics for the development, management and assessment of secondary (Grades 9-12) Agricultural Education programs.

Quality Indicator – A measurement used to further define or measure the standard or standard statement.

DIRECTIONS:

Reviewers should strive to rate the quality indicator based upon the level of criteria met. The rating scale indicates the following:

Exemplary = 4

Promising = 3

Improving = 2

Struggling = 1

Non-Existent = 0

A Glossary and Definition of Terms is located in the back of this document.

Supporting Organizations

The following organizations have reviewed the standards and quality indicators in this document and support its use for assessment of Secondary (Grades 9-12) Agricultural Education Programs.

Agricultural Education Policy Committee of the Association for Career & Technical Education

American Association for Agricultural Education (AAAE)

National Association of Agricultural Educators (NAAE)

National Association of Supervisors of Agricultural Education (NASAE)

National Council for Agricultural Education

National FFA Alumni Association

National FFA Foundation Sponsors Board

Seminis Seeds Division of Monsanto, Inc. - Glenn Stith, Vice President, NA & SA Operations and National FFA Foundation Board Chairman

Cargill, Incorporated - Jerry R. Rose, Corporate Vice President,

Deere & Company - Douglas C. DeVries, Senior Vice President, Agricultural Marketing - North America, Australia & Asia,

Wayne Farms LLC - Elton H. Maddox, President and Chief Executive Officer

Elanco Animal Health - Jeff Simmons, Executive Director North America Sales & Marketing

National FFA Organization Board of Directors

National Farm and Ranch Business Management Education Association. (NFRBMEA)

National Postsecondary Agricultural Student Organization (PAS)

National Young Farmer Educational Association (NYFEA)

INDEX

<u>Item</u>	<u>Page</u>
National Quality Program Standards for Secondary Agricultural Education	1
Introduction and Strengths	2
Standard 1: Program Design and Instruction Standard Statement – Curriculum & Program Design	3
Standard 1: Program Design and Instruction Standard Statement – Instruction	8
Standard 1: Program Design and Instruction Standard Statement – Facilities and Equipment.....	14
Standard 1: Program Design and Instruction Standard Statement – Assessment	21
Standard 2: Experiential Learning	25
Standard 3: Leadership Development	30
Standard 4: School and Community Partnerships	37
Standard 5: Marketing	42
Standard 6: Certified Agriculture Teachers and Professional Growth.....	47
Standard 7: Program Planning and Evaluation.....	54
Summary.....	60
Recommendations and Suggestions for Improvement.....	61
Glossary and Definition of Terms	62

NATIONAL QUALITY PROGRAM STANDARDS FOR SECONDARY (GRADES 9-12) AGRICULTURAL EDUCATION

Standard 1: Program Design and Instruction

Standard Statement – Curriculum & Program Design: A Standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

Standard Statement - Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Standard Statement - Facilities & Equipment: 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 Statement – Assessment: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Standard 2: Experiential Learning

Standard Statement: Education is enhanced through active participation by all students in a year-round experiential learning program.

Standard 3: Leadership Development

Standard Statement: All students participate in year-round intra-curricular agricultural student organization programs and activities.

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 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.

INTRODUCTION

Include a brief description of the agricultural education program, number of students served, enrollment, number of teachers and any unique information about the program.

STRENGTHS

Summarize below the major strengths of the agricultural education program. Include outstanding accomplishments of students, teachers and the FFA Chapter.

Standard 1: Program Design and Instruction

Standard Statement – Curriculum & Program Design: A Standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. The curriculum includes: 1.) course names & descriptions; 2.) course objectives/ competencies; 3.) course sequences, 4.) course prerequisites and 5.) staffing assignments for all courses.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
The curriculum includes all 5 quality indicator components.	The curriculum includes 4 of the 5 quality indicator components.	The curriculum includes 3 of the 5 quality indicator components.	The curriculum includes 2 of the 5 quality indicator components.	The curriculum includes 1 of the 5 quality indicator components.	
Evidence, Comment & Suggestions:					

2. Program and curriculum design is based upon input from stakeholders.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Program and curriculum design is based upon input from stakeholders as evidenced through advisory committee minutes and program changes/modif	Program and curriculum design is based upon input from stakeholders as evidenced through advisory committee minutes.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with stakeholders.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with teacher.	Program and curriculum design shows no evidence of input from stakeholders.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
ications.					
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

3. The curriculum is organized logically and sequentially from introductory to advanced levels.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
The curriculum is challenging, organized logically and sequentially from introductory to advanced levels.	The curriculum is organized logically and sequentially from introductory to advanced levels.	The curriculum is organized logically and sequentially.	The curriculum organized logically.	The curriculum is outdated and unorganized.	
Evidence, Comment & Suggestions:					

4. An approved course of study is current and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
A course of study is current, school board approved and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards with evidence of certification provided.	A course of study is current, school board approved and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.	A course of study is current and school board approved.	A course of study exists for the program.	No course of study exists.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

5. The technical content is aligned with academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The technical content objectives/competencies are aligned and cross-referenced with state and academic content standards.	The technical content objectives/competencies are aligned but not cross-referenced with state and academic content standards.	The technical content objectives/competencies are partially aligned with state and academic content standards.	The technical content objectives/competencies are listed.	No technical content or academic content standards are listed.	
Evidence, Comment & Suggestions:					

6. The program provides and encourages access for all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
<p>The program enrollment is representative of the total school population providing and encouraging access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials and facilities.</p>	<p>The program encourages access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials and facilities.</p>	<p>There is limited evidence showing the program encourages access for all students including non-traditional and special populations</p>	<p>The program enrollment is not reflective of the total school population.</p>	<p>There is no evidence showing the program encourages access for all students.</p>	
<p>Evidence, Comment & Suggestions:</p>					

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

7. The curriculum is articulated with post-secondary institutions.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, formal written articulation agreements, and post-secondary dual credit.	The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, and formal written articulation agreements.	The curriculum is articulated with postsecondary institutions including curriculum alignment and instructional support.	The curriculum is articulated with postsecondary institutions including curriculum alignment.	The curriculum is not articulated with postsecondary institutions.	
Evidence, Comment & Suggestions:					

8. Experiential learning (SAE) and leadership & personal development (FFA) are integrated throughout the instructional program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students evaluate and analyze their leadership & personal development (FFA) and experiential learning (SAE) experiences as an integral part of the instructional program as	All students' experiences in leadership & personal development (FFA) and experiential learning (SAE) are incorporated in the instructional program.	Content related to leadership & personal development (FFA) and experiential learning (SAE) is included in the instructional program.	Students are informed of leadership & personal development (FFA) and experiential learning (SAE) opportunities as part of the instructional program.	Leadership & personal development (FFA) and experiential learning (SAE) programs are not addressed in the curriculum	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
evidenced by student files.					
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Curriculum & Program Design (continued)

SUMMARY

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. The curriculum includes course descriptions and sequences, including prerequisites and staffing assignments.	
2. Program and curriculum design is based upon input from stakeholders.	
3. The curriculum is organized logically and sequentially from introductory to advanced levels.	
4. The technical content is aligned with academic content standards.	
5. The program provides and encourages access for all students.	
6. The curriculum is articulated with post-secondary institutions.	
7. Experiential learning (SAE) and leadership & personal development (FFA) are integrated throughout the instructional program.	
8. An approved course of study is current and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.	
<u>TOTAL</u>	

Score					
Range	32 – 25	24 – 17	16 – 9	8 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

**The score for Standard 1: Program Design and Instruction Standard
Statement: Curriculum & Program Design must be 22 or above to meet this standard.**

MET _____

NOT MET _____

Standard 1: Program Design and Instruction

Standard Statement - Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators:

1. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A well-planned, balance exists between the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA). The balance is documented, and resulted from collaboration with stake holders and state requirements.	Evidence exists that an attempt has been made to balance the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA), utilizing input from state staff, local administrators, and a local advisory committee. The curriculum appears to be dominated by 1 or more of the 3 components.	While one component of the curriculum is clearly dominating the instruction, the instructor(s) has a plan for bringing the deficient areas into balance. The instructor(s) is relying on assistance from state staff, local administrators, advisory committees, and other resources and has documented this in writing.	One component of the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development areas obviously dominates the curriculum, while others are minimally addressed or ignored altogether.	No balance is visible between classroom & laboratory instruction, experiential learning (SAE) and leadership and personal development (FFA).	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

2. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for each lesson taught in the program which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 75% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 50% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for less than 50% of the lessons taught in the program.	Limited written lesson plans are available and no teaching calendar exists.	
Evidence, Comment & Suggestions:					

3. Year-round instructional activities provide for the mastery of technical skills and the development of higher-order thinking.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Program planning and evaluation documentation indicates that year-round instructional/educational activities which provide for the mastery of technical skills & the development of higher-order thinking.	Program planning and evaluation documentation indicates that year-round instructional/educational activities which provide for the mastery of technical skills.	Program planning and evaluation documentation indicates that less than year-round instructional/educational activities which provide for the mastery of technical skills.	Program planning and evaluation documentation indicates that less than year-round instructional/educational activities are provided.	No evidence of year-round instructional activities to provide for the mastery of technical skills and the development of higher-order thinking.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

4. Instruction reinforces the application of relevant and rigorous academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Planned instruction indicates that rigorous state and national academic content standards have been incorporated into the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards were consulted when deciding on the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards have been considered on a limited basis when selecting the teaching methods, support materials, and content of texts utilized in the courses of study.	Planned instruction shows signs of some academic rigor, but has no documented association to any state or national content standards.	No evidence exists that instruction reinforces the application of relevant and rigorous academic content standards.	
Evidence, Comment & Suggestions:					

5. Instructional methods address the learning styles of all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher instructional methods support a variety of documented student	Teacher instructional methods support a variety of student learning	Teacher uses a variety of instructional methods.	Teacher uses a limited variety of instructional methods.	No evidence exists that instructional methods address the variety of student	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
learning styles.	styles.			learning styles.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

6. Authentic student experiences are integrated into instructional methods.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All applicable lessons have authentic student experiences integrated into the instructional methods.	At least 75% or more of applicable lessons have authentic student experiences integrated into the instructional methods.	50% or more of applicable lessons have authentic student experiences integrated into the instructional methods.	Less than 50% of applicable lessons have authentic student experiences integrated into the instructional methods.	No evidence exists that authentic student experiences are integrated into the instructional methods.	
Evidence, Comment & Suggestions:					

7. Classroom management practices maximize time on task and minimize disruptive behaviors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher utilizes a maximum of instructional time with all	Teacher utilizes a maximum of instructional time with most	Teacher utilizes a maximum of instructional time with most	Teacher uses limited instructional time and students	No evidence exist that classroom management practices are	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
students engaged in learning with minimal interruption of instructional continuity.	students engaged in learning with limited interruption of instructional continuity.	students engaged in learning.	exhibit disruptive behaviors.	used to maximize time on task and minimize disruptive behaviors.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Instruction: (continued)

8. Instructional methods and resources are inclusive and non-biased.
(This can be accomplished through a curriculum committee, review by a recognized expert, or other methods approved by the local administration, school board, and advisory committee.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All Instructional methods and resources have been certified as inclusive and non-biased.	All Instructional methods and resources have been reviewed and designated as inclusive and non-biased.	A plan has been developed to replace non-inclusive and biased resources.	Instructional methods and resources are being reviewed for lack of inclusiveness and possible bias.	No evidence exists that the instructional methods and resources are inclusive and non-biased.	
Evidence, Comment & Suggestions:					

9. The instructional program uses a variety of current instructional materials, equipment, techniques, technology and community based resources.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The instructional program uses a variety of current instructional materials, equipment, techniques, up-to-date technology and community based resources.	The instructional program uses a variety of current instructional materials, equipment, techniques and up-to-date technology.	The instructional program uses a variety of instructional materials, equipment, techniques and technology with a written plan for upgrading.	The instructional program uses materials, equipment and techniques that are out-of-date.	No evidence exists that the instructional program uses a variety of current instructional materials, equipment, techniques, technology and community based resources.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Instruction (continued)

SUMMARY

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).	
2. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.	
3. Year-round instructional activities provide for the mastery of technical skills and the development of higher-order thinking.	
4. Instruction reinforces the application of relevant and rigorous academic content standards.	
5. Instructional methods address the learning styles of all students	
6. Authentic student experiences are integrated into instructional methods	
7. Classroom management practices maximize time on task and minimize disruptive behaviors.	
8. Instructional methods and resources are inclusive and non-biased	
9. The instructional program uses a variety of current instructional materials, equipment, techniques, technology and community based resources.	
<u>TOTAL</u>	

Score					
Range	36 – 28	27 – 19	18 – 10	9 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard
Statement: Instruction must be 25 or above to meet this standard.

MET _____

NOT MET _____

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: 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.

Definitions
May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Facility size, layout and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Size exceeds state standards, serves curricular needs of students and design accommodate s emerging instructional needs.	Size meets state standards and design accommodate s current instructional needs.	Size meets state standards and instructor(s) significantly adjusts design to accommodate current instructional needs.	Size does not meet state standards and design is not conducive to instructional activities.	No permanent facility exists.	

Evidence, Comment & Suggestions:

2. Facility meets existing local, state, and/or federal safety standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Exceeds safety standards.	Meets required safety standards.	Plan for improvements in place and improvements being made.	No plan to address needed safety needs but improvements underway.	Does not meet safety standards	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Environmental controls exceed standards and may accommodate future upgrading.	Environmental controls are operational and meet present needs.	Plan for improvements is in place and improvements being made.	Environmental controls work poorly and no plan is in place for improvement.	Multiple environmental standards do not meet health standards	
Evidence, Comment & Suggestions:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Facility is clean and well maintained, with instructional materials logically organized.	Facility is clean, maintained and organized.	Facility is clean and organized but needs to be maintained.	Facility is clean but needs organization and maintenance.	Facility is unclean, poorly organized with significant maintenance required	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

5. Facility is free of barriers that would result in the denial of access due to gender or handicap.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Is 100% accommodating to students.	Is accessible and accommodating, needs minor improvements to achieve 100% access.	Barriers evident, and a board approved plan is in place for eliminating accessibility problems.	Barriers are evident, accessibility plan is being developed.	Barriers are present with no plan to change.	
Evidence, Comment & Suggestions:					

6. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Exceeds state standards for size and is well organized.	Meets state standards for size and organized.	Inadequate space and organized or adequate space and unorganized.	Inadequate space and unorganized.	No storage space.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

7. An equipment and technology inventory is completed annually and is developed with a plan for new purchases and replacements.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Equipment and technology inventory is recorded/revised annually, reviewed by advisory committee and a 5 year plan for equipment and technology purchases and replacement is in place.	Equipment and technology inventory is recorded/revised annually with an organized plan for annual purchase and replacement.	An equipment and technology inventory is completed with an organized plan for new purchases and replacement under development.	An inventory is recorded, but incomplete	No inventory of equipment or technology exists.	
Evidence, Comment & Suggestions:					

8. Classroom and laboratory equipment is maintained; adequate consumable supplies are provided annually and are current to industry standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Classroom and laboratory equipment is well maintained; current to industry standards and adequate consumable supplies are provided.	Classroom and laboratory equipment is maintained; and adequate consumable supplies are provided.	Classroom and laboratory equipment needs maintenance or upgrading and adequate consumable supplies are provided.	Classroom and laboratory equipment needs upgrading and sufficient consumable supplies are not provided.	Classroom and laboratory equipment is outdated or inadequate and consumable supplies are not provided.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

9. Safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A documented safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	A safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	Safety inspections are conducted infrequently with defective items removed, repaired, or replaced.	Safety inspections are infrequent and defective items are present and accessible.	No safety inspection has been conducted and defective items are present and accessible. Tools and equipment should not be used until corrective measures are completed.	
Evidence, Comment & Suggestions:					

10. The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Safe, adequate tools and equipment meets the needs of all classes.	Tools and equipment meet the needs of all classes or instructional strategies accommodate all students with positive results.	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students with positive results.	Tools and equipment needs have not been met for all classes nor have instructional strategies been put in place to accommodate all students.	Tools and equipment are insufficient to meet the instructional needs.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

11. Current technology is available to deliver instruction and manage the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
State of the art technology is inventoried and present in the agricultural program and is incorporated into agricultural classroom instruction.	Technology is inventoried and present in the agricultural program and is incorporated into agricultural classroom instruction.	Technology is available to the agricultural program and is incorporated into agricultural classroom instruction.	Technology is available to the agricultural program and is not utilized in agricultural classroom instruction.	Technology is not available.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: (continued)

SUMMARY

<u>Quality Indicator Scores</u>	<u>Score Summary</u>
Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	
1. Facility size, layout and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.	
2. Facility meets existing local, state, and/or federal safety	
3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.	

4. Facility is clean, organized, and maintained to provide an environment conducive to learning.	
5. Facility is free of barriers that would result in the denial of access due to gender or handicap.	
6. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.	
7. An equipment and technology inventory is completed annually and is developed with a plan for new purchases and replacements.	
8. Classroom and laboratory equipment is maintained; adequate consumable supplies are provided annually and are current to industry standards.	
9. Safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	
10. The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.	
11. Current technology is available to deliver instruction and manage the program.	
<u>TOTAL</u>	

Score					
Range	44 – 34	33 – 23	22 – 12	11 - 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Facilities and Equipment must be 31 or above to meet this standard.

MET _____

NOT MET _____

Standard 1: Program Design and Instruction

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

(Assessment involves evaluation of classroom instruction including technical and academic competencies, experiential learning (SAE) and FFA participation.)

