

Roland-Story High School

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Agriculture Education Department

Evaluation Document

This document was developed to assist in evaluating the Agriculture Education program in the Roland-Story Community School District. Quality Agriculture Education programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in program improvement.

This document is to be used as the basis for the following processes:

1. Program self-evaluation, improvement, goal setting and long-range planning.
2. Onsite reviews/visits.
3. Annual CTE program evaluation reporting.
4. Five year CTE program evaluation.

As an advisory council, the committee will determine the ratings for the following quality indicators. Areas/standards with identified deficiencies will have a developed Program Improvement Plan.

Program Educator Quality

Standard 1: The instructor is licensed and appropriately endorsed.

Quality Indicator

1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.

1 = NOT endorsed

4 = Endorsed

	Rating	
Agriculture Education Class	1	4
Veterinary Technology	1	4
Meteorology	1	4
Horticulture	1	4
Agriculture Shop	1	4
Agriculture Mechanics	1	4
Agriculture Technology	1	4
Advanced Animal Science	1	4
Food Science Class	1	4
Agriculture Business	1	4

If indicator is NOT MET, list what steps will be taken to become properly licensed and/or endorsed. (Use additional sheets if needed).

Achievement Ratings

1 = Major Improvement needed 2 = Minor improvement needed 3 = Good 4 = Superior

Using the Achievement Ratings listed above, circle the number that best describes the degree to which our Agriculture program meets the quality indicators for the program standards that follow.

Standard 2: The instructor participates in professional associations and development activities.

Quality Indicators:	Rating
2.1 Instructor maintains membership in related state and national professional organizations.	1 2 3 4
2.2 The instructor strives to upgrade their skills and knowledge by attending conferences, conventions, courses, staff-development and other sources of training.	1 2 3 4
2.3 The instructor acts as a role model for students and exhibits leadership, teamwork, ethical and professional practices.	1 2 3 4

Program Instruction and Participation

Standard 3: Curriculum, instruction, and evaluation are based on the state-approved standards and objectives.

Quality Indicators:	Rating
3.1 Each course offered in the program is state-approved.	1 2 3 4
3.2 Each course offered uses state standards, objectives, and/or competencies	1 2 3 4
3.3 Program articulates with related core and post-secondary training and/or education programs	1 2 3 4
3.4 All students receive instruction in personal and leadership development through the FFA.	1 2 3 4
3.5 Student evaluation systems are in place and based on identified program objectives.	1 2 3 4
3.6 Each course has a syllabus including goals, objectives and grading policies.	1 2 3 4
3.7 All students are provided Supervised Agricultural Experience (SAE) opportunities related to the student's career goals.	1 2 3 4

Standard 4: Equal access is provided to all students, including non-traditional and special populations.

Quality Indicators	Rating
4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none">• Does recruitment material seek to be representative of gender, race, color, national origin or disabilities?	1 2 3 4
4.2 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none">• Are minority students enrolling in classes?• What is done to encourage non-traditional students to enroll?	1 2 3 4
4.3 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of students enrolled. <ul style="list-style-type: none">• Instructor follows 504 plans?• Instructor works with special need students IEP's?• Program has developed recruitment activities that fairly depict program activities?	1 2 3 4
4.4 Fair and impartial assessment practices are incorporated into the classroom.	1 2 3 4
4.5 Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or disability. <ul style="list-style-type: none">• Are there physical barriers that would restrict access of special population students in the classroom?• What is done to ensure students with limited English proficiency are successful in the class?	1 2 3 4
4.6 The entire curriculum/courses are available to all students.	1 2 3 4

Standard 5: Students have the opportunity to concentrate in a state-wide recognized Agriculture Education Career Pathway.

Quality Indicator	Rating
5.1 The Agriculture Education courses are organized into a state recognized pathway. <ul style="list-style-type: none"> • Agricultural Business 	1 2 3 4
5.2 Courses offered allow students to complete or concentrate in a pathway.	1 2 3 4
5.3 High school to post-secondary articulation agreements are developed showing pathway connections to specific college majors or Tech Prep concurrent enrollment options.	1 2 3 4
5.4 Pathway information is available and understood by teachers and counselors.	1 2 3 4
5.5 Counselors use CTE pathway information to assist students plan their High School schedules.	1 2 3 4

Standard 6: Intra-curricular student leadership training opportunities are provided through the FFA organization.

Quality Indicators	Rating
6.1 Students enrolled in the program have an opportunity to join and participate in FFA.	1 2 3 4
6.2 FFA is an intra-curricular part of the program.	1 2 3 4
6.3 FFA provides opportunities for students to participate in community service activities.	1 2 3 4
6.4 FFA provides opportunities for students to participate in leadership development activities.	1 2 3 4
6.5 FFA provides opportunities for students to participate in sub-district, district, state and national competitions.	1 2 3 4
6.6 School/district makes provision for travel expenses and release time for the advisor to participate in FFA activities.	1 2 3 4
6.7 School/district makes provision for travel expenses and release time for students to participate in FFA activities.	1 2 3 4
6.8 Local FFA chapter is affiliated with appropriate state and national organization.	1 2 3 4

Program Instructional Resources

Standard 7: The program has an annual operating budget.

Quality Indicators:	Rating
7.1 The instructor provides input in regard to the amount of their annual operating budget.	1 2 3 4
7.2 The instructor has access to and control over an annual supplies budget.	1 2 3 4
7.3 Allocated resources are sufficient to provide for the maintenance, repair, and replacement of equipment and the operation of the facility.	1 2 3 4

Standard 8: Proper equipment and adequate supplies are available to maintain and support the program.

Quality Indicators:	Rating
8.1 Equipment provided is consistent with program objectives.	1 2 3 4
8.2 Established procedures for the maintenance, repair, and replacement of equipment are followed.	1 2 3 4
8.3 Supplies or an annual supply budget are provided for the program.	1 2 3 4
8.4 Current inventory of equipment is on file and updated annually.	1 2 3 4
8.5 The classroom/lab/shop has computer and internet capability and instructor has email capability.	1 2 3 4

Standard 9: Appropriate instructional materials are available to achieve the goals and objectives of the program.

Quality Indicators:	Rating
9.1 Instructional materials support state approved standards and objectives.	1 2 3 4
9.2 Adequate instructional materials are available for all students in all courses.	1 2 3 4
9.3 Instruction is enriched with appropriate instructional technology and related resources such as computers, internet access, audiovisuals, etc.	1 2 3 4
9.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule.	1 2 3 4
9.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.	1 2 3 4

Program Facilities

Standard 10: Classrooms, labs, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.

Quality indicators:	Rating
10.1 Facilities provided for the program are consistent with program standards and objectives.	1 2 3 4
10.2 Environmental factors are maintained at appropriate levels.	1 2 3 4
10.3 Storage space is functional and sufficient for materials and equipment.	1 2 3 4
10.4 Classroom/lab is safe, clean and properly maintained and is conducive for learning.	1 2 3 4
10.5 Facility repairs and improvement requests are submitted and resolved in a timely manner.	1 2 3 4
10.6 The teacher workstation is adequate and appropriately equipped.	1 2 3 4

Standard 11: Safe practices are understood and implemented.

Quality Indicators:	Rating
11.1 State and/or district health and safety policies/procedures are used.	1 2 3 4
11.2 Appropriate training on equipment is provided for to protect students and teacher from injury.	1 2 3 4
11.3 Students must successfully complete a safety test before they are allowed to work in the shop.	1 2 3 4
11.4 Personal Protective Equipment (PPE) is used by the instructor and the students while in a lab setting (safety glasses being the most important)	1 2 3 4

Program Planning and Advising

Standard 12: The program utilizes an advisory council with the functions including an annual program review, long-range planning, marketing, and recommendations.

Quality Indicators:	Rating
12.1 Program utilizes an advisory committee with representation such as business, industry, education, community, parents and special populations.	1 2 3 4
12.2 The advisory council meets at least twice per year as evidenced by written minutes.	1 2 3 4
12.3 The committee assists with an annual program review, makes suggestions and helps to market the program to the community.	1 2 3 4

Program Administration

Standard 13: District and school administration understand and demonstrate support for the program.

Quality Indicators:	Rating
13.1 Innovation instruction is encouraged and supported.	1 2 3 4
13.2 Facility input is considered in determining teaching assignment/classes.	1 2 3 4
13.3 Instructor ensures that the administrators are familiar with the goals, objectives, activities, enrollment guidelines and curriculum of the program.	1 2 3 4
13.4 Counselors register students based on the goals, objectives, activities, and enrollment guidelines of the program.	1 2 3 4

Standard 14: Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.

Quality Indicators:	Rating
14.1 Enrollment in lab/shop courses does not exceed the available workspaces.	1 2 3 4
14.2 Enrollment in all courses ensures that the program objectives are met in a safe and effective manner.	1 2 3 4