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Students demonstrate technical/academic performance through assessments based upon identified competencies, cross-referenced with state & national standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Program has on file, technical /academic assessments based on identified competencies, cross-referenced with state and national standards.	Program has assessments based on technical or academic competencies with state standards.	Program has assessments that are based on state technical or academic competencies.	Program has assessments that are not based on identified competencies.	No evidence that performance through assessments exist or that competencies have been identified.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

2. Students demonstrate their performance of technical competencies through authentic assessments.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Students demonstrate their performance of technical competencies through statewide authentic assessments with identified mastery levels.	Students demonstrate their performance of technical competencies through local authentic assessments with identified mastery levels.	Students demonstrate their performance of technical competencies through local authentic assessments.	Students demonstrate their performance through local assessments.	No evidence exists of authentic student assessment.	
Evidence, Comment & Suggestions:					

3. Student’s experiential learning program (SAE) is evaluated to measure knowledge and skill level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Student experiential learning programs are evaluated to measure knowledge and skill level for each grading period (including summer) as a part of the class grade. Record keeping is	Student experiential learning programs are evaluated each grading period (including summer) as a part of the class grade.	Student experiential learning programs are reviewed to assure they are up-to-date and complete.	Student experiential learning programs are not assessed.	Student experiential learning program does not exist.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
linked with instructional objectives.					
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

4. Students develop a file and/or portfolio that document their agricultural education experience programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATOR SCORE
Students develop a file and/or portfolio that document their agricultural education experience programs with all completers possessing an employer-ready portfolio that has been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs that have been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs.	Limited documentation exists related to students' agricultural education experience programs.	No documentation of student agricultural education program exists.	
Evidence, Comment & Suggestions:					

5. Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning (SAE) and leadership and personal development (FFA)).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING G 1	NON- EXISTENT 0	INDICATOR SCORE
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EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program and is shared with student, parents and employers.	An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/lab oratory instruction and one other component of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/lab oratory instruction.	An approved grading plan is not in place.	
Evidence, Comment & Suggestions:					

Standard 1: Program Design and Instruction

Standard Statement – Assessment: (continued)

SUMMARY

<u>Quality Indicator Scores</u>	<u>Score Summary</u>
Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	
1. Students demonstrate technical/academic performance through assessments based upon identified competencies, cross-referenced with state & national standards.	
2. Students demonstrate their performance of technical competencies through authentic assessments.	
3. Student’s experiential learning program (SAE) is evaluated to measure knowledge and skill level.	
4. Students develop a file and/or portfolio that document their agricultural education experience programs.	

5. Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning (SAE) and leadership and personal development (FFA)).	
<u>TOTAL</u>	

Score					
Range	20 – 16	15 – 11	10 – 6	5 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 1: Program Design and Instruction Standard Statement: Facilities and Equipment must be 14 or above to meet this standard.

MET _____

NOT MET _____

Standard 2: Experiential Learning

Standard Statement: Education is enhanced through active participation by all students in a year-round experiential learning program.

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. All students have experiential learning (SAE) programs based on career pathways/clusters/ interests and agricultural curriculum standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	75% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	50% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Less than 50% of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Students enrolled in the program do not have an approved experiential learning (SAE) program.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

2. Experiential learning (SAE) programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and/or employer.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Each student has an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when applicable.	75% or greater of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when applicable.	50% or greater of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when applicable.	Less than 50% of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when applicable.	25% or less of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when applicable.	
Evidence, Comment & Suggestions:					

3. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented record of each experiential learning (SAE) supervision visit outside of regular class time with a minimum of 180 supervisory	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 150 supervisory	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 120 supervisory	A documented record of each experiential learning (SAE) supervision visit per teacher outside of regular class time.	No records of experiential learning (SAE) supervision are available.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
visits per teacher OR 4 per student per year per teacher.	visits per teacher OR 3 per student per year per teacher.	visits per teacher OR 2 per student per year per teacher.			
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

4. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A 12 month calendar of instruction, including regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration.	Regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration and updated as needed throughout the year.	Scheduled supervisory visits of student experiential learning (SAE) are filed monthly with the school administration.	Supervisory visits of student experiential learning (SAE) are not documented.	Student experiential learning (SAE) is not a supported component of the instructional process.	
Evidence, Comment & Suggestions:					

5. Each agriculture student maintains up-to-date and accurate experiential learning (SAE) records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
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EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Each student enrolled in the program maintains an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	75% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	50% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	Less than 50% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	25% or less of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

6. An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities, including state department of agricultural education, local school board, administration, and is then maintained in	An annual summary of students' experiential learning (SAE) programs is completed and submitted to local school board, administration, and is then maintained in the department's permanent records.	An annual summary of students' experiential learning (SAE) programs is completed and submitted to local administrator and is then maintained in the department's permanent records.	An annual summary of students' experiential learning (SAE) programs is completed and maintained in the department's permanent records.	No summary of students' experiential learning (SAE) programs is completed.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
the department's permanent records.					
Evidence, Comment & Suggestions:					

7. Students have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
All students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	75% or greater of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	50% or greater of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	Less than 50% of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	Experiential learning (SAE's) are nonexistent.	
Evidence, Comment & Suggestions:					

Standard 2: Experiential Learning (continued)

SUMMARY

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. All students have experiential learning (SAE) programs based on career pathways/clusters/interests and agricultural curriculum standards.	

2. Experiential learning (SAE) programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and/or employer.	
3. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.	
4. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.	
5. Each agriculture student maintains up-to-date and accurate experiential learning (SAE) records.	
6. An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities.	
7. Students have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.	
<u>TOTAL</u>	

Score					
Range	28 – 22	21 – 15	14 – 8	7 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 2: Experiential Learning must be 20 or above to meet this standard.

MET _____

NOT MET _____

Standard 3: Leadership Development

Standard Statement: All students participate in year-round intra-curricular agricultural student organization programs and activities.

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. All students enrolled in the agricultural education program are members of the FFA.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
100% of students are FFA members.	At least 90% or greater of students are FFA members.	At least 85% or greater of the students are FFA members	Less than 80% of students are FFA members.	The agricultural education program does not have a chartered FFA chapter.	
Evidence, Comment & Suggestions:					

2. All students have a progressive plan for leadership and personal development.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
100% of students have a progressive written plan for leadership and personal development documented.	90% or greater of students have a progressive written plan for leadership and personal development documented.	85% or greater of students have a progressive written plan for leadership and personal development in place.	A format is in place for students to develop a plan but less than 85% of students have documented plans in place.	No format is in place for students to develop a plan for leadership and personal development.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

3. All students participate in FFA-related programs and activities.

(Program Areas are defined as Career Development Events, Proficiency Awards, Service Learning Activities, Fundraising Activities, Leadership Conferences such as Washington Leadership Conference, Made For Excellence or EDGE, National Chapter Award Committees, Leadership Conferences, Camps and Activities above the local level and/or holding a chapter office.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students participate in an agricultural education program average of at least two program areas and at least four activities each year.	All students participate in an agricultural education program average of at least one program and at least three activities per year.	All students participate in at least two program areas and at least two activities each year.	All students participate in at least one program area and at least one activity each year.	No evidence of member participation in FFA program areas or activities.	
Evidence, Comment & Suggestions:					

4. All students participate in FFA leadership and personal development activities/events above the local level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All members participation in FFA leadership and personal development activities/events above the local level.	75% or more members participate in FFA leadership and personal development activities/events above the local level.	50% or more members participate in FFA leadership and personal development activities/events above the local level.	Less than 50% members participate in FFA leadership and personal development activities/events above the local level.	No evidence of member participation in FFA leadership and personal development activities/events above the local level.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

5. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies and distributed to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws reviewed and updated within the last 3 years, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws that has been reviewed and updated within the past five years.	No evidence that the FFA chapter has an approved constitution and/or bylaws.	
Evidence, Comment & Suggestions:					

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The annual program of activities is planned and implemented by chapter members, committees and committee chairs are	The annual program of activities is planned and implemented annually by chapter members, committees and committee	The annual program of activities is planned and implemented by chapter members and every member has access.	The annual program of activities is not planned and implemented by the members and/or is not complete.	No evidence that the FFA chapter has an annual program of activities.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
assigned. Every member has access to the POA with school board and school administration having a copy.	chairs are assigned and every member has access.				

Evidence, Comment & Suggestions:

Standard 3: Leadership Development (continued)

7. The FFA chapter conducts well-planned regularly scheduled chapter meetings.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Regularly scheduled monthly meetings are conducted using a distributed agenda including reports, proper use of parliamentary procedure with minutes and reports kept on file.	Regularly scheduled monthly meetings are conducted using a distributed agenda and minutes.	Regularly scheduled monthly meetings are conducted without regular use of an agenda, reports and/or minutes.	Periodic meetings are being held without the use of an agenda or minutes.	No evidence chapter meetings are being held.	
Evidence, Comment & Suggestions:					

8. The FFA chapter plans and conducts award recognition programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Members and supporters are recognized using a student planned and conducted award recognition program. The function is	Members and supporters are recognized using a chapter planned and conducted program. The function is attended by 75% or more	Members and supporters are recognized using a chapter planned program. The function is attended by 50% or more of chapter	Members are recognized during a school organized program not planned by the FFA chapter.	Members and supporters are not recognized using a formal program.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
attended by 95% or more of chapter members with parents, school staff/officials and community members attending.	of chapter members with parents, school staff/officials and community members attending.	members with parents, school staff/officials and community members attending.			
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

9. The FFA chapter has a current budget which provides the financial resources to support the Program of Activities (POA) and maintains accurate financial records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports. Chapter has sufficient financial funds to devote to	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports.	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records with regular chapter meeting reports.	Relies on the school to maintain accurate financial records. Financial resources are not sufficient to support the POA.	No evidence that the FFA chapter has financial resources to support the POA and maintains financial records.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
savings.					
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

10. Capable and trained officers lead the FFA chapter.
(A chapter leadership continuum program is designed to develop the leadership skills of members to enhance their growth to assume future leadership positions.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities above the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities at the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office.	No written process in place to elect chapter officers. No training processes in place to ensure chapter officers understand the duties of their office.	No chapter officers in place to lead the chapter.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. All students enrolled in the agricultural education program are members of the FFA.	
2. All students have a progressive plan for leadership and personal development.	
3. All students participate in FFA-related programs and activities.	
4. All students participate in FFA leadership and personal development activities/events above the local level.	
5. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually.	
6. FFA members are involved in the planning and implementation of a Program of Activities (POA).	
7. The FFA chapter conducts well-planned regularly scheduled chapter meetings.	
8. The FFA chapter plans and conducts award recognition	
9. The FFA chapter has a current budget which provides the financial resources to support the POA and maintains accurate financial records.	
10. Capable and trained officers lead the FFA chapter.	
<u>TOTAL</u>	

Score					
Range	40 – 31	30 – 21	20 – 11	10 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 3: Leadership Development must be 28 or above to meet this standard.

MET _____

NOT MET _____

Standard 4: School and Community Partnerships

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

Definitions
 May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. School, FFA Alumni and community partners are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Resources are developed or acquired to continually enhance awareness and increase the partner base for increased support for the program. Special well planned events are held to enhance the awareness of counselors and key decision makers of the opportunities	Local advisory committee is in place, well informed and meeting on a regular basis. Program updates are disseminated to all key partners to keep them well informed of goals, objectives, activities, accomplishments, future plans and how partners can be involved.	Potential school and community partners in key areas of support are identified. Key partners are invited to annual functions where the accomplishments and activities of the program are highlighted. Local media is used to keep school and community partners up to date on	Communicating primarily with school staff and administration. Very little interaction with key community leaders to inform them of program activities and accomplishments.	Limited interaction with school or community members on the benefits and/or accomplishments of the program. Information is only provided if requested.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
for students to acquire academic rigor in a relevant setting.		program goals and the importance of agricultural education to the economy and educational value towards career opportunities and success.			
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

2. School, FFA Alumni and community partners are recognized for their support of the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICATO R SCORE
Outstanding school, FFA Alumni and community partners are nominated to be recognized at the area, state and national levels.	School, FFA Alumni and community partners are recognized on an annual basis during a special program, publications and/or special media attention. Program records of their recognition are maintained.	School, FFA Alumni and community partners are recognized on an annual basis during a special program. They are recognized through local and regional publications.	School, FFA Alumni and community partners are recognized by use of thank you or publications but no special recognition function is used.	School, FFA Alumni and community partners are not recognized in a formal setting.	
Evidence, Comment & Suggestions:					

3. Community volunteers (FFA Alumni) are organized and involved in supporting the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Outstanding volunteers are recognized for their leadership and accomplishments. An organized campaign by existing volunteers is conducted to increase the capacity and support for the program by seeking new volunteers.	Volunteers are well informed, organized into committees and understand their role to support the program. Regular meetings and events are scheduled to accomplish goals.	Program volunteer group is in place working with the local teacher to identify needs and plans to support the program.	Community volunteers are identified and contacted only in high demand situations.	Community volunteers are not involved in the support of the local program.	
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

4. School, FFA Alumni and community partners, including parents and/or guardians, are regularly informed about student learning and program success.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Resources are developed or acquired to enhance additional awareness and support for the program. Well planned events are held to enhance the	Program update is disseminated on a regular basis to all key partners and parents to keep them well informed of goals, objectives, activities, accomplish-	Key school and community based partners and parents are invited to annual award functions where the accomplishments and activities of	Communicating with school staff and administration takes place when requested. Interaction with parents is during parent/teacher conferences and in high	Regular communication with parents, school and community partners to inform them of the progress of the programs and students are nonexistent.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
awareness of parents and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting while preparing for post secondary education and career opportunities.	ments, future plans and how they can be involved. Student continued agricultural education plan and goals is developed, documented and shared with counselors and parents.	the program are highlighted. Regular supervisory visits with students and parents to highlight the successes, opportunities and future plans the program has to offer the student.	need situations.		
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships **(continued)**

5. Each teacher participates in and provides leadership for community and industry activities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Each teacher is serving in leadership roles in the school and community. The teacher is well respected through recognition for their service and commitment to education and community support.	Each teacher has assumed a leadership role in the school and community and is recognized leader and role model for students to follow.	Each teacher has connected with leadership of the school, community and industry and is attending activities on a regular basis.	Each teacher has identified how they could be involved and is currently attending events or activities.	Each teacher is not involved in community and industry activities.	
Evidence, Comment & Suggestions:					

6. School, FFA Alumni and community partners advocate for the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher and partners are working with local, state and national Team Ag Ed organizations to support advocacy efforts on a regular basis.	Special events are held to demonstrate the resources, identify effective use and solicit support. Advocacy volunteer group is organized, goals are set	Partners are reminded of their need for support, effectively use the resources and encouraged to make contact. During high reminder time contact has increases.	Partners have been made aware of the resources available to advocate for agricultural education. Contact with key adversaries is minimal.	School and community partners are not knowledgeable of program accomplishments.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
	and accomplished.				
Evidence, Comment & Suggestions:					

Standard 4: School and Community Partnerships (continued)

SUMMARY

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. School, FFA Alumni and community partners are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	
2. School, FFA Alumni and community partners are recognized for their support of the program.	
3. Community volunteers (FFA Alumni) are organized and involved in supporting the agricultural education program.	
4. School, FFA Alumni and community partners, including parents and/or guardians, are regularly informed about student learning and program success.	
5. Teacher participates in and provides leadership for community and industry activities.	
6. School, FFA Alumni and community partners advocate for the agricultural education program.	
<u>TOTAL</u>	

Score					
Range	24 – 19	18 – 13	12 – 7	6 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 4: School and Community Partnerships must be 17 or above to meet this standard.

MET _____

NOT MET _____

Standard 5: Marketing

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

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication records shows stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are informed of the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication shows that stakeholders are familiar with the accomplishments of the agricultural education program. Instructor participates in industry and community organizations.	Program activities are communicated regularly through the local media.	Communication is limited within the school and occasional community contacts.	
Evidence, Comment & Suggestions:					

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

Standard 5: Marketing (continued)

2. A positive school and community relations program is planned and conducted annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A written marketing plan is developed and is followed annually to increase communications with the school and community with evidence of success.	A written marketing plan is developed and is followed annually to increase communications with the school and community.	A marketing plan is developed to increase communications with the school and community.	Information is provided to the school and community upon request	No evidence of communication related to program accomplishments.	
Evidence, Comment & Suggestions:					

3. A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A communication plan for key stakeholders is developed, implemented, reviewed and completed	A communication plan for key stakeholders is developed, implemented, reviewed and completed	A communication plan for key stakeholders exists.	Communication with key stakeholders casual in nature.	No communication with key stakeholders exists.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
annually with evidence provided.	annually.				
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

4. A recruitment and retention plan is annually developed and implemented for prospective and current students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
A recruitment and retention plan is annually developed and implemented for prospective and current students with evidence provided.	A recruitment and retention plan is annually developed and implemented for prospective and current students.	A recruitment and retention plan has been developed and implemented for prospective and current students.	A recruitment and retention plan is out dated or not implemented for prospective and current students.	No recruitment and retention plan for prospective and current students exists.	
Evidence, Comment & Suggestions:					

5. The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The teacher collects and reports relevant agricultural	The teacher collects and reports relevant agricultural	The teacher shares agricultural education program	The agricultural education program data/informati	The teacher does not share relevant agricultural education	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
education program data/information to key stakeholders and other entities with evidence provided.	education program data/information to key stakeholders and other entities.	data/information to key stakeholders and other entities.	on available to key stakeholders.	program data/information to key stakeholders.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

6. Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Relationships are built with local, state and national decision makers, including elected officials, through education and outreach with evidence provided.	Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.	Relationships are built with local decision makers, including elected officials, through education and outreach.	Relationships exist with local decision makers.	No evidence of relationships with local decision makers exists.	
Evidence, Comment & Suggestions:					

Standard 5: Marketing (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	Score Summary
1. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	
2. A positive school and community relations program is planned and conducted annually.	
3. A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.	
4. A recruitment and retention plan is annually developed and implemented for prospective and current students.	
5. The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities	
6. Relationships are built with local, state and national decision makers, including elected officials, through education and outreach	
<u>TOTAL</u>	

Score					
Range	24 – 19	18 – 13	12 – 7	6 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 5: Marketing must be 17 or above to meet this standard.

MET _____

NOT MET _____

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture teachers provide the core of the program.

Definitions
 May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Each teacher is state certified to teach agriculture.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher(s) has an advanced degree in agricultural education 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 agricultural education.	Teacher(s) holds a degree from an accredited college or university and is provisionally state certified in agricultural education with a written professional development plan in place for full certification.	Teacher(s) is a lateral entry teacher in agricultural education with provisional or temporary state certification in agricultural education.	Teacher(s) does not hold a certificate for teaching agricultural education.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth
 (continued)

2. The agriculture teacher(s) is/are employed year-round to supervise student instruction and manage the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The agriculture teacher is employed 12 months, year round with adequate funds for supervision and management of the program.	The agriculture teacher is employed more than 11 months of the year with adequate funds for supervision and management of the program.	The agriculture teacher is employed with extended employment beyond the regular school operating months with employment less than 11 months of the year.	The agriculture teacher is employed only during the regular school operating months.	The agriculture teacher is only a substitute or part-time teacher.	
Evidence, Comment & Suggestions:					

3. The FFA advisor(s) is a/are certified agriculture teacher(s).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
FFA advisor(s) is/are a fully state certified agriculture teacher.				FFA advisor(s) is/are not on the staff.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth
(continued)

4. All agriculture teachers in the secondary agricultural education program serve as FFA advisors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
All teachers in an agricultural education program work cooperatively and serve as FFA advisor(s) with specific duties.			Only one teacher, in a multi-teacher agricultural education program serves as the FFA advisor.	No agricultural education teacher serves as FFA advisor(s).	
Evidence, Comment & Suggestions:					

5. All agriculture teachers have a professional growth plan.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher has a written professional growth plan that is approved/ signed by the school administration , kept on file and reviewed periodically during the year with the administration .	Teacher has a written professional growth plan that is approved/ signed by the school administration , kept on file.	Teacher has a written professional growth plan on file.	Teacher does not have a formal professional growth plan.	No evidence of a teacher's professional growth plan.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth
(continued)

6. Teacher has continued professional growth through college credit courses, participation in professional development and/or other sources of training.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher holds an advanced degree, actively participates in workshops and other sources of technical training and is working towards National Board Teacher credentials, NBPT.	Teacher is working toward an advanced degree or has received an advanced degree and actively participates in workshops and other sources of professional and technical training.	Teacher actively participates in professional workshops or classes related to teaching area.	Teacher participates randomly in professional workshops with no evidence of regular or focused professional growth activities.	No evidence in participation in structured professional growth and development activities.	
Evidence, Comment & Suggestions:					

7. Teacher is an active member in related state and national professional education associations.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Member of and holds leadership position in professional organizations at and/or above state level.	Member of professional organizations and participates in functions at and /or above state level.	Member of and participates in annual the state professional organizations functions.	Non-member of the professional organizations, but participates in some professional function(s).	No member or active participation.	
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth
(continued)

8. Teacher cooperates in fostering the professional development of pre-service and beginning teachers.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher serves as an early experience model for those considering the teaching profession, serves as a mentor for beginning teachers and meets the criteria to serve as cooperating site for student teaching.	Provides an early experience model for those considering the teaching profession or participates in mentoring activities for new/returning teachers of agriculture.	Teacher is available to new teachers as a mentor or for mentoring activities.	Teacher has attended workshops or training on mentoring.	No evidence of assisting to new or returning teachers or participation in pre-service training.	
Evidence, Comment & Suggestions:					

9. Teachers exhibit a positive professional attitude and promote the profession as a career opportunity.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher(s) is an advocate and spokesperson for a career in teaching agricultural education.	Teacher(s) is an advocate at state levels with elected and government officials with impact	Instructor(s) is a spokesperson for issues in the community which impact agricultural	Evidence of contact with community and local leaders.	No evidence of the promotion of the profession as a career opportunity.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Teacher(s) have former students who have become teachers.	agricultural education as a profession and a career.	education.			
Evidence, Comment & Suggestions:					

Standard 6: Certified Agriculture Teachers and Professional Growth
(continued)

10. Teacher contributes to the technical and pedagogical knowledge base of the profession.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Within the last 3 years the teacher has, organized and presented a professional organization workshop, or authored a submission to a refereed professional publication, taken leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.	Within the last 5 years the teacher has organized and presented a professional organization workshop, or authored a submission to a refereed professional publication and/or taken leadership role in updating or adding innovative resources to curriculum.	Within the last 5 years the teacher has organized and presented a professional organization workshop or taken leadership role in updating or adding innovative resources to curriculum.	Teacher has attended a limited number of technical/knowledge meetings, with no evidence of presentations or authoring responsibilities.	No participation in any effort that contributes knowledge to the profession.	
Evidence, Comment & Suggestions:					

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

Standard 6: Certified Agriculture Teachers and Professional Growth
(continued)

SUMMARY

<u>Quality Indicator Scores</u> Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	<u>Score Summary</u>
1. Each teacher is state certified to teach agricultural education.	
2. The agriculture teacher(s) is/are employed year-round to supervise student instruction and manage the agricultural education program.	
3. The FFA advisor(s) is a/are certified agriculture teacher(s).	
4. All agriculture teachers in the secondary agricultural education program serve as FFA advisors.	
5. All agriculture teachers have a professional growth plan.	
6. Teacher has continued professional growth through college credit courses, participation in professional development and/or other sources of training.	
7. Teacher is an active member in related state and national professional education associations.	
8. Teacher cooperates in fostering the professional development of pre-service and beginning teachers.	
9. Teachers exhibit a positive professional attitude and promote the profession as a career opportunity.	
10. Teacher contributes to the technical and pedagogical knowledge base of the profession.	
<u>TOTAL</u>	

Score					
Range	40 – 31	30 – 21	20 – 11	10 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for Standard 6: Certified Agriculture Teachers and Professional Growth must be 30 or above to meet this standard.

MET _____

NOT MET _____

Standard 7: Program Planning and Evaluation

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

Definitions

May be found in the glossary of terms located near the back of the document.

Quality Indicators

1. Information on local, state and national performance measures are collected for program improvement and enhanced student learning.

(Recommended local performance data elements that can be collected for use in program improvement includes (1) Student performance on local assessments, (2) Student demographics (gender, race, Perkins), (3) Student enrollment, and (4) Student retention.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
All recommended performance data elements have been compiled. Three-year trend data has been compiled.	All recommended performance data elements have been compiled. Significant effort to compile trend data is being	Some but not all performance data measures has been compiled. Little to no trend data exists.	Some data records exist but little effort made to compile into useable form.	No performance data collected.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
	made.				
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

2. Information is collected from community partners relative to their expectations and current assessment of program quality and the success of students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Information is collected and compiled on an annual basis from all community stakeholder groups.	Information is collected from most community stakeholder groups and is compiled at least every three years.	Information is collected but little effort made to compile into useable form.	The collection of pertinent data is in process.	No information is collected.	
Evidence, Comment & Suggestions:					

3. A formal annual program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted.

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTEN T 0	INDICATO R SCORE
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EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATOR SCORE
<p>A program evaluation is developed with significant stakeholder involvement. Based on evaluation recommendations, a continuous improvement plan has been developed.</p>	<p>A program evaluation, using all recommended performance data, is conducted every three years with involvement of community stakeholders. Evidence of program improvement based on recommendations.</p>	<p>An analysis of data and observations are conducted on an irregular basis with observations and recommendations recorded. Little evidence of use for program improvement.</p>	<p>An analysis is conducted with informal observations and recommendations made.</p>	<p>No program evaluation is conducted.</p>	
<p>Evidence, Comment & Suggestions:</p>					

Standard 7: Program Planning and Evaluation (continued)

4. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The program uses a highly structured advisory committee authorized by the School Board that consists of business, postsecondary and other representatives that are influential community members.	The program uses a School Board authorized advisory committee with defined membership and operational structure.	The program uses a School Board authorized advisory committee but lacks protocol and a defined membership.	Advisory committee exists but lacks School Board authorization and membership criteria.	No evidence of functioning advisory committee	
Evidence, Comment & Suggestions:					

5. The agriculture program advisory committee is reflective of the agricultural populations and local community.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Advisory committee members are active. Membership is reflective of current and emerging local and state industry. Membership is balanced between industry representative	Advisory committee membership reflects current local and state industry as well as a balance between industry and educators.	Advisory committee reflects industry and education representation .	Imbalance of industry and educators on committee.	No advisory committee exists or is inactive.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
s and educators.					
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

6. The advisory committee meets regularly and maintains minutes of each meeting.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Advisory committee meets regularly (at least twice a year), records and maintains minutes of the meetings and reports to Board of Education. Meetings used for program evaluation, planning and growth.	The advisory committee meets regularly and maintains minutes of the meetings.	The advisory committee meets annually, and records discussion on general program operations.	Advisory committee meets to discuss special topics. Does not hold regular meetings or keep minutes of the meetings.	No advisory committee exists OR is inactive.	
Evidence, Comment & Suggestions:					

7. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
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EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Advisory committee assists with all aspects of the program including an evaluation, promotion, planning, instruction, and assessment of student learning.	The advisory committee meets regularly and reviews and provides feedback relative to most all program operations.	The advisory committee meets annually, and discusses general program operations.	Advisory committee exists, but no evidence of participation in program operations.	No advisory committee exists OR is inactive	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

8. Follow-up data is collected and maintained on all agriculture program graduates.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Graduate data is collected regularly, maintained and used for program growth and development.	Data is collected and accessible.	Data is collected inconsistently.	Some information is available on graduates.	No follow up data is collected.	
Evidence, Comment & Suggestions:					

Standard 7: Program Planning and Evaluation (continued)

SUMMARY

Quality Indicator Scores Exemplary – 4; Promising – 3; Improving – 2; Struggling – 1; & Non-Existent - 0	Score Summary
1. Information on local, state and national performance measures are collected for program improvement and	
2. Information is collected from community partners relative to their expectations and current assessment of program quality and the success of students.	
3. A formal annual program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted.	
4. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.	
5. The agriculture program advisory committee is reflective of the agricultural populations and local community.	
6. The advisory committee meets regularly and maintains minutes of each meeting.	
7. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.	
8. Follow-up data is collected and maintained on all agriculture program graduates.	
<u>TOTAL</u>	

Score					
Range	32 – 25	24 – 17	16 – 9	8 – 1	0
	EXEMPLARY	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT

The score for the Standard 7: Program Planning and Evaluation must be 22 or above to meet this standard.

MET _____

NOT MET _____

SUMMARY

Indicate below your score and place an “X” in the rating box .

STANDARD	MY SCORE	SCORE TO MEET STANDARD	EXEMPLAR Y	PROMISING	IMPROVING	STRUGGLING	NON-EXISTENT
1. Curriculum Design and Instruction – Curriculum &		22	32 - 25	24 - 17	16 – 9	8 – 1	0
1. Program Design and Instruction – Instruction		25	36 – 28	27 – 19	18 – 10	9 – 1	0
1. Program Design and Instruction – Facilities &		31	44 – 34	33 – 23	22 – 12	11 - 1	0
1. Program Design and Instruction – Assessment		14	20 – 16	15 – 11	10 – 6	5 – 1	0
2. Experiential Learning		20	28 – 22	21 – 15	14 – 8	7 – 1	0
3. Leadership Development		28	40 – 31	30 – 21	20 – 11	10 – 1	0
4. School and Community Partnerships		17	24 – 19	18 – 13	12 – 7	6 – 1	0
5. Marketing		17	24 – 19	18 – 13	12 – 7	6 – 1	0
6. Certified Agriculture Teachers and Professional		30	40 – 31	30 – 21	20 – 11	10 – 1	0
7. Program Planning and Evaluation		22	32 - 25	24 - 17	16 – 9	8 - 1	0

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Standard	Recommendations

GENERAL SUGGESTIONS FOR IMPROVEMENT

Standard	Recommendations

Glossary and Definition of Terms

A

Adequate Resources – Minimum resources required for quality implementation of agricultural education programs as determined the state department of education.

Advanced Audio/Visual and Communication Equipment – Items used to enhance the presentation of instruction. Examples would be Smart boards, ELMO'S, LCD Projectors, and Projecting Microscopes etc.

Advisory Council/Committee – Volunteers who are officially appointed by the governing board of the local education agency or institution. Their purpose is to make recommendations to improve the quality and impact of instruction in agricultural education programs.

Advisory Council/Committee Membership – Representatives of the total school service area typically selected based upon geographical sections of the school district, predominant businesses and industry in the area, including both labor and management, parents of agriculture students, former students, various ages levels, different educational levels, both genders, special needs, racial and ethnic populations within the district.

Agricultural Student Organization – Agricultural career based organization that supports the development of students enrolled in systematic instruction leading to preparedness for an agricultural career – includes (but not necessarily limited to) the National FFA Organization, postsecondary Agricultural Students and National Young Farmers Education Association

Authentic Assessments – Assessments based on real-life experiences or skills using prior information and knowledge to solve realistic or authentic problems requiring students to use higher order thinking skills to consolidate and apply knowledge.

Authentic Student Experience – Application and sharing of real-life student experiences to facilitate learning.

B

Bloom's Taxonomy – An educationally accepted standardization of levels of learning, types of learning occurs on a continuum and educational programs should offer and transmit to their students, higher and higher orders of learning

as the student progresses. Levels include from lowest to highest, knowledge, comprehension, application, analysis, synthesis and evaluation.

C

Career Clusters –Groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize career planning.

Career Pathways – Broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies.

Certified Agriculture Teacher – Teacher meeting all qualifications for the agricultural education licensure(s) in the state for which they are or intend to be teaching.

Challenging Curriculum – A results orientated curriculum that identifies specific learner outcomes that requires significant &/or special effort by the learner.

E

Experiential Learning – Learning through experiences based outside the classroom in the world of work, the community and/or school based laboratories, etc.

H

Higher Order Thinking Skills – The higher levels of thought and learning identified on Bloom’s taxonomy above the knowledge level. (See Bloom’s taxonomy.)

I

Industry Validated – The industry has confirmed by examination and provision of objective evidence that the particular requirements for a specific intended use have been met.

Instructional Facilities – The school based facilities used and/or necessary for learning to occur.

Instructional Material – Items that are designed to serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of hard-backed or soft-backed textbooks, consumables, learning laboratories, videos, DVD's, recordings, manipulative, electronic media (instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools.

Intra-curricular – Inseparable, non-elective practice or method of an educational program taught within the current curriculum.

N

Non-biased – Refusal to use life experiences, gender, race, religion, disability and/or circumstances in decision making or selection.

P

Pedagogical – The art, practice or science of teaching.

Performance Data – The sum or record of student assessment over time. (i.e. pre & post testing, or the measure of student progress over time.)

Performance Measures – Ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities.

Q

Quality Indicators – Programmatic bases for measuring and/or determining the quality of a program

S

Sequences of Courses – Identified pathways of courses which are ordered so as to provide transition preparing a student for success in the world of work or further education

Stakeholders – Anyone who benefits from the products of quality agricultural education programs (business, industry, taxpayers, parents, students, school personnel and administration that has a vested interest in the program.

Supervised Agricultural Experience (SAE) – All practical agricultural activities of educational value conducted by students outside of the regular class or laboratory instructional time for which systematic instruction and supervision are provided by the teacher, parent, employer and others. The activities may include entrepreneurial, exploratory, placement, research/experimental, analytical or directed laboratory experiences.

Supervising Records – Records kept of interactivity and assessment for teachers supervising the experiential learning activities of the students within their charge.

T

Teaching Calendar – The identification of the instructional units and lessons to be taught along with a days devoted to instruction per unit and the order in which the units and lessons will be taught over the period of a school year.

Y

Year Round Instructional Activities – Activities that occur or are scheduled throughout the calendar year, including summers, that involve education, recreational, SAE, and leadership & personal development instruction.

APPENDIX B:

Consent from National Council for Agricultural Education to Use the NQPS Survey



National Council for Agricultural Education

1410 King Street
Suite 400
Alexandria, Virginia 22314

Telephone: (800) 772-0939
Facsimile: (703) 838-5888

September 13, 2011

Lynn Barber, Director
South Region Agricultural Education
Georgia Department of Education
ABAC 34, 2802 Moore Hwy
Tifton, GA 31794

Dear Lynn:

Please utilize this document as documentation for your dissertation.

As president of the National Council for Agricultural Education, I authorize the use of the National Quality Programs Standards (NQPS) instrument as requested by Lynn Barber for the purpose of conducting research identifying secondary agricultural programs in Georgia that are exemplary in one or more components of the NQPS.

The Council looks forward to seeing the results of such research.

Sincerely,

Ray Nash
President



Promoting Student and Teacher Success

APPENDIX C:

NQPS as Modified for Purpose of Survey

National Quality Program Standards For Secondary (Grades 9- 12) Agricultural Education



A Project By
The National Council for Agricultural Education
INTRODUCTION

The National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are a result of a need to provide a consistent delivery of high quality agricultural education programs across the nation 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 National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education are designed to be used by the local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement.

Each standard or standard statement is followed by a series of quality indicators/questions which further define or assess the standard or standard statement. The sum of the indicators scores serve as a ranking and determine if the standard or standard statement has been met. The sum of the indicator scores must reach the identified criteria score for meeting the standard or standard statement.

Local Program Success materials found in the National FFA Local Program Resource Guide may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

DEFINITIONS:

Standard or Standard Statement - A descriptive statement established and used as a model of quantitative characteristics for the development, management and assessment of secondary (Grades 9-12) Agricultural Education programs.

Quality Indicator – A measurement used to further define or measure the standard or standard statement.

DIRECTIONS:

Reviewers should strive to rate the quality indicator based upon the level of criteria met.

The rating scale indicates the following:

Exemplary = 4

Promising = 3

Improving = 2

Struggling = 1

Non-Existent = 0

Place the indicator score from the scale above in the box labeled “indicator score” beside each quality indicator statement.

A Glossary and Definition of Terms is located in the back of this document.

Standard 1: Program Design and Instruction

Standard Statement – Curriculum & Program Design: A Standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

Quality Indicators

9. The curriculum includes: 1.) course names & descriptions; 2.) course objectives/ competencies; 3.) course sequences, 4.) course prerequisites and 5.) staffing assignments for all courses.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum includes all 5 quality indicator components.	The curriculum includes 4 of the 5 quality indicator components.	The curriculum includes 3 of the 5 quality indicator components.	The curriculum includes 2 of the 5 quality indicator components.	The curriculum includes 1 of the 5 quality indicator components.	

10. Program and curriculum design is based upon input from stakeholders.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Program and curriculum design is based upon input from stakeholders as evidenced through advisory committee minutes and program changes/modifications.	Program and curriculum design is based upon input from stakeholders as evidenced through advisory committee minutes.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with stakeholders.	Program and curriculum design is based upon input from stakeholders as evidenced through discussion with teacher.	Program and curriculum design shows no evidence of input from stakeholders.	

11. The curriculum is organized logically and sequentially from introductory to advanced levels.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum is challenging, organized logically and sequentially from introductory to advanced levels.	The curriculum is organized logically and sequentially from introductory to advanced levels.	The curriculum is organized logically and sequentially.	The curriculum organized logically.	The curriculum is outdated and unorganized.	

12. An approved course of study is current and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A course of study is current, school board approved and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards with evidence of certification provided.	A course of study is current, school board approved and based on business & industry validated technical content standards, and when applicable industry certification and/or licensing agency standards.	A course of study is current and school board approved.	A course of study exists for the program.	No course of study exists.	

13. The technical content is aligned with academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
The technical content objectives/competencies are aligned and cross-referenced with state and academic content standards.	The technical content objectives/competencies are aligned but not cross-referenced with state and academic content standards.	The technical content objectives/competencies are partially aligned with state and academic content standards.	The technical content objectives/competencies are listed.	No technical content or academic content standards are listed.	

14. The program provides and encourages access for all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
The program enrollment is representative of the total school population providing and encouraging access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials and facilities.	The program encourages access for all students including non-traditional and special populations as evidenced by enrollment, FFA membership, recruitment materials and facilities.	There is limited evidence showing the program encourages access for all students including non-traditional and special populations	The program enrollment is not reflective of the total school population.	There is no evidence showing the program encourages access for all students.	

15. The curriculum is articulated with post-secondary institutions.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, formal written articulation agreements, and post-secondary dual credit.	The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, and formal written articulation agreements.	The curriculum is articulated with postsecondary institutions including curriculum alignment and instructional support.	The curriculum is articulated with postsecondary institutions including curriculum alignment.	The curriculum is not articulated with postsecondary institutions.	

16. Experiential learning (SAE) and leadership & personal development (FFA) are integrated throughout the instructional program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students evaluate and analyze their leadership & personal development (FFA) and experiential learning (SAE) experiences as an integral part of the instructional program as	All students' experiences in leadership & personal development (FFA) and experiential learning (SAE) are incorporated in the instructional program.	Content related to leadership & personal development (FFA) and experiential learning (SAE) is included in the instructional program.	Students are informed of leadership & personal development (FFA) and experiential learning (SAE) opportunities as part of the instructional program.	Leadership & personal development (FFA) and experiential learning (SAE) programs are not addressed in the curriculum	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
evidenced by student files.					

Standard 1: Program Design and Instruction

Standard Statement - Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Quality Indicators:

10. Year-round instruction is balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A well-planned, balance exists between the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA). The balance is documented, and resulted from collaboration with stake holders and state requirements.	Evidence exists that an attempt has been made to balance the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA), utilizing input from state staff, local administrators, and a local advisory committee. The curriculum appears to be dominated by 1 or more of the 3 components.	While one component of the curriculum is clearly dominating the instruction, the instructor(s) has a plan for bringing the deficient areas into balance. The instructor(s) is relying on assistance from state staff, local administrators, advisory committees, and other resources and has documented this in writing.	One component of the classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development areas obviously dominates the curriculum, while others are minimally addressed or ignored altogether.	No balance is visible between classroom & laboratory instruction, experiential learning (SAE) and leadership and personal development (FFA).	

11. Lesson plans are documented and based upon an approved course of study with clearly formulated written objectives and/or competencies.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for each lesson taught in the program which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 75% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for 50% or more of the lessons taught which appears on a teaching calendar.	A written lesson plan, based upon an approved course of study, with clearly formulated written objectives and/or competencies is on file for less than 50% of the lessons taught in the program.	Limited written lesson plans are available and no teaching calendar exists.	

12. Year-round instructional activities provide for the mastery of technical skills and the development of higher-order thinking.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Program planning and evaluation documentation indicates that year-round instructional/ educational activities which provide for the mastery of technical skills & the development of higher-order thinking.	Program planning and evaluation documentation indicates that year-round instructional/ educational activities which provide for the mastery of technical skills.	Program planning and evaluation documentation indicates that less than year-round instructional/ educational activities which provide for the mastery of technical skills.	Program planning and evaluation documentation indicates that less than year-round instructional/ educational activities are provided.	No evidence of year-round instructional activities to provide for the mastery of technical skills and the development of higher-order thinking.	

13. Instruction reinforces the application of relevant and rigorous academic content standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Planned instruction indicates that rigorous state and national academic content standards have been incorporated into the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards were consulted when deciding on the teaching methods selected, support materials selected, and content of texts utilized in the courses of study.	Planned instruction indicates that rigorous state and national academic content standards have been considered on a limited basis when selecting the teaching methods, support materials, and content of texts utilized in the courses of study.	Planned instruction shows signs of some academic rigor, but has no documented association to any state or national content standards.	No evidence exists that instruction reinforces the application of relevant and rigorous academic content standards.	

14. Instructional methods address the learning styles of all students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher instructional methods support a variety of documented student learning styles.	Teacher instructional methods support a variety of student learning styles.	Teacher uses a variety of instructional methods.	Teacher uses a limited variety of instructional methods.	No evidence exists that instructional methods address the variety of student learning styles.	

15. Authentic student experiences are integrated into instructional methods.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
All applicable lessons have authentic student experiences integrated into the instructional methods.	At least 75% or more of applicable lessons have authentic student experiences integrated into the instructional methods.	50% or more of applicable lessons have authentic student experiences integrated into the instructional methods.	Less than 50% of applicable lessons have authentic student experiences integrated into the instructional methods.	No evidence exists that authentic student experiences are integrated into the instructional methods.	

16. Classroom management practices maximize time on task and minimize disruptive behaviors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher utilizes a maximum of instructional time with all students engaged in learning with minimal interruption of instructional continuity.	Teacher utilizes a maximum of instructional time with most students engaged in learning with limited interruption of instructional continuity.	Teacher utilizes a maximum of instructional time with most students engaged in learning.	Teacher uses limited instructional time and students exhibit disruptive behaviors.	No evidence exist that classroom management practices are used to maximize time on task and minimize disruptive behaviors.	

17. Instructional methods and resources are inclusive and non-biased.

(This can be accomplished through a curriculum committee, review by a recognized expert, or other methods approved by the local administration, school board, and advisory committee.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
All Instructional methods and resources	All Instructional methods and resources	A plan has been developed to replace non-	Instructional methods and resources are being	No evidence exists that the instructional methods and	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
have been certified as inclusive and non-biased.	have been reviewed and designated as inclusive and non-biased.	inclusive and biased resources.	reviewed for lack of inclusiveness and possible bias.	resources are inclusive and non-biased.	

18. The instructional program uses a variety of current instructional materials, equipment, techniques, technology and community based resources.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR R SCORE
The instructional program uses a variety of current instructional materials, equipment, techniques, up-to-date technology and community based resources.	The instructional program uses a variety of current instructional materials, equipment, techniques and up-to-date technology.	The instructional program uses a variety of instructional materials, equipment, techniques and technology with a written plan for upgrading.	The instructional program uses materials, equipment and techniques that are out-of-date.	No evidence exists that the instructional program uses a variety of current instructional materials, equipment, techniques, technology and community based resources.	

Standard 1: Program Design and Instruction

Standard Statement - Facilities & Equipment: 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

12. Facility size, layout and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR R SCORE
Size exceeds state standards, serves curricular	Size meets state standards and design accommodates	Size meets state standards and instructor(s) significantly	Size does not meet state standards and design is not conducive to	No permanent facility exists.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
needs of students and design accommodates emerging instructional needs.	current instructional needs.	adjusts design to accommodate current instructional needs.	instructional activities.		

13. Facility meets existing local, state, and/or federal safety standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Exceeds safety standards.	Meets required safety standards.	Plan for improvements in place and improvements being made.	No plan to address needed safety needs but improvements underway.	Does not meet safety standards	

14. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Environmental controls exceed standards and may accommodate future upgrading.	Environmental controls are operational and meet present needs.	Plan for improvements is in place and improvements being made.	Environmental controls work poorly and no plan is in place for improvement.	Multiple environmental standards do not meet health standards	

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Facility is clean and well maintained,	Facility is clean, maintained	Facility is clean and organized but	Facility is clean but needs	Facility is unclean, poorly	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
with instructional materials logically organized.	and organized.	needs to be maintained.	organization and maintenance.	organized with significant maintenance required	

16. Facility is free of barriers that would result in the denial of access due to gender or handicap.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Is 100% accommodating to students.	Is accessible and accommodating, needs minor improvements to achieve 100% access.	Barriers evident, and a board approved plan is in place for eliminating accessibility problems.	Barriers are evident, accessibility plan is being developed.	Barriers are present with no plan to change.	

17. Storage space is functional and sufficient for student and instructional materials, supplies, and equipment.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Exceeds state standards for size and is well organized.	Meets state standards for size and organized.	Inadequate space and organized or adequate space and unorganized.	Inadequate space and unorganized.	No storage space.	

18. An equipment and technology inventory is completed annually and is developed with a plan for new purchases and replacements.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Equipment and technology inventory is recorded/revised annually, reviewed by advisory committee and a 5 year plan for equipment and technology purchases and replacement is	Equipment and technology inventory is recorded/revised annually with an organized plan for annual purchase and replacement.	An equipment and technology inventory is completed with an organized plan for new purchases and replacement under	An inventory is recorded, but incomplete	No inventory of equipment or technology exists.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
in place.		development.			

19. Classroom and laboratory equipment is maintained; adequate consumable supplies are provided annually and are current to industry standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Classroom and laboratory equipment is well maintained; current to industry standards and adequate consumable supplies are provided.	Classroom and laboratory equipment is maintained; and adequate consumable supplies are provided.	Classroom and laboratory equipment needs maintenance or upgrading and adequate consumable supplies are provided.	Classroom and laboratory equipment needs upgrading and sufficient consumable supplies are not provided.	Classroom and laboratory equipment is outdated or inadequate and consumable supplies are not provided.	

20. Safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	A safety inspection has been conducted on all tools and equipment with all defective items removed, repaired, or replaced.	Safety inspections are conducted infrequently with defective items removed, repaired, or replaced.	Safety inspections are infrequent and defective items are present and accessible.	No safety inspection has been conducted and defective items are present and accessible. Tools and equipment should not be used until corrective measures are completed.	

21. The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Safe, adequate tools and equipment meets the needs of all classes.	Tools and equipment meet the needs of all classes or instructional strategies accommodate all students with positive results.	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students with positive results.	Tools and equipment needs have not been met for all classes nor have instructional strategies been put in place to accommodate all students.	Tools and equipment are insufficient to meet the instructional needs.	

22. Current technology is available to deliver instruction and manage the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
State of the art technology is inventoried and present in the agricultural program and is incorporated into agricultural classroom instruction.	Technology is inventoried and present in the agricultural program and is incorporated into agricultural classroom instruction.	Technology is available to the agricultural program and is incorporated into agricultural classroom instruction.	Technology is available to the agricultural program and is not utilized in agricultural classroom instruction.	Technology is not available.	

Standard 1: Program Design and Instruction

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

(Assessment involves evaluation of classroom instruction including technical and academic competencies, experiential learning (SAE) and FFA participation.)

Quality Indicators

6. Students demonstrate technical/academic performance through assessments based upon identified competencies, cross-referenced with state & national standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Program has on file, technical /academic assessments based on identified competencies, cross-referenced with state and national standards.	Program has assessments based on technical or academic competencies with state standards.	Program has assessments that are based on state technical or academic competencies.	Program has assessments that are not based on identified competencies.	No evidence that performance through assessments exist or that competencies have been identified.	

7. Students demonstrate their performance of technical competencies through authentic assessments.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Students demonstrate their performance of technical competencies through statewide authentic assessments with identified mastery levels.	Students demonstrate their performance of technical competencies through local authentic assessments with identified mastery levels.	Students demonstrate their performance of technical competencies through local authentic assessments.	Students demonstrate their performance through local assessments.	No evidence exists of authentic student assessment.	

8. Student's experiential learning program (SAE) is evaluated to measure knowledge and skill level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Student experiential learning programs are evaluated to measure knowledge and skill level for each grading period (including summer) as a part of the class grade. Record keeping is linked with instructional objectives.	Student experiential learning programs are evaluated each grading period (including summer) as a part of the class grade.	Student experiential learning programs are reviewed to assure they are up-to-date and complete.	Student experiential learning programs are not assessed.	Student experiential learning program does not exist.	

9. Students develop a file and/or portfolio that document their agricultural education experience programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Students develop a file and/or portfolio that document their agricultural education experience programs with all completers possessing an employer-ready portfolio that has been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs that have been evaluated by the teacher.	Students develop a file and/or portfolio that document their agricultural education experience programs.	Limited documentation exists related to students' agricultural education experience programs.	No documentation of student agricultural education program exists.	

10. Program has in place a grading procedure that incorporates all components of the instructional program (i.e. classroom/lab, experiential learning (SAE) and leadership and personal development (FFA)).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program and is shared with student,	An approved grading plan is utilized that meets local guidelines and evaluates the three components of the instructional program.	An approved grading plan is utilized that meets local guidelines and evaluates classroom/lab oratory instruction and one other component of the instructional	An approved grading plan is utilized that meets local guidelines and evaluates classroom/lab oratory instruction.	An approved grading plan is not in place.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
parents and employers.		program.			

Standard 2: Experiential Learning

Standard Statement: Education is enhanced through active participation by all students in a year-round experiential learning program.

Quality Indicators

8. All students have experiential learning (SAE) programs based on career pathways/clusters/ interests and agricultural curriculum standards.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	75% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	50% or greater of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Less than 50% of the students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping system.	Students enrolled in the program do not have an approved experiential learning (SAE) program.	

9. Experiential learning (SAE) programs are planned, developed and managed by the student with instruction and support by the agriculture teacher, parents and/or employer.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Each student has an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when	75% or greater of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer	50% or greater of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer	Less than 50% of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer	25% or less of students have an experiential learning (SAE) program developed through a consultation between the student, agriculture instructor, parents/guardians, and the employer when	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
applicable.	when applicable.	when applicable.	when applicable.	applicable.	

10. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A documented record of each experiential learning (SAE) supervision visit outside of regular class time with a minimum of 180 supervisory visits per teacher OR 4 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 150 supervisory visits per teacher OR 3 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit outside of regular class time with greater than 120 supervisory visits per teacher OR 2 per student per year per teacher.	A documented record of each experiential learning (SAE) supervision visit per teacher outside of regular class time.	No records of experiential learning (SAE) supervision are available.	

11. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
A 12 month calendar of instruction, including regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly	Regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration and updated as needed	Scheduled supervisory visits of student experiential learning (SAE) are filed monthly with the school administration.	Supervisory visits of student experiential learning (SAE) are not documented.	Student experiential learning (SAE) is not a supported component of the instructional process.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
with the school administration.	throughout the year.				

12. Each agriculture student maintains up-to-date and accurate experiential learning (SAE) records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Each student enrolled in the program maintains an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	75% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	50% or greater of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	Less than 50% of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	25% or less of students enrolled in the program maintain an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.	

13. An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
An annual summary of students' experiential learning (SAE) programs is completed and submitted to appropriate entities, including state department of agricultural education, local school board, administration, and is then	An annual summary of students' experiential learning (SAE) programs is completed and submitted to local school board, administration, and is then maintained in the department's permanent records.	An annual summary of students' experiential learning (SAE) programs is completed and submitted to local administrator and is then maintained in the department's permanent records.	An annual summary of students' experiential learning (SAE) programs is completed and maintained in the department's permanent records.	No summary of students' experiential learning (SAE) programs is completed.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
maintained in the department's permanent records.					

14. Students have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	75% or greater of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	50% or greater of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	Less than 50% of students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope	Experiential learning (SAE's) are nonexistent.	

Standard 3: Leadership Development

Standard Statement: All students participate in year-round intra-curricular agricultural student organization programs and activities.

Quality Indicators

11. All students enrolled in the agricultural education program are members of the FFA.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
100% of students are FFA members.	At least 90% or greater of students are FFA members.	At least 85% or greater of the students are FFA members	Less than 80% of students are FFA members.	The agricultural education program does not have a chartered FFA chapter.	

12. All students have a progressive plan for leadership and personal development.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
100% of students have a progressive written plan for leadership and personal development documented.	90% or greater of students have a progressive written plan for leadership and personal development documented.	85% or greater of students have a progressive written plan for leadership and personal development in place.	A format is in place for students to develop a plan but less than 85% of students have documented plans in place.	No format is in place for students to develop a plan for leadership and personal development.	

13. All students participate in FFA-related programs and activities.

(Program Areas are defined as Career Development Events, Proficiency Awards, Service Learning Activities, Fundraising Activities, Leadership Conferences such as Washington Leadership Conference, Made For Excellence or EDGE, National Chapter Award Committees, Leadership Conferences, Camps and Activities above the local level and/or holding a chapter office.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All students participate in an agricultural education program average of at least two program areas and at least four activities each year.	All students participate in an agricultural education program average of at least one program and at least three activities per year.	All students participate in at least two program areas and at least two activities each year.	All students participate in at least one program area and at least one activity each year.	No evidence of member participation in FFA program areas or activities.	

14. All students participate in FFA leadership and personal development activities/events above the local level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
All members participation in FFA leadership and personal development activities/events above the	75% or more members participate in FFA leadership and personal development activities/event	50% or more members participate in FFA leadership and personal development activities/event	Less than 50% members participate in FFA leadership and personal development activities/event	No evidence of member participation in FFA leadership and personal development activities/event	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATOR SCORE
local level.	s above the local level.	s above the local level.	s above the local level.	s above the local level.	

15. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATOR SCORE
The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies and distributed to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws reviewed and updated annually, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws reviewed and updated within the last 3 years, consistent with local school policies accessible to each FFA member, school administrator and school board member.	The FFA chapter has an approved constitution and bylaws that has been reviewed and updated within the past five years.	No evidence that the FFA chapter has an approved constitution and/or bylaws.	

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

EXEMPL ARY 4	PROMISI NG 3	IMPROVI NG 2	STRUGGL ING 1	NON- EXISTEN T 0	INDICATOR SCORE
The annual program of activities is planned and implemented by chapter members	The annual program of activities is planned and implemented annually by chapter	The annual program of activities is planned and implemented by chapter members and every	The annual program of activities is not planned and implemented by the members and/or is not	No evidence that the FFA chapter has an annual program of activities.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
committees and committee chairs are assigned. Every member has access to the POA with school board and school administration having a copy.	members, committees and committee chairs are assigned and every member has access.	member has access.	complete.		

17. The FFA chapter conducts well-planned regularly scheduled chapter meetings.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Regularly scheduled monthly meetings are conducted using a distributed agenda including reports, proper use of parliamentary procedure with minutes and reports kept on file.	Regularly scheduled monthly meetings are conducted using a distributed agenda and minutes.	Regularly scheduled monthly meetings are conducted without regular use of an agenda, reports and/or minutes.	Periodic meetings are being held without the use of an agenda or minutes.	No evidence chapter meetings are being held.	

18. The FFA chapter plans and conducts award recognition programs.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Members and supporters are recognized using a student planned and conducted award recognition program. The function is attended by 95% or more of chapter members with parents, school staff/officials and community members attending.	Members and supporters are recognized using a chapter planned and conducted program. The function is attended by 75% or more of chapter members with parents, school staff/officials and community members attending.	Members and supporters are recognized using a chapter planned program. The function is attended by 50% or more of chapter members with parents, school staff/officials and community members attending.	Members are recognized during a school organized program not planned by the FFA chapter.	Members and supporters are not recognized using a formal program.	

19. The FFA chapter has a current budget which provides the financial resources to support the Program of Activities (POA) and maintains accurate financial records.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports. Chapter has sufficient	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records audited annually providing regular detailed chapter meeting reports.	Chapter has a budget with resources to support the POA. The chapter treasurer maintains financial records with regular chapter meeting reports.	Relies on the school to maintain accurate financial records. Financial resources are not sufficient to support the POA.	No evidence that the FFA chapter has financial resources to support the POA and maintains financial records.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
financial funds to devote to savings.					

20. Capable and trained officers lead the FFA chapter.
(A chapter leadership continuum program is designed to develop the leadership skills of members to enhance their growth to assume future leadership positions.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities above the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities at the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office.	No written process in place to elect chapter officers. No training processes in place to ensure chapter officers understand the duties of their office.	No chapter officers in place to lead the chapter.	

Standard 4: School and Community Partnerships

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

Quality Indicators

7. School, FFA Alumni and community partners are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
<p>Resources are developed or acquired to continually enhance awareness and increase the partner base for increased support for the program. Special well planned events are held to enhance the awareness of counselors and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting.</p>	<p>Local advisory committee is in place, well informed and meeting on a regular basis. Program updates are disseminated to all key partners to keep them well informed of goals, objectives, activities, accomplishments, future plans and how partners can be involved.</p>	<p>Potential school and community partners in key areas of support are identified. Key partners are invited to annual functions where the accomplishments and activities of the program are highlighted. Local media is used to keep school and community partners up to date on program goals and the importance of agricultural education to the economy and educational value towards career opportunities and success.</p>	<p>Communicating primarily with school staff and administration. Very little interaction with key community leaders to inform them of program activities and accomplishments.</p>	<p>Limited interaction with school or community members on the benefits and/or accomplishments of the program. Information is only provided if requested.</p>	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

8. School, FFA Alumni and community partners are recognized for their support of the program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Outstanding school, FFA Alumni and community partners are nominated to be recognized at the area, state and national levels.	School, FFA Alumni and community partners are recognized on an annual basis during a special program, publications and/or special media attention. Program records of their recognition are maintained.	School, FFA Alumni and community partners are recognized on an annual basis during a special program. They are recognized through local and regional publications.	School, FFA Alumni and community partners are recognized by use of thank you or publications but no special recognition function is used.	School, FFA Alumni and community partners are not recognized in a formal setting.	

9. Community volunteers (FFA Alumni) are organized and involved in supporting the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Outstanding volunteers are recognized for their leadership and accomplishments. An organized campaign by existing volunteers is conducted to	Volunteers are well informed, organized into committees and understand their role to support the program. Regular meetings and events are	Program volunteer group is in place working with the local teacher to identify needs and plans to support the program.	Community volunteers are identified and contacted only in high demand situations.	Community volunteers are not involved in the support of the local program.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
increase the capacity and support for the program by seeking new volunteers.	scheduled to accomplish goals.				

10. School, FFA Alumni and community partners, including parents and/or guardians, are regularly informed about student learning and program success.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Resources are developed or acquired to enhance additional awareness and support for the program. Well planned events are held to enhance the awareness of parents and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting while preparing for post secondary education and career opportunities.	Program update is disseminated on a regular basis to all key partners and parents to keep them well informed of goals, objectives, activities, accomplishments, future plans and how they can be involved. Student continued agricultural education plan and goals is developed, documented and shared with counselors and parents.	Key school and community based partners and parents are invited to annual award functions where the accomplishments and activities of the program are highlighted. Regular supervisory visits with students and parents to highlight the successes, opportunities and future plans the program has to offer the student.	Communicating with school staff and administration takes place when requested. Interaction with parents is during parent/teacher conferences and in high need situations.	Regular communication with parents, school and community partners to inform them of the progress of the programs and students are nonexistent.	

11. Each teacher participates in and provides leadership for community and industry activities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Each teacher is serving in leadership roles in the school and community. The teacher is well respected through recognition for their service and commitment to education and community support.	Each teacher has assumed a leadership role in the school and community and is recognized leader and role model for students to follow.	Each teacher has connected with leadership of the school, community and industry and is attending activities on a regular basis.	Each teacher has identified how they could be involved and is currently attending events or activities.	Each teacher is not involved in community and industry activities.	

12. School, FFA Alumni and community partners advocate for the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher and partners are working with local, state and national Team Ag Ed organizations to support advocacy efforts on a regular basis.	Special events are held to demonstrate the resources, identify effective use and solicit support. Advocacy volunteer group is organized, goals are set and accomplished.	Partners are reminded of their need for support, effectively use the resources and encouraged to make contact. During high reminder time contact has increases.	Partners have been made aware of the resources available to advocate for agricultural education. Contact with key adversaries is minimal.	School and community partners are not knowledgeable of program accomplishments.	

Standard 5: Marketing

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

Quality Indicators

7. Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
Stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are familiar with the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication records shows stakeholders including, school administrators, board members, FFA Alumni, counselors, parents and staff are informed of the goals, objectives, prerequisites, activities, and accomplishments of the agricultural education program.	Communication shows that stakeholders are familiar with the accomplishments of the agricultural education program. Instructor participates in industry and community organizations.	Program activities are communicated regularly through the local media.	Communication is limited within the school and occasional community contacts.	

8. A positive school and community relations program is planned and conducted annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A written marketing plan is developed and is followed annually to increase communications with the school and community with evidence of success.	A written marketing plan is developed and is followed annually to increase communications with the school and community.	A marketing plan is developed to increase communications with the school and community.	Information is provided to the school and community upon request	No evidence of communication related to program accomplishments.	

9. A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A communication plan for key stakeholders is developed, implemented, reviewed and completed annually with evidence provided.	A communication plan for key stakeholders is developed, implemented, reviewed and completed annually.	A communication plan for key stakeholders exists.	Communication with key stakeholders casual in nature.	No communication with key stakeholders exists.	

10. A recruitment and retention plan is annually developed and implemented for prospective and current students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
A recruitment and retention plan is	A recruitment and retention plan is	A recruitment and retention plan has been	A recruitment and retention plan is out	No recruitment and retention	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
annually developed and implemented for prospective and current students with evidence provided.	annually developed and implemented for prospective and current students.	developed and implemented for prospective and current students.	dated or not implemented for prospective and current students.	plan for prospective and current students exists.	

11. The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities with evidence provided.	The teacher collects and reports relevant agricultural education program data/information to key stakeholders and other entities.	The teacher shares agricultural education program data/information to key stakeholders and other entities.	The agricultural education program data/information available to key stakeholders.	The teacher does not share relevant agricultural education program data/information to key stakeholders.	

12. Relationships are built with local, state and national decision makers, including elected officials, through education and outreach.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Relationships are built with local, state and national decision makers, including	Relationships are built with local, state and national decision makers, including	Relationships are built with local decision makers, including elected officials,	Relationships exist with local decision makers.	No evidence of relationships with local decision makers exists.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
elected officials, through education and outreach with evidence provided.	elected officials, through education and outreach.	through education and outreach.			

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture teachers provide the core of the program.

Quality Indicators

11. Each teacher is state certified to teach agriculture.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher(s) has an advanced degree in agricultural education 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 agricultural education.	Teacher(s) holds a degree an accredited college or university and is provisionally state certified in agricultural education with a written professional development plan in place for full certification.	Teacher(s) is a lateral entry teacher in agricultural education with provisional or temporary state certification in agricultural education.	Teacher(s) does not hold a certificate for teaching agricultural education.	

12. The agriculture teacher(s) is/are employed year-round to supervise student instruction and manage the agricultural education program.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
The agriculture teacher is employed 12 months, year round with adequate funds for supervision and management of the program.	The agriculture teacher is employed more than 11 months of the year with adequate funds for supervision and management of the program.	The agriculture teacher is employed with extended employment beyond the regular school operating months with employment less than 11 months of the year.	The agriculture teacher is employed only during the regular school operating months.	The agriculture teacher is only a substitute or part-time teacher.	

13. The FFA advisor(s) is a/are certified agriculture teacher(s).

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
FFA advisor(s) is/are a fully state certified agriculture teacher.				FFA advisor(s) is/are not on the staff.	

14. All agriculture teachers in the secondary agricultural education program serve as FFA advisors.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
All teachers in an agricultural education program work cooperatively and serve as FFA advisor(s) with specific duties.			Only one teacher, in a multi-teacher agricultural education program serves as the FFA advisor.	No agricultural education teacher serves as FFA advisor(s).	

15. All agriculture teachers have a professional growth plan.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher has a written professional growth plan that is approved/ signed by the school administration, kept on file and reviewed periodically during the year with the administration.	Teacher has a written professional growth plan that is approved/ signed by the school administration, kept on file.	Teacher has a written professional growth plan on file.	Teacher does not have a formal professional growth plan.	No evidence of a teacher's professional growth plan.	

16. Teacher has continued professional growth through college credit courses, participation in professional development and/or other sources of training.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Teacher holds an advanced degree, actively participates in workshops and other sources of technical training and is working towards National Board Teacher credentials, NBPT.	Teacher is working toward an advanced degree or has received an advanced degree and actively participates in workshops and other sources of professional and technical training.	Teacher actively participates in professional workshops or classes related to teaching area.	Teacher participates randomly in professional workshops with no evidence of regular or focused professional growth activities.	No evidence in participation in structured professional growth and development activities.	

17. Teacher is an active member in related state and national professional education associations.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Member of and holds leadership position in professional organizations at and/or above state level.	Member of professional organizations and participates in functions at and /or above state level.	Member of and participates in annual the state professional organizations functions.	Non-member of the professional organizations, but participates in some professional function(s).	No member or active participation.	

18. Teacher cooperates in fostering the professional development of pre-service and beginning teachers.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher serves as an early experience model for those considering the teaching profession, serves as a mentor for beginning teachers and meets the criteria to serve as cooperating site for student teaching.	Provides an early experience model for those considering the teaching profession or participates in mentoring activities for new/returning teachers of agriculture.	Teacher is available to new teachers as a mentor or for mentoring activities.	Teacher has attended workshops or training on mentoring.	No evidence of assisting to new or returning teachers or participation in pre-service training.	

19. Teachers exhibit a positive professional attitude and promote the profession as a career opportunity.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Teacher(s) is an advocate and spokesperson for a career in teaching agricultural education. Teacher(s) have former students who	Teacher(s) is an advocate at state levels with elected and government officials with impact agricultural education as a profession	Instructor(s) is a spokesperson for issues in the community which impact agricultural education.	Evidence of contact with community and local leaders.	No evidence of the promotion of the profession as a career opportunity.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
have become teachers.	and a career.				

20. Teacher contributes to the technical and pedagogical knowledge base of the profession.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Within the last 3 years the teacher has, organized and presented a professional organization workshop, or authored a submission to a refereed professional publication, taken leadership role in updating or adding innovative resources to curriculum and/or conducted formal research.	Within the last 5 years the teacher has organized and presented a professional organization workshop, or authored a submission to a refereed professional publication and/or taken leadership role in updating or adding innovative resources to curriculum.	Within the last 5 years the teacher has organized and presented a professional organization workshop or taken leadership role in updating or adding innovative resources to curriculum.	Teacher has attended a limited number of technical/knowledge meetings, with no evidence of presentations or authoring responsibilities .	No participation in any effort that contributes knowledge to 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

9. Information on local, state and national performance measures are collected for program improvement and enhanced student learning.

(Recommended local performance data elements that can be collected for use in program improvement includes (1) Student performance on local assessments, (2) Student demographics (gender, race, Perkins), (3) Student enrollment, and (4) Student retention.)

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
All recommended performance data elements have been compiled. Three-year trend data has been compiled.	All recommended performance data elements have been compiled. Significant effort to compile trend data is being made.	Some but not all performance data measures has been compiled. Little to no trend data exists.	Some data records exist but little effort made to compile into useable form.	No performance data collected.	

10. Information is collected from community partners relative to their expectations and current assessment of program quality and the success of students.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Information is collected and compiled on an annual basis from all community stakeholder groups.	Information is collected from most community stakeholder groups and is compiled at least every three years.	Information is collected but little effort made to compile into useable form.	The collection of pertinent data is in process.	No information is collected.	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE

11. A formal annual program evaluation based on local performance information, state performance measures, and input from community stakeholder groups is conducted.

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
A program evaluation is developed with significant stakeholder involvement. Based on evaluation recommendations, a continuous improvement plan has been developed.	A program evaluation, using all recommended performance data, is conducted every three years with involvement of community stakeholders. Evidence of program improvement based on recommendations.	An analysis of data and observations are conducted on an irregular basis with observations and recommendations recorded. Little evidence of use for program improvement.	An analysis is conducted with informal observations and recommendations made.	No program evaluation is conducted.	

12. The program uses an advisory committee, authorized by the local board of education, with established criteria for membership.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR OR SCORE
The program uses a highly structured	The program uses a School Board	The program uses a School Board	Advisory committee exists but	No evidence of functioning advisory	

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
advisory committee authorized by the School Board that consists of business, postsecondary and other representatives that are influential community members.	authorized advisory committee with defined membership and operational structure.	authorized advisory committee but lacks protocol and a defined membership.	lacks School Board authorization and membership criteria.	committee	

13. The agriculture program advisory committee is reflective of the agricultural populations and local community.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLIN G 1	NON- EXISTENT 0	INDICAT OR SCORE
Advisory committee members are active. Membership is reflective of current and emerging local and state industry. Membership is balanced between industry representatives and educators.	Advisory committee membership reflects current local and state industry as well as a balance between industry and educators.	Advisory committee reflects industry and education representation .	Imbalance of industry and educators on committee.	No advisory committee exists or is inactive.	

14. The advisory committee meets regularly and maintains minutes of each meeting.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Advisory committee meets regularly (at least twice a year), records and maintains minutes of the meetings and reports to Board of Education. Meetings used for program evaluation, planning and growth.	The advisory committee meets regularly and maintains minutes of the meetings.	The advisory committee meets annually, and records discussion on general program operations.	Advisory committee meets to discuss special topics. Does not hold regular meetings or keep minutes of the meetings.	No advisory committee exists OR is inactive.	

15. Advisory committee assists with all aspects of program operations including an evaluation, promotion, planning, instruction, and assessment of student learning.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE
Advisory committee assists with all aspects of the program including an evaluation, promotion, planning, instruction, and assessment of student learning.	The advisory committee meets regularly and reviews and provides feedback relative to most all program operations.	The advisory committee meets annually, and discusses general program operations.	Advisory committee exists, but no evidence of participation in program operations.	No advisory committee exists OR is inactive	

16. Follow-up data is collected and maintained on all agriculture program graduates.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON- EXISTENT 0	INDICATO R SCORE

EXEMPLARY 4	PROMISING 3	IMPROVING 2	STRUGGLING 1	NON-EXISTENT 0	INDICATOR SCORE
Graduate data is collected regularly, maintained and used for program growth and development.	Data is collected and accessible.	Data is collected inconsistently.	Some information is available on graduates.	No follow up data is collected.	

Glossary and Definition of Terms

Adequate Resources – Minimum resources required for quality implementation of agricultural education programs as determined the state department of education.

Advanced Audio/Visual and Communication Equipment – Items used to enhance the presentation of instruction. Examples would be Smart boards, ELMO'S, LCD Projectors, and Projecting Microscopes etc.

Advisory Council/Committee – Volunteers who are officially appointed by the governing board of the local education agency or institution. Their purpose is to make recommendations to improve the quality and impact of instruction in agricultural education programs.

Advisory Council/Committee Membership – Representatives of the total school service area typically selected based upon geographical sections of the school district, predominant businesses and industry in the area, including both labor and management, parents of agriculture students, former students, various ages levels, different educational levels, both genders, special needs, racial and ethnic populations within the district.

Agricultural Student Organization – Agricultural career based organization that supports the development of students enrolled in systematic instruction leading to preparedness for an agricultural career – includes (but not necessarily limited to) the National FFA Organization, postsecondary Agricultural Students and National Young Farmers Education Association

Authentic Assessments – Assessments based on real-life experiences or skills using prior information and knowledge to solve realistic or authentic problems requiring students to use higher order thinking skills to consolidate and apply knowledge.

Authentic Student Experience – Application and sharing of real-life student experiences to facilitate learning.

Bloom's Taxonomy – An educationally accepted standardization of levels of learning, types of learning occurs on a continuum and educational programs should offer and transmit to their students, higher and higher orders of learning as the student progresses. Levels include from lowest to highest, knowledge, comprehension, application, analysis, synthesis and evaluation.

Career Clusters –Groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize career planning.

Career Pathways – Broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies.

Certified Agriculture Teacher – Teacher meeting all qualifications for the agricultural education licensure(s) in the state for which they are or intend to be teaching.

Challenging Curriculum – A results orientated curriculum that identifies specific learner outcomes that requires significant &/or special effort by the learner.

Experiential Learning – Learning through experiences based outside the classroom in the world of work, the community and/or school based laboratories, etc.

Higher Order Thinking Skills – The higher levels of thought and learning identified on Bloom’s taxonomy above the knowledge level. (See Bloom’s taxonomy.)

Industry Validated – The industry has confirmed by examination and provision of objective evidence that the particular requirements for a specific intended use have been met.

Instructional Facilities – The school based facilities used and/or necessary for learning to occur.

Instructional Material – Items that are designed to serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of hard-backed or soft-backed textbooks, consumables, learning laboratories, videos, DVD’s, recordings, manipulative, electronic media (instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools.

Intra-curricular – Inseparable, non-elective practice or method of an educational program taught within the current curriculum.

Non-biased – Refusal to use life experiences, gender, race, religion, disability and/or circumstances in decision making or selection.

Pedagogical – The art, practice or science of teaching.

Performance Data – The sum or record of student assessment over time. (i.e. pre & post testing, or the measure of student progress over time.)

Performance Measures – Ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities.

Quality Indicators – Programmatic bases for measuring and/or determining the quality of a program

Sequences of Courses – Identified pathways of courses which are ordered so as to provide transition preparing a student for success in the world of work or further education

Stakeholders – Anyone who benefits from the products of quality agricultural education programs (business, industry, taxpayers, parents, students, school personnel and administration that has a vested interest in the program.

Supervised Agricultural Experience (SAE) – All practical agricultural activities of educational value conducted by students outside of the regular class or laboratory instructional time for which systematic instruction and supervision are provided by the teacher, parent, employer and others. The activities may include entrepreneurial, exploratory, placement, research/experimental, analytical or directed laboratory experiences.

Supervising Records – Records kept of interactivity and assessment for teachers supervising the experiential learning activities of the students within their charge.

Teaching Calendar – The identification of the instructional units and lessons to be taught along with a days devoted to instruction per unit and the order in which the units and lessons will be taught over the period of a school year.

Year Round Instructional Activities – Activities that occur or are scheduled throughout the calendar year, including summers, that involve education, recreational, SAE, and leadership & personal development instruction.

APPENDIX D:
Demographics Questions

**Demographics Information Form for High School
Agricultural Education Programs**

Name of School: _____

FFA Chapter Number: GA _____

(Place an "X" in the space beside your answer for each category)

School Location:

_____ Area 1	_____ Area 2
_____ Area 3	_____ Area 4
_____ Area 5	_____ Area 6

Type of Program:

_____ Single Teacher <u>without</u> Young Farmer
_____ Single Teacher <u>with</u> Young Farmer
_____ Multi-Teacher <u>without</u> Young Farmer
_____ Multi-Teacher <u>with</u> Young Farmer

School Size

_____ Less than 800
_____ 800-1499
_____ 1500-3000
_____ Over 3000

Type of Certification:

_____	All teachers certified through traditional agriculture teacher education program
_____	One or more teachers alternatively certified (<i>did not graduate from teacher education program at either undergraduate or graduate level</i>)

APPENDIX E:
Interview Questions

Interview Questionnaire

Name of Program _____

Agriculture Education Instructor(s) (interviewee): _____

Interviewer: _____

Ice Breaker Question: What led you to become an agriculture teacher?

Your program was exemplary in the following component(s) of the National Quality

Program Standards Assessment: _____

1. Please describe some of the best practices you have used that you believe helped your program achieve exemplary status in this area?

- a. What are the most important keys to success in implementing this practice?

2. What advice or recommendations do you have for professional development in

this area so that other teachers may improve in this area?

a. For professional development offered by state staff?

b. For other types of professional development?

3. Your demographic data showed that your program is (insert data from research here). Do you think these variables of your school helped you achieve this level of success in this area?

a. In no, why?

b. If yes, why?

Is there anything else you would like to add about achieving exemplary status in

this/these standard(s)?

Thank you for participating in this survey. Your responses will be valuable for the purposes of this research study.

APPENDIX F:

Institutional Review Board Approval from Valdosta State University



**Institutional Review Board (IRB)
for the Protection of Human Research Participants**

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: IRB-02746-2011

INVESTIGATOR: Terry Barber

PROJECT TITLE: Identification and analysis of Georgia exemplary secondary agricultural education programs

DETERMINATION:

- This research protocol is exempt from Institutional Review Board oversight under Exemption Category(ies) 2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.
- Exemption of this research protocol from Institutional Review Board oversight is pending. You may **not** begin your research until you have addressed the following concerns/questions and the IRB has formally notified you of exemption. You may send your responses to irb@valdosta.edu.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal. If you make any of these suggested changes to your protocol, please submit revisions so that IRB has a complete protocol on file.

Barbara H. Gray Date: 4/7/12
Barbara H. Gray, IRB Administrator

***Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.***

cc: Dr. Karla Hull (Dean – COE)
Dr. Reynaldo Martinez, Jr. (Advisor)

Form Revised: 09.02.2009

APPENDIX G:
Informed Consent Form

VALDOSTA STATE UNIVERSITY
Consent to Participate in Research

You are being asked to participate in a research project entitled *Identification and Analysis of Georgia Exemplary Secondary Agricultural Education Programs*. This research project is being conducted by T. Lynn Barber, a student in Adult & Career Education at Valdosta State University. The researcher has explained to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask the researcher any questions you have to help you understand this project and your possible participation in it. A basic explanation of the research is given below. Please read this carefully and discuss with the researcher any questions you may have.

Purpose: The purpose of this study is to determine the number of exemplary secondary agricultural education programs in Georgia on each of the seven components of the National Quality Program Standards (NQPS) instrument and to determine if demographic variables influence whether programs obtain exemplary status.

Procedures: Participants will be asked to complete the NQPS instrument and attached demographics page. Additionally, follow-up interviews will be conducted with selected exemplary program teachers to identify best practices as well as suggestions for staff development in that particular area of the NQPS instrument. The estimated time to complete the instrument is 30-90 minutes. The estimated time for those selected to participate in the follow-up interviews is 30 minutes.

Possible Risks or Discomfort: The risks with this research study are minimal and there are no known risks associated with the research procedures. Every effort will be made to keep your data confidential. Your responses are only identified by school, so do not put your name on any of the materials. You may talk individually with the experimenter about the experiment if you desire. You can withdraw your consent and discontinue participation at any time without receiving any negative consequences. By agreeing to participate in this research project, you are not waiving any rights that you may have against Valdosta State University for injury resulting from negligence of the University or its researchers.

Potential Benefits: The results of the study will benefit the Georgia's Agricultural Education program by allowing for better allocation of resources for program improvement in agricultural education. Results will also provide the state agency with direction for planning future professional development activities. Results and best practices will benefit agricultural education teachers and administrators by providing resources for local program improvement. Additionally, participants may receive self-awareness of individual program quality.

Costs and Compensation: There is no cost or compensation for participating in this study.

Assurance of Confidentiality: Valdosta State University and the researcher will keep your information confidential to the extent allowed by law. Members of the Institutional Review Board (IRB), a university committee charged with reviewing research to ensure the rights and welfare of research participants, may be given access to your confidential information.

To ensure confidentiality and reduce the risk of invasion of privacy, the researcher will utilize the following methods: 1) remove all direct identifiers as soon as possible; 2) substitute codes for identifiers; 3) maintain code lists and data files in separate secure locations; 4) only report aggregate data; 5) use and protect computer passwords; and 6) store and access data on computers without internet access. Data will be kept for at least three years and will then be disposed of using secure methods.

Voluntary Participation: Your decision to participate in this research project is entirely voluntary. If you agree now to participate and change your mind later, you are free to leave the study. Your decision not to participate at all or to stop participating at any time in the future will not have any effect on any rights you have or any services you are otherwise entitled to from Valdosta State University. *You may skip any questions that you do not want to answer. If you decide to withdraw after data collection is complete, your information will be deleted from the database and will not be included in research results.*

Information Contacts Questions regarding the purpose or procedures of the research should be directed to T. Lynn Barber at 912-284-1008 or tbarber@valdosta.edu. This study has been exempted by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-333-7837 or irb@valdosta.edu.

Agreement to Participate: Your completion of the survey indicates your consent to participate in this study

APPENDIX H:

Programs Selected for Interviews with Calendar of Interviews

Agricultural Education Programs Selected for Interviews

<u>Standard</u>	<u>Program Code</u>	<u>Area</u>	<u>Type</u>	<u>Size</u>	<u>Certification</u>	<u>Interview Date</u>
1	84	1	Single w/o YF	1500-3000	traditional	3/2/2012
1	106	4	Single w/o YF	less than 800	traditional	2/16/2012
1	68	5	multi w/o YF	1500-3000	non-traditional	2/28/2012
1	14	6	Single with YF	800-1499	traditional	alternate
2	30	2	Multi with YF	800-1499	traditional	3/1/2012
2	50	3	Multi with YF	800-1499	non-traditional	3/9/2012
2	4	4	Single with YF	less than 800	traditional	3/1/2012
2	43	1	Single w/o YF	1500-3000	traditional	
3	90	1	Single w/o YF	800-1499	traditional	3/9/2012
3	6	5	Multi with YF	less than 800	non-traditional	3/1/2012
3	19	6	multi w/o YF	less than 800	traditional	2/27/2012
3	67	6	Single with YF	1500-3000	traditional	alternate
4	75	1	Single with YF	800-1499	traditional	3/8/2012
4	60	5	Multi with YF	less than 800	non-traditional	2/28/2012
4	48	6	multi w/o YF	800-1499	traditional	2/27/2012
4	36	2	Single w/o YF	1500-3000	traditional	alternate
5	10	4	Single w/o YF	less than 800	traditional	
5	69	6	Multi with YF	less than 800	traditional	3/2/2012
5	96	4	Multi with YF	1500-3000	traditional	2/29/2012
5	16	5	Multi with YF	less than 800	traditional	alternate3/22/2012
6	92	2	Single with YF	800-1499	traditional	3/6/2012
6	71	3	multi w/o YF	less than 800	non-traditional	2/17/2012
6	65	5	Single w/o YF	1500-3000	traditional	3/9/2012
6	21	5	Multi with YF	800-1499	traditional	alternate
7	58	2	Single w/o YF	800-1499	traditional	3/5/2012

<u>Standard</u>	<u>Program Code</u>	<u>Area</u>	<u>Type</u>	<u>Size</u>	<u>Certification</u>	<u>Interview Date</u>
7	49	3	Single w/o YF	800-1499	traditional	2/29/2012
7	1	6	Multi with YF	over 3000	non-traditional	2/28/2012
7	38	2	Multi with YF	1500-3000	non-traditional	alternate

APPENDIX I:
Interview Responses and Data
Analysis

Question One: Standard One (Program Design & Instruction) Interview Responses

<u>Standard</u>	<u>Response</u>	<u>Code</u>
1	We had a workshop here on developing good grading rubrics. I used to not do a great job on that end. I take every project and chop it into section so the kids know exactly what they made on each part and what they need to work on. It helps me grade better.	ASM
1	I make sure every project has a rubric--class projects and SAE. It really helps tell which kids put in the time. It takes the grey area out of things.	ASM
1	Make grading expectations crystal clear. Point values should be assigned to every part of the assignment you expect them to complete. Eliminate the grey area or subjective grading on most assignments. Develop rubrics that show clearly what is expected.	ASM
1	I have about five filing cabinets full of stuff I developed.	CUR
1	Keep it diverse. Teach the standards, yes, but it's ok to veer from the standards and even sneak in life skills and moral values by using quotes, film clips, or learning games to enrich the class time.	CUR
1	Develop your own. Take the material on the Ga Ag web site and customize it to fit your own class.	CUR CUR, EXP
1	In a nutshell, projects that consume more than a day are what I look for.	
1	I like to find a project that we can work on for several days in a row. Whether it's a garden or building something like a greenhouse. Maybe start on Monday and build on it through Friday. They know what to do each day and then I can assist and monitor through the week. They come to class knowing what to do each day.	EXP
1	We've got a top-notch greenhouse--our class is tied directly to it so even if it's raining, we can still go out. The classroom is small. We don't have a lot of greenspace, so we use a lot of raised beds. We have an internet lab and all the tools we need.	FAC
1	I'm big on group projects and team projects--kids like that better.	GRP

1	I'm not real big on following the textbook. I try to develop things that incorporate hands-on activities and group learning.	GRP, CUR
1	Mix it up. Use a variety of instructional methods. Successful teachers will have a mix of lecture, hands on, visual activities, technology, and group activities to cover any particular unit. It can't all just be lecture or all hands on. Share with other teachers too. The Ga. Ag Ed curriculum is great, but seek out a variety of sources from other states, web sites, new books, new movies, etc.	IN
1	Selling the Idea: The way a teacher presents or sells" the lesson expectations to the students will generate excitement and participation. Enthusiasm on the teacher's part will rub off on the students. Let them know in advance something "big" is coming, so they are already anticipating the lesson.	IN
1	When I got my Masters degree, I focused on integrated teaching through the arts. They taught us ways to get students interested through things like music and storytelling. I use a lot of songs to help them learn things like plant parts. We also use story telling. We've used modeling clay to teach some tool construction concepts. I've seen some pretty mean chainsaws made out of modeling clay.	INO, IN
1	How you present the lesson, how you teach it. How you get them psyched up and fired up. Selling the lesson before you do it is important. I build excitement through that.	KEY, IN
1	Rewards. If the students complete all the assignments given in a particular lesson, they can be rewarded by special activities such as a nature outing, food treats, special movie, etc...	MOT
1	Also, anything that incorporates technology.	TECH
1	I collaborate with the science department on activities such as genetics. We're trying to do more collaboration--more across the board.	COL
1	We're required to have standards posted, benchmarks every nine weeks over what we've covered, Word Walls...those types of things. So our system really pushes us.	CUR, STA
1	We have also designed study guides within the ag department to help students prepare for the end of pathway exams if they are completers.	EVAL

1	Hands-on learning is important and is a big part of our curriculum. Sometimes it's hard to provide great hands-on activities, especially in Animal Science, but I always improvise so that the students can still learn the skills.	EXP
1	We have a school farm, greenhouses, fields--each class has its own lab area	FAC
1	Our biggest thing is to set high expectations, but our administration also sets high expectations. Because of that you do the best you can	KEY
1	We regularly meet as a department to plan and look at the requirements	PL
1	We utilize the resources a lot from Georgia Ag Educationa and the DOE.	RES
1	The state of Georgia has great resources for teachers. I taught out of state and am so appreciative of what we have here. There's no excuse for not being on the same page and teaching the standards	RES, KEY
1	Each classroom has updated technology which is a big help.	TECH
1	I took my entire class to the Georgia Wintergreen Conference and had them take the Jr. GGIA exam. I had three of eight pass the exam. I pushed the class towards that exam the entire first half of the year and used it to guide my instruction.	ASM
1	I want to always give the students some type of measurement beyond those that I develop locally (GGIA and CDE exams). I believe this is the best measure of how I'm doing.	ASM
1	I'm now working on problem solving and equipment ID as it relates to the Nursery Landscape CDE. I try to tailor the curriculum around the tests (Jr. GGIA and CDE exams)	CUR
1	At our school, we have to have the standards posted. Everything we do is tied to the standards, therefore, we have to follow the state curriculum	CUR, STA
1	In nursery landscape, after the CDEs have past, we begin drawing landscapes. I have helped students landscape around 15-20 homes in the community since beginning to teach this pathway. This allows them to apply everything they have learned thus far--a culminating project.	EXP
1	I have two greenhouses--this helps as I can use one for production practices and the other as a teaching greenhouse with all of the I.D. plants.	FAC
1	With each standard we try to apply the concept. For example, I taught plant propagation and then we went and practiced all aspects of it--air layering,	LAB, EXP

cuttings, etc.

- | | | |
|---|---|-------------|
| 1 | I purchased a lot of landscaping equipment so that the students could become proficient at tool ID and by the time they finish have developed a deep understanding of the field, plus hands-on knowledge. | LAB,
EXP |
| 1 | Most important key to success: Always have something beyond the classroom to work towards (GGIA, CDE, etc.) | MOT |
| 1 | Our Basic Ag course is open to anyone, but we use prerequisites for Horticulture and Nursery Landscape. In a small school, though, this is sometimes tough to adhere to. | PRE |
| 1 | I have strong support from my county and school administration. | SUP |

Question One: Standard One Content Analysis:

<u>Code</u>	<u>Description</u>	<u>Frequency</u>	<u>Rank</u>
ASM	Assessment Methods	5	3
COL	Collaboration	1	7
CUR	Curriculum	7	1
EXP	Experiential Learning	6	2
EVAL	Evaluation	1	7
FAC	Facilities	3	5
GRP	Group Projects	2	6
IN	Instruction	4	3
INO	Innovative Ideas	1	7
KEY	Keys to Success	3	5
LAB	Laboratory Instruction	2	6
MOT	Motivation	1	7
PRE	Prerequisites	1	7
RES	Resources	2	6
STA	Standards (GPS)	2	6
SUP	Support	1	7
TECH	Technology	2	6

Question One: Standard Two (Experiential Learning) Interview Responses

Standard Response

Code

- The biggest thing--providing students facilities. It's harder than when I grew up--we had a lot of opportunities at home. More and more studnets live in
- 2 apartments or suburbs here and don't have the facilities. FAC
- Our Young Farmer teacher conceived the idea of the school farm--now every school in our county has a school farm. Each is different, for example one focuses more on small animals, another on dairy, but they all provide
- 2 experiential learning. FAC, SF
- 2 The key, though, is making the facilities available. KEY, FAC
- 2 We also make it (SAE) a part of the grade--about 10%. SAEG
- My administration is supportive--anyone can get 20 hours in a year and I think
- 2 that's the reason they allow me to count it as a part of the grade. ADM, SAE
- The bigger projects I visit more or if they have a need or need help with something. I have one student with multiple projects. He has wildlife plots,
- 2 vegetables, and cows--he has different needs throughout the year. HV, SAE
- 2 The key is having it as a major part of their grade KEY
- 2 I remind them regularly through the year about their SAEs. SAE
- Most of my students do small animals--a pet or something. Some work at jobs. I don't limit them--they can learn just as much caring for a dog or cat as anything
- 2 else. SAE, PS
- 2 I require 20 hours a year as the minimum for a project. SAEG
- At the end of the year they do a presentation--I have a grading rubric that I give
- 2 them at the beginning of the year. SAEG
- It's a part of their grade--I have a class/lab grade and then a SAEP/Leadership grade. The SAEP/Leadership grade counts for 25% of their grade. I require certain things for the leadership part of that and in the latter part of the year the
- 2 grade is mainly based on their SAE. SAEG
- 2 I tell them up front it's part of their grade. SAEG
- Mr. X and Mr. Y are good at identifying kids with unique projects and pushing
- 2 them to succeed. PS

- Our kids see the examples set before them. We push the proficiency awards and other applications and make sure the students are aware of the opportunities. It
- 2 spurs competition among students to gain recognition. PSU
- When they come to the ag center and see the list of national winners from our chapter and that it directly ties to SAE--they want to win their own trip to
- 2 Indianapolis or Louisville. PSU
- We encourage them to do something they're interested in or already doing. We're flexible. We probably wouldn't count feeding a dog, but running a kennel
- 2 would work--as long as they can prove it's ag related. SAE, PS
- One of the things we do is require every student to have an SAE--it's part of their grade. It's 20% of their grade. They can't really pass the class without
- 2 doing it. SAEG
- Make it a priority! It's a priority for our class and a priority for us too. We just decided a long time ago to do and make sure it happens. We put teeth into it by
- 2 making it part of the grade. SAEG,KEY

Question One: Standard Two Content Analysis:

<u>Code</u>	<u>Description</u>
ADM	Administration
FAC	Facilities
HV	Home Visits
KEY	Keys to Success
PS	Project Selection
PSU	Prior Success
SAE	Supervised Ag Experience
SAEG	SAE Grade
SF	School Farms

Frequency	Rank
1	5
3	3
1	5
2	4
3	3
2	4
5	2
7	1
1	5

Question One: Standard Three (Leadership) Interview Responses

Standard	Response	Code
3	We want to compete well--not just be a number, but do well. We set high standards	KEY
3	We require opening and closing ceremonies at all of our meetings--I guess all chapters probably do this, but it really sets a good example for our students.	MET
3	Having good quality officers is very important	OFF
3	We've had several state officers and this has helped to motivate our other students to become more involved.	OFF
3	We started a few years ago requiring all officers to be on our parliamentary procedure team. This has helped them know how to run a meeting better.	OFF
3	Our officers stay connected with members to get ideas for what things they would like to see.	OFF
3	We are very honest with our students--we don't sugar coat things. We try to give them constructive criticism.	OFF, KEY
3	We give our students ownership of what they do--when we had to remove an officer earlier this year, we let the students be involved in the process.	OFF, KEY
3	We set high morals for our students. We require grade standards to compete or serve as an officer. We have a demerit system and remove officers if they don't meet expectations. This promotes an atmosphere of excellence.	OFF, KEY
3	We try to conduct at least two socials each year so that our students can see us (teachers) in a different setting and hopefully relate to us better.	SOC
3	In the classroom---the day to day interaction with students. I daily bring up topics on FFA and leadership. When kids are not in class they miss out. When I have a student in 9th grade and then not again until 11th or 12th--they lose interest.	FFA, KEY
3	We go to FFA Day at the fair. We make all 9th grade members go and have them go through the career expo part. We're also going to the Greenhand and Success conferences this year.	FT

3	I also try to take 9th grade students to state convention and have them participate in courtesy corps--get them to see and experience things outside the chapter. It gets them excited and ready to do more.	FT
3	We have monthly meetings with opening and closing ceremonies--this helps involve all of our members.	MET
3	Well...every year we host our own chapter officer leadership development. We went to Camp John Hope and spent 3 days there--that laid the foundation for our entire year. We could tell at the beginning of the year that the officers worked as a team. When school started back, it was evident that the ones who could not attend really missed out because they were just not as connected. It helped them to know the expectations we had for them as well as their job responsibilities---and they follow through. They know that it's in their hands.	OFF
3	That builds the best program--solid officers.	OFF
3	We hold officer elections at the end of each year. We set high standards and remove them from office if needed. We have an interview process composed of teachers and outgoing officers. We don't hold popular elections--we announce the officers at the end of our annual awards banquet. We try to make it special.	OFF
3	The thing we do better than anything is to give them opportunities. If something comes up, no matter what--I pass it along. Every email I get, whether it's about a CDE or a conference, I make the students aware of it. This helps them know the opportunities that are out there. Then I can take kids that express an interest and push them further.	FFA
3	I don't make leadership a part of the grade, but when it comes down to it...I give the kids who have competed in FFA events a little extra if they need it.	GR

Question One: Standard Three Content Analysis:

<u>Code</u>	<u>Description</u>
FFA	FFA General
FT	Field Trips
GR	Grading
KEY	Keys to Success
MET	Chapter Meetings
OFF	FFA Officers
SOC	Social Activities

Frequency	Rank
2	3
2	3
1	4
5	2
2	3
10	1
1	4

Question One: Standard Four (School & Community Partnerships) Interview Responses

Standard	Response	Code
4	Our principal is constantly bringing people by to see our program. When people just start showing up to see what you're doing, you know you're doing something right.	ADM
4	On our advisory committee, we select people who know the program and really understand the ag industry. We pick people who have a real desire to help the program.	ADV
4	We have re-activated our FFA Alumni. Our board is meeting regularly and this is really making a difference.	ALU
4	We involve our alumni as guest speakers for our FFA meetings. For example, we recently had a former member who was a Star Farmer finalist here when he was in school--so people like that can better share with the students how FFA and ag helped them.	ALU
4	We have started holding joint meetings with our alumni board and chapter officers.	ALU
4	In our case, I've known a lot of our young farmers and that has made it easier for me to connect with them.	COM
4	Ms. X who works in our lunch room is the wife of a local farmer and knows a lot of people in our community. She saw what we are doing and started spreading the word. She is really a liaison between us and the community.	COM
4	The key is making sure we highlight how our program benefits the community. We are trying to change the economic structure of our county and people are taking notice.	COM
4	A key to success: Find a mover and shaker who can act as a liaison between the ag department and the community.	COM, KEY
4	STEM started out as a mandated activity, but it opened up a lot of opportunities. Word really got out about our bio-diesel program through STEM	STEM

<p>We're very fortunate here to have in place an FFA alumni and a Young Farmer program. Those organizations help with things like financing travel, coaching,</p> <p>4 teams, and serving as chaperones--they're like an extra hand.</p>	<p>ALU, YF</p>
<p>I don't know that we're doing anything extra special, but that (alumni and Young</p> <p>4 Farmers) works.</p>	<p>ALU, YF</p>
<p>4 Both groups provide good connections with the community and industry.</p>	<p>ALU, YF</p>
<p>4 Coming from a school system that didn't have that--it's just been very important.</p>	<p>ALU, YF</p>
<p>The alumni meets every other month. Organized meetings are essential to touch</p> <p>4 base with the groups of supporters we have.</p>	<p>ALU, YF</p>
<p>Our superintendent and principal are active members of both organizations (Young Farmers and FFA Alumni). Having administration support is essential--knowing they are there and have your back is important. They can either make it go or they</p> <p>4 can hold you back.</p>	<p>KEY, ADM</p>
<p>4 We had a supportive superintendent who supported us and turned us loose!</p>	<p>ADM</p>
<p>4 I'm very fortunate to work with people who are very community oriented.</p>	<p>COM</p>
<p>4 All three of us go to different churches and bring in different connections.</p>	<p>COM</p>
<p>4 We have a supper and invite all our donors.</p>	<p>COM</p>
<p>All ag teachers living in and being a part of the community. It's hard to separate who</p> <p>4 we are and what we do. We're not just drive in ag teachers.</p>	<p>COM, KEY</p>
<p>Our farm is very visible and brings a lot of people to the school. It also generates a</p> <p>4 lot of support through grants. I don't think we have fully tapped into it yet.</p>	<p>SF</p>
<p>We've received almost \$800,000 in grants and donations since we started the farm---</p> <p>4 and that's just money, not in kind donations or equipment.</p>	<p>SUP, SF</p>
<p>Our Young Farmer advisory is great at community relations and PR. He is involved</p> <p>4 in a lot of things--various boards and groups and that helps.</p>	<p>YF, COM</p>

Question One: Standard Four Content Analysis:

<u>Code</u>	<u>Description</u>
ADM	Administration
ADV	Advisory Council
ALU	Alumni
COM	Community
KEY	Keys to Success
SF	School Farms
STEM	Science, Technology, Engineering, & Math
SUP	Support
YF	Young Farmers

Frequency	Rank
3	4
1	6
8	2
9	1
3	4
2	5
1	6
1	6
6	3

Question One: Standard Five (Marketing) Interview Responses

Standard	Response	Code
5	We're constantly putting stuff in the news--highlighting when our kids do good.	OUT
5	We also have a school newsletter and we regularly put things in there.	OUT
5	Our school regularly has open houses. We have a booth at each one. We always have some of our officers there in official dress. We have pamphlets and other information about our program available. Each teacher has a display about their particular pathway. For instance, Dr. Y may have some welding equipment out for Ag mechanics, Ms. X will put out some skulls and furs for natural resources, and I will put out some livestock models for animal science.	OUT
5	We have the County Fair here---they focus on agriculture. We do a booth--similar to the ones we do in Perry and we also put a float in the fair parade. The fair is HUGE here and is a great outreach tool.	OUT
5	We also put posters around school with what students are doing. Like last week was Perry (Ga. Jr. Livestock Show) so we had posters about that.	OUT
5	For FFA recruitment, we do a membership drive where the first class to get 100% membership gets a food party. If it's a morning class they get breakfast, and it's an afternoon class they get pizza. This motivates the other students to recruit. We also do fundraisers to help with membership.	RM
5	I would say...we have 224 FFA members--more than any other group on campus. Also our dues are low which helps. The other clubs dues are \$25 and up, whereas with FFA for \$15 they can join and get a t-shirt. I think that makes a difference.	RM, KEY
5	We always try to do something fun--things that will entice the kids. We recently did a green eggs and ham meeting. We had a scavenger hunt at another one, a bonfire at one. In February we had dinner and a movie--ordered pizza for 64 and 68 showed up! For a night meeting that's been our biggest crowd.	RM, KEY, MET
5	Working in the community...We're about to do some landscaping at the chamber museum. Things like that are important.	COM, OUT

5 Newsletters. We do a bi-monthly one to teachers...it actually goes to everyone in the system. We do it with Publisher, it's 4 pages. OUT

5 We have a good relationship with 4H and that helps because we know that when those kids get older, we'll get them in our program. OUT

5 T-shirts...we sell those with FFA membership. They know they will get one when they join. RM

5 I let the students pick out the Ts. We have a variety with multiple colors available. It's great marketing. Not a day goes by that I don't see someone wearing an FFA t-shirt. RM

5 Eating Meetings--they know they're going to get a good meal when they join (FFA). RM

5 Food and T-shirts. Kids love nice clothes and they love to eat! RM, KEY

5 I have a lot of mothers who tell me they cannot believe their daughter is in Ag-- but that's how it is. It's just a total part of our school and community. COM

5 Really and truly--we don't do a lot of advertising. I know that sounds crazy. But we're a small, rural community and ag is everywhere. LOC

5 Our livestock program is large and that helps. We also try to always keep something in the paper. OUT

5 Take pictures of everything--you can't have too much publicity. OUT

5 We're successful and people see that. They want their children to be in our ag program. PSU

Question One: Standard Five Content Analysis:

<u>Code</u>	<u>Description</u>
COM	Community
KEY	Keys to Success
LOC	Location
MET	Chapter Meetings
OUT	Outreach
PSU	Prior Success
RM	Recruitment Methods

<u>Frequency</u>	<u>Rank</u>
2	4
3	3
1	5
1	5
10	1
1	5
7	2

Question One: Standard Six (Certified Agriculture Teachers and Professional Growth) Interview Responses

Standard	Response	Code
6	I don't think the advanced degrees make the same impact. In some ways it made me a better teacher--the interaction with other teachers and sharing ideas.	AD
6	The most comfortable I felt in the classroom was right after college (Undergrad) and then my masters.	AD
6	That's why I'm considering getting my specialist degree--I just feel like I'm doing a better job in the classroom when I'm taking those classes that focus on teaching.	AD
6	Seeking those classes. You want to extend your boundaries. The hardest thing is staying current and it frustrates me when I don't seem to stay up to date.	KEY, PD
6	The Young Farmer teacher and I went to the archery in the schools program. That was unique and different.	OPD
6	The biggest thing is trying to obtain staff development that relates to our curriculum.	PD, CUR
6	Me and the middle school ag teacher--we split up either at conference or in summer courses. I know a lot of teachers from the same county always take the same courses together, but this way we can take more classes. Then we share the ideas from each with each other.	COL
6	We do a lot (professional development) in our county--right now we're focused a lot on redelivery--using things like IPADs, online tests, clickers. We're offering those things to teach redelivery.	OPD, TECH
6	I take my summer course based on either the curriculum I teach or a need that I see--something I need to learn more about.	PD, CUR
6	I was certified through the UGA alternative certification program which at the time was taught by Dr. Iverson.	CERT
6	Our other teacher was certified through a masters in Ag Education.	CERT

- 6 An open attitude is the key to success in implementing this practice (professional growth). KEY
- 6 I have taken advantage of opportunities to teach others such as helping with Project Learning Tree and the (VSU ACED)Gulf South Conference. PD
- 6 Teaching others is important as well as attending staff development opportunities offered by Ag Education state staff. PD
- 6 "if you're not learning new things, you're going backwards" PD
- 6 Both of us are members of GVATA and NAAE. I am also a member of GACTE/ACTE and serve on the GACTE Board. PFO
- 6 Both of us have done peer instruction. The best way to learn is to teach something. PI

Question One: Standard Six Content Analysis:

<u>Code</u>	<u>Description</u>
AD	Advanced Degree
CERT	Certification
COL	Collaboration
CUR	Curriculum
KEY	Keys to Success
OPD	Other Professional Development
PD	Professional Development
PFO	Professional Organization
PI	Peer Instruction
TECH	Technology

Frequency	Rank
3	2
2	3
1	4
2	3
2	3
2	3
6	1
1	4
1	4
1	4

Question One: Standard Seven (Program Planning and Evaluation) Interview Responses

Standard	Response	Code
7	As far as our advisory council, we try to brainstorm and get a wide variety of people on it. We look for FFA members, Young Farmer members, politicians, business people and industry representatives.	ADV
7	Several years ago we had a superintendent who wanted to cut us back to 11 month contracts and cut our middle school programs. Our advisory council really went to bat for us and it kept our 12 month contracts. Even though we lost the middle school programs at that time, they were a big help.	ADV
7	At our advisory council meetings, each ag teacher gives a detailed report and summary. We make sure we cover all three aspects of the program in each report-- curriculum, SAE, and FFA.	ADV
7	A key to success is a well-rounded, politically active advisory council.	ADV, KEY
7	Ms. X(CTAE Director) annually has a half day planning meeting and we review the curriculum and prepare for any CTAE evaluations--this is a good opportunity to review what we're doing.	PL
7	We coordinate all activities together and cooperatively plan--all schools in the system with ag programs work together really well.	PL
7	Our system ag teachers meet about four times each year to work on planning and coordination.	PL
7	What I call my advisory council is my FFA alumni board. They do the best job because they're a good mix--we have business people, a school board member, FFA officer and several others.	ADV, ALU

7	I strive to recruit people that have a vested interest in our program.	ADV, ALU
7	We meet regularly--every other month except for December and July.	ADV, ALU
7	The key to success is recruitment--getting the right people. Whether it's a parent, grandparent, past member...this is the biggest tool.	ADV, KEY
7	When I started, we didn't have an alumni and the advisory council wasn't very effective.	ALU
7	I let our FFA president give the FFA update. I don't do any talking on that part. It's good for them to see the students doing it. They can ask questions about the other aspects of the program and I provide any information they need.	OFF, ADV
7	My philosophy is to make sure to include leaders from ag industry--farmers, extension agents, farm bureau, etc.	ADV
7	One key is that I have a counselor from each high school and I'm trying to get a counselor from each middle school. This gives credence with administration and the advisory council is not just seen as a "bunch of good ol boys" getting together.	ADV
7	We meet at least three times a year. I cook breakfast. We meet in the the mornings because we have a common planning period then. It helps get people in and out and back to work.	ADV
7	We keep good minutes and they are consistently presented to administration--not just filed away. Every time they (advisory council) meets--they make some type of recommendation for our program.	ADV
7	I never want them to feel like they're just coming for sausage and biscuits--they need to understand and know that they are making a difference.	ADV, KEY
7	Our FFA Alumni President is our chairman and our extension agent is our secretary.	ALU, ADV
7	Farm Bureau is good about providing sponsorship for us to do recruitment. FTE count is important and we always have to look at that	MISC, RM

Question One: Standard Seven Content Analysis:

<u>Code</u>	<u>Description</u>
ADV	Advisory Council
ALU	Alumni
KEY	Keys to Success
MISC	Miscellaneous
OFF	FFA Officers
PL	Planning
RM	Recruitment Methods

Frequency	Rank
15	1
5	2
3	3
1	4
1	4
3	3
1	4

Question Two: Standard One Interview Responses

Standard	Response	Code
1	Classroom management skills - share practical methods to get students excited so they stay on task and don't have time to cause you problems. How to handle the hyper kid, the sleepy kid, the shy kid, the trouble maker, and how to balance all the deadlines for an extended day/year teacher.	CM
1	How to jazz up your lesson plans. How to personalize the powerpoints from the ag ed website. Sometimes they are pretty bland. Some teachers need to know how to take them and add photos and make them their own.	CUR
1	Teachers need more ready to use stuff. Too much of our material on the ag ed site is not ready to use. We need more rubrics, assessments--that sort of thing.	IN
1	I never see anything on general classroom management. I don't have a problem with it, but I hear a lot of teachers who are having trouble. I know there are a lot of veteran teachers who could share some good ideas.	IN, CM
1	More emphasis on small sustainable farms and eating more healthy. (Movies such as Grow! and The Locavore Movie are directed at younger audiences and teach real current trends in ag.)	SA
1	Teacher sharing forum: Every ag teacher in Ga. has some good ideas, but they don't always get shared for others to use. By putting all these great ideas on some type of teacher sharing forum or blog, many could benefit.	SI
1	Technology - new methods to engage students with cell phones, I pods, and computers.	TECH
1	How to make cool class videos that you can use from year to year.	TIME
1	How to balance the deadlines we have. It's easy to get overloaded--time management.	
1	I think what we do here is helpful. Our school does PD360--it allows us to watch video clips of other teachers across the nation. It helps with PLUs but also helps us see what the best teachers are doing. For example, I could look at someone doing differentiation in biology. it's an economical way to get professional development done for teachers.	OPD

1	Something on innovative teaching would be great. Sometimes I do the same thing year after year. Sometimes just having others present innovative ideas would be great. For example, when I teach A.I. (artificial insemination), but don't have a cow--how could I do that? I'm sure there's someone out there who could show me.	SI
1	I attended a workshop in Griffin last year where we learned to draw landscape designs by hand. I bought all of this equipment and spoke to my advisory council about it. Two members of my advisory council are in the landscape industry and told me that they never draw plans by hand--they use computer programs.	CIS
1	When I have gone to workshops to learn to use computer based landscape programs, they taught us using programs that were expensive and difficult to learn. We need to know more about programs (software) that are affordable and student-friendly.	CIS, PRC
1	The Ga. Wintergreen Conference has been a great learning tool--an excellent way to interact with industry and stay current. I would recommend developing this into a two day program.	OPD
1	Knowing plants is essential to teach the horticulture pathway and to designing landscapes. You must understand the identification, categorization, and growth habits of the plants. We need more good plant ID classes. I've always thirsted for a good plant ID workshop	PID
1	ID "hints" are hard to find. Often teachers don't want to divulge their secrets. A class or publication of identification hints would be helpful	PID

Question Two: Standard One Content Analysis:

<u>Code</u>	<u>Description</u>
CIS	Current Industry Standards
CM	Classroom Management
CUR	Curriculum
IN	Instruction
OPD	Other Professional Development
PID	Plant ID
PRC	Practical
SA	Sustainable Agriculture
SI	Sharing Ideas
TECH	Technology
TIME	Time Management

<u>Frequency</u>	<u>Rank</u>
2	1
1	2
1	2
2	1
2	1
1	2
1	2
2	1
1	2
1	2

Question Two: Standard Two (Experiential Learning) Interview Responses

Standard	Response	Code
2	Also, opportunities for facilities--how they can utilize the site they have for projects. For younger teachers, have SAE staff development to give them ideas--whether it's goats or vegetable gardens. Dr. Sheppard, I think...used to have a good vegetable garden program. Stuff like that.	FAC
2	One thing they have problems with is determining if it fits under the SAE umbrella. What would work or what should be allowed? If my students can relate it to ag, I let them count it.	SAE
2	Some kids don't keep good records. Maybe some help there.	SAE
2	Teacher Two: Staff development where teachers actually went and visited good SAEs and see what they could take back to their own communities. Teacher One: That sounds good to me. Teacher Two: it could even be during breakout times at conference if schools were close enough. It would be great for new teachers especially.	SAE, PS

Question Two: Standard Two Content Analysis:

<u>Code</u>	<u>Description</u>
FAC	Facilities
PS	Project Selection
SAE	Supervised Ag Experience

<u>Frequency</u>	<u>Rank</u>
1	2
1	2
4	1

Question Two: Standard Three (Leadership) Interview Responses

Standard	Response	Code
3	I think we need one in parliamentary procedure, just because I'm not as proficient in it. I know the basics, but need to know more in depth parts. This would help me also take a more active role in our GVATA meetings.	PARL
3	A workshop focused on teaching us how to develop students for extemporaneous speaking and prepared public speaking would be great. Some teachers just don't have the background.	SPE
3	The officer team sets the precedence for the chapter. Some teachers may not recognize that. We need to drive home the importance of taking participants to events outside the chapter.	FFA, OFF
3	Any type of workshop on time management. It's good to be reminded of what works and what doesn't. We have so many deadlines and applications--how can I get better at it?	OPD, TIME
3	I need more help in POA (program of activities) development. We do a lot, but it's good to know what other teachers are doing. Maybe a 2-3 day workshop for POA, National Chapter Award and what to do. I'm a veteran teacher and I still have questions, so I would think new teachers are having problems.	APS
3	We entered three new competitions this year because I went to floral design (professional development)--which is something I wouldn't normally do. We need to encourage people to take classes outside their comfort zones. For example--have an animal science class for "non-animal" people or a horticulture class for "non-horticulture" people. Usually when those classes are offered, it's the teachers who are already familiar with the subjects who sign up.	OCZ

Question Two: Standard Three Content Analysis:

<u>Code</u>	<u>Description</u>
APS	FFA Applications
FFA	FFA General
OFF	FFA Officers
OPD	Other Professional Development
OCZ	Outside Comfort Zone
PARL	Parliamentary Procedure
SPE	Public Speaking
TIME	Time Management

Frequency	Rank
1	1
1	1
1	1
1	1
1	1
1	1
1	1
1	1

Question Two: Standard Four (School & Community Partnerships) Interview Responses

Standard	Response	Code
4	More info on new biotech stuff that is out there is needed. So much is out there, but I want to know what's on the cutting edge.	IUP
4	I always like going to the ag teacher meetings, not so much for the classes, but for the discussion with other teachers. I think a round-table type class where teachers share best ideas would work great. We have a lot of talented ag teachers who could share some great things.	SI
4	New technology is always coming along and there's always a need for updates in this area.	TECH
4	If groups that have really great alumni's could share what they are doing--meet and share ideas. Not necessarily a formal meeting. We've had them on setting up an alumni, but I'm ready to move on. I would like to see something on incentives for growing membership...things like that.	ALU
4	What are we doing out there that is unique? What innovative ways can we deliver instruction? Maybe more discussions among teachers in this area.	OPD
4	When we go to meetings I really enjoy talking with other teachers--maybe a round-table discussion would be good.	SI
4	I would like to visit more successful programs--maybe identify 8-10 teachers who could share ideas and visit them on a bus trip.	SI, BP
4	I went to a STEM class--I didn't want to go, but I went. It was a great refresher and gave me a lot of unique and innovative ideas. It was really good.	STEM, OPD

Question Two: Standard Four Content Analysis:

<u>Code</u>	<u>Description</u>
ALU	FFA Alumni
BP	Best Practices
IUP	Industry Updates
OPD	Other Professional Development
SI	Sharing Ideas
STEM	Science, Engineering, Technology, & Math
TECH	Technology

<u>Frequency</u>	<u>Rank</u>
1	3
1	3
1	3
2	2
3	3
1	3
1	3

Question Two: Standard Five (Marketing) Interview Responses

Standard	Response	Code
5	Maybe something about what to do at FFA meetings. We used to have them during school, but now it's hard because of the focus on instructional time. What get's kids excited? We get a lot of good ideas from COLT and Camp.	FFA
5	It's hard to do a whole workshop on marketing. Breakouts at conference would probably be better.	MAR
5	It really depends on the system--everything is different. Learning to build success with what you have is important, but I really don't have any specific ideas for professional development.	PD

Question Two: Standard Five Content Analysis:

<u>Code</u>	<u>Description</u>
FFA	FFA General
MAR	Marketing
PD	Professional Development

<u>Frequency</u>	<u>Rank</u>
1	1
1	1
1	1

Question Two: Standard Six (Certified Agriculture Teachers and Professional Growth) Interview Responses

Standard	Response	Code
6	Maybe some courses on better teaching methods. We have plenty on content, but we would be ahead of the game if we did more on good teaching. Like writing across the curriculum--we had that here and I didn't want to take it, but it was what I needed.	IN
6	I think the way we (ag ed) require professional development is good--but some years there may not be something that fits my need that year. I wish we could count some other types of professional development in those cases	OPD
6	We seem to always have a pretty wide range of subject areas. Ya'll (Ag Ed) do a great job of covering all areas. Some years there's more good stuff than others.	PD
6	I'm really enjoying the new technology stuff we're doing locally. A friend who's an ag teacher uses "Q bars"--I think that's what they're called. We need to do more of this, but apply it to ag. We're a little behind in this area. Using smartphones and Q bars--I would love to use those for plant ID. I would like to learn how to use those--it would help me reach more kids. In the greenhouse it's hard to reach 30 kids at one time for plant ID, but if they could take out their smartphones and scan the Q bars--they would have all the information right there.	TECH
6	I'm really enjoying the new technology stuff we're doing locally. A friend who's an ag teacher uses "Q bars"--I think that's what they're called. We need to do more of this, but apply it to ag. We're a little behind in this area. Using smartphones and Q bars--I would love to use those for plant ID--it would help me reach a class of 30 more effectively. Also Ipads. I don't have one, but if I had more training I would probably use one.	TECH
6	I've said for years that teachers sharing what they do is the best method. I used to have trouble getting advice from other Young Farmer teachers. One actually told me he wasn't going to share his favorite fishing hole.	COL
6	We need breakouts at summer conference for teachers to share what works. Things like best practices and lesson plans.	COL
6	Extension used to do quarterly meetings that included professional learning. We need more of this type thing at our area meetings rather than just getting a list of dates and	PD

activities.

6 I know there's other things out there (prof. dev. Outside of AgEd), but nothing comes to mind

PD

Question Two: Standard Six Content Analysis:

<u>Code</u>	<u>Description</u>
COL	Collaboration
IN	Instruction
OPD	Other Professional Development
PD	Professional Development
TECH	Technology

Frequency	Rank
2	2
1	3
1	3
3	1
2	2

Question Two: Standard Seven (Program Planning and Evaluation) Interview Responses

Standard	Response	Code
7	Maybe an advisory council breakout at conference would be good.	ADV
7	I like the shade tree model--if you can bring people in and have them share ideas of what works for them.	SI
7	A CPA class for state degrees! Seriously, the FFA Ex. Secretary does a great job of bringing us updates at our conferences, but sometimes we need more time to dig into the money part of the applications--depreciation, assets, etc. A summer class would be great--would I want to take that over say one in ag mechanics--no. But I would because I know I need it.	APS
7	A lot of my best ideas have come from the LPS (Local Program Success) guide and following it and taking it seriously	LPS
	Also, Ipads--I don't have one, but if I had more training I would probably use one.	TECH

Question Two: Standard Seven Content Analysis:

<u>Code</u>	<u>Description</u>
ADV	Advisory Council
APS	FFA Applications
LPS	Local Program Success
SI	Sharing Ideas
TECH	Technology

<u>Frequency</u>	<u>Rank</u>
1	1
1	1
1	1
1	1
1	1

Question Three Interview Responses

Standard	Response	Code
1	I suppose so. I didn't come from a real traditional background--I wasn't in FFA, so I probably look at things from a different angle.	CERT
1	Funding may be harder in a smaller school	SIZE
1	I don't think....all three of us have to do the same things, so I'm not sure that a multi-teacher department does.	TYPE
1	Small class numbers help me carry out hands-on projects and all all studnets to attend the GGIA. If I had bigger classes--around 25 or more, it would be impossible for me to give these same opportunities to students.	SIZE
2	I think our Young Farmer teacher's (alternative certified) experience helps. Also the Young Farmer program is helpful	CERT, YF
2	I think my background helps. I came up in ag--it was something we did. That's a major factor that has helped me. We always had an SAE project. It wasn't covered that much in my college classes even though I was in Ag Ed	CERT
2	I heard that one of our student teachers was never in FFA and Ag. She's going to have a tough row to hoe, but I guess it can be done.	CERT
2	Being in a multi-teacher department would be easier for someone who didn't have the background because they would have someone to fall back on.	CERT, TYPE
2	I think it boils down to the individual teacher and what they want to do. Success breeds success.	CERT
2	SAEs maybe aren't pushed as much today in college ag ed classes. Seems like they focus more on FFA and CDEs.	CERT
2	The main purpose of SAEs is to develop skills and the new proficiency applications are getting away from this.	MISC
3	Possibly being in the South Region may have helped us more because there seems to be a competitive nature in the region.	LOC
3	Also, being from a rural community, a lot of our kids have good morals and manners	LOC
3	No absolutely not. For me, I know the importance because I came through the program as a student (high school) and not because I have an Ag Ed degree--which I don't.	CERT
3	Probably so. Being traditionally certified and coming through Ag Ed, it makes a difference	CERT

4	Being the only high school in the county helps as well. We're not competing with anyone else in getting our word out.	MISC
4	I've taught in a lot of different systems, but I've found this size school (800-1499) to be ideal. We are not limited on resources, we have multiple ag teachers and can spread the work load. Yet we are still small enough that everyone knows your name.	SIZE
4	Having that Young Farmer program is important. Also, the location may be important because a lot of our parents are involved in the ag industry and were in FFA. So I guess the location does make a difference.	TYPE, LOC
4	He may be from a nontraditional background--and I'm all for traditional ag teachers--but every now and then if someone is nontraditional, that's not a bad thing.	CERT
4	When X (YF Teacher) came in, or any of our new teachers--they brought new ideas. Wesley had the idea that we needed to buy a grist mill for the farm. I thought that was the craziest idea, but that has been a major outreach for us. He thinks differently and that has made us more diverse and increased our diversity of students.	TYPE
5	Being a multi-teacher department--we have different personalities and attract different types of students. Some kids relate to Ms. X but not to me and others relate better to Dr. Y. This helps bring in more diverse kids. Over half our members are girls and we currently have only two boys on our officer team.	TYPE
5	A small school is important, but the individual is important too. The important thing is to get officers and kids involved. It's easy to reach kids in a small school and a rural area where there's a tradition. But I think it boils down to who the teacher is no matter where you are.	SIZE, LOC
5	Really and truly--we don't do a lot of advertising. I know that sounds crazy. But we're a small, rural community and ag is everywhere.	LOC
5	The multi-teacher department is wonderful, but it has to be the right mix. If everyone is not working together, it makes no difference.	TYPE
6	I think both of us being traditionally certified is important. By no means could someone alternatively certified not do it, but we're well prepared.	CERT
6	Certification in Ag Ed makes all the difference in the world. I have some buddies from Oklahoma State who were alternatively certified--a lot that they miss out on not having an Ag Ed degree--especially on the teaching (methodology) side.	CERT
6	Also, I think my AgEd background helps--I have a well-rounded background.	CERT
6	I think so. Being in this county has helped--we have the resources because we're a	LOC

6 more affluent county, so we've had the resources for travel to do staff development.
 Since both Doyle and I came into teaching through alternative routes, that may have
 given us a better appreciation for the need for professional development. CERT

7 A large school helps because we get a lot of support out of administration SIZE
 Having an Ag Ed degree plays a large background. Teachers who were here before me
 had a rough start because they didn't have an Ag Ed background. Traditional education
 is key to running a good program and getting started right. CERT

7 I tell ya, I came through Ag Ed in college--absolutely! Someone who is alternatively
 certified just would not have the background and resources to put together an effective
 advisory council CERT

7 And for my location, my students are pretty urban. Maybe I connect with them better.
 It's good for them to go to all of the conferences and activities and it really opens their
 eyes to what's out there. LOC,
 CERT

Question Three: Content Analysis:

<u>Code</u>	<u>Description</u>
CERT	Certification
LOC	Location
MISC	Miscellaneous
SIZE	School Size
TYPE	Program Type
YF	Young Farmers

<u>Frequency</u>	<u>Rank</u>
17	1
7	2
2	5
5	4
6	3
1	6

APPENDIX J:
Best Practices Guide

**Best Practices of Exemplary Secondary
Agricultural Education Programs
in Georgia**

Compiled by T. Lynn Barber

Best Practices in Program Design and Instruction

- Utilize rubrics for all assigned projects.
- Utilize clear grading policies with point values for various components (classwork, laboratory, SAE, leadership, etc.).
- Use assessments beyond the local classroom to motivate students and evaluate teaching methods. Examples are Georgia Green Industry Association (GGIA) certification and FFA Career Development Events.
- Take Georgia Agricultural Education curriculum materials and customize them to fit individual programs.
- Go beyond the state standards by incorporating life skills and leadership skills.
- Develop study guides for End of Pathway assessments in Agricultural Education pathways.
- Always provide hands-on learning opportunities with each lesson—improvise if needed.
- Utilize team projects for class assignments to maintain focus and motivate students.
- Use a culminating project as motivation for each class. For example, landscape a home or business to tie in all concepts taught in a Nursery Landscape course.
- Top-notch facilities are nice, but utilize what is available. Take advantage of “green space.” If none is available, look for alternatives such as building raised beds.
- Mix it up. Use a variety of instructional methods. Successful teachers will have a mix of lecture, hands-on, visual activities, technology, and group activities to cover any particular unit. It can not all just be lecture or all hands on.
- Always “sell” the lesson. The teacher’s enthusiasm is important.
- Take advantage of professional development and advanced degree opportunities to develop better teaching skills.
- Meet regularly as a department to plan and evaluate the local program.

Best Practices in Experiential Learning

- Seek administrative support for including Supervised Agricultural Experience (SAE) as a class grade.
- Make SAE a major part of the student's grade to emphasize its importance.
- Provide facilities for students not able to keep a project at home. Suggestions: greenhouse, school farm, etc.
- Use the prior success of students to promote good SAEs. Former proficiency winners and FFA Stars should be promoted.
- Be flexible as to what can be counted as an SAE—but keep it agriculturally related.
- Have students make a presentation at the end of each grading period or year about their SAE program.
- Provide supervision and guidance for all SAE projects.

Best Practices in Leadership

- Always provide opportunities. Pass along all FFA conferences, camps, etc. to students—someone may be interested.
- Take advantage of opportunities outside your local program such as FFA Day at the Fair, Greenhand Jamboree, and Success Conference.
- Be sure to include 9th grade students as participants to State FFA Convention. Give them the chance to see the opportunities out there.
- Make leadership activities a part of each student's grade.
- Set high moral and grade standards for all students. Utilize these for the selection of FFA officers. Don't be afraid to remove an officer if needed.
- FFA Officers set the standard for the chapter—don't make elections a popularity contest. Utilize other methods such as interviews and panels to choose officers.
- Include leadership activities for all members at local meetings.

- Require all chapter officers to be on the Parliamentary Procedure team to gain a better understanding of how to run a meeting.
- Host or take part in a solid chapter officer development program. Don't be afraid to host your own.
- Conduct social activities throughout the year to give members and teachers opportunities to interact.

Best Practices in Building School and Community Partnerships

- Show your administrators what you are doing and they will publicize your program.
- Get the right people on the advisory council. Select people who care about the program.
- Keep diversity on the advisory council. Include counselors, parents, FFA alumni, agricultural industry, as well as politically active constituents.
- Use FFA alumni members as guest speakers at FFA meetings and in agricultural classes.
- Hold joint meetings with the FFA officers and local alumni officers to cooperatively plan activities.
- FFA Alumni and the Young Farmers are like an “extra hand.” Utilize them for helping coach teams, financially support activities and programs, and to serve as chaperones.
- Find an alumni member to serve as a liaison to the community who will get the word out about the good things happening in the agricultural education program.
- Highlight how the agricultural education program benefits the community economically.
- All agriculture teachers should be a part of the local community. Do not be a “drive-in Ag teacher.”
- Get administrators involved in FFA Alumni and Young Farmers.
- Utilize the school farm to provide outreach opportunities to the community.

- Participate in activities such as the STEM (Science Technology, Engineering, and Math) Initiative to better communicate with groups and individuals outside of the agricultural education circle.

Best Practices in Marketing

- Work in the community. Conduct a community service activity such as landscaping a local museum.
- Utilize great T-shirts. Kids love T-shirts and they are a great way to promote the agriculture and FFA program.
- Feed students at FFA meetings to enhance recruitment and attendance.
- Utilize your school's open house programs to promote FFA and agricultural education. Make sure members are in official dress at these functions.
- Always do fun activities such as scavenger hunts or dinner and a movie at FFA meetings.
- Take part in local activities such as fairs and parades to promote your program. Consider putting up a booth or having a float in the parade.

Best Practices in Certified Agriculture Teachers and Professional Growth

- Teachers in multi-teacher departments should split up when taking professional development courses. That way, they can come back together and share the ideas and concepts they learned.
- Extend your boundaries—do not just take classes you are comfortable with.
- Seek ways to stay up to date on current industry standards and content.
- Take advantage of learning opportunities outside of agricultural education such as Project Learning Tree or the VSU ACED Gulf South Conference.
- Consider an advanced degree—the focus on methodology and the interaction with other teachers will make you a better teacher.

- Take advantage of any professional development opportunity focused on technology. Learn how to use smartphones, computer tablets, and other forms of technology to enhance your teaching.
- Consider serving in a leadership role such as the Georgia Vocational Agriculture Teachers Association (GVATA) or Georgia Association of Career and Technical Education (GACTE) board to further develop your leadership skills.
- Peer to peer teaching is one of the best ways to learn something—consider teaching others.

Best Practices in Program Planning and Evaluation

- Brainstorm and get a wide variety of people on your advisory council. Look for FFA members, Young Farmer members, politicians, business people and industry representatives.
- All agriculture teachers should give reports at advisory council meetings concerning all aspects of the program—Classroom, FFA, and SAE.
- Include high school and middle school counselors on the advisory council.
- Morning meetings work well for advisory council meetings. Many business people find this the best time to meet.
- Keep good minutes and always present the recommendations to the school administration.
- Have the FFA president give the FFA update at all advisory council meetings.
- Utilize the local FFA Alumni board in helping to evaluate the program and plan for the future.
- Make time for the agriculture teachers in your program or system to collectively plan. Ask the administration to set aside time for such planning.