

## Agriculture Education - Secondary Program Evaluation Questionnaire

Reporting Date:

Local Education Agency (LEA):

Administrator:

Completed By:

E-mail:

### **Standard 1 - Instructional Planning and Organization**

**S**=Strength    **M**=Meets Expectations

**I**=Improvement Opportunity    **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Is year-round instruction balanced between classroom & laboratory, experiential learning with a Supervised Agricultural Experience (SAE) and leadership and personal development through a Career and Technical Student Organization (FFA)? (Suggest reviewing instructional plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is instruction directed toward appropriate and clearly formulated objectives developed with input from stakeholders such as parents, community, business and industry and local administration? (Suggest reviewing curriculum and advisory committee minutes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current Calendar of Units maintained and on file with the State Office in which the curriculum is organized logically and sequentially from introductory through advanced levels? (Suggest reviewing master teaching schedule and calendar of units.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is a well-defined grading system which includes grades for SAE and leadership development (FFA) in place and distributed to each student? (Suggest reviewing grading system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does instruction reinforce the application of relevant and rigorous academic content in which the content is aligned with state standards and articulated with postsecondary institutions? (Suggest reviewing lesson plans/course outlines, state standards and articulation agreements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Has an approved program of study been identified for students to plan for and complete future course work leading to a career in Agriculture? (Suggest review of the program of study.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Describe the program's strengths for instructional planning and organization: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				
8) Describe the program's improvement opportunities for instructional planning and organization: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				

## **Standard 2 - Instructional Materials Utilization**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Does the instructional program use a variety of current instructional materials, equipment, techniques, technology and community based resources? (Suggest reviewing resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are methods of teaching adapted to meet individual needs, interests and rates of learning and are instructional methods and resources inclusive and non-biased? (Suggest observing teaching methods.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the classroom and laboratory equipment well maintained and are adequate consumable supplies provided? Does the program maintain a variety of up-to-date reference materials and instructional aides to enhance curriculum? (Suggest reviewing reference materials, instructional aids, supply budget and policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for instructional materials utilization:	<div style="border: 1px solid black; height: 60px;"></div>			
5) Describe the program's improvement opportunities for instructional materials utilization:				

## **Standard 3 - Instructional Personnel**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Does the instructor participate in career and technical education conferences, professional development meetings or other types of training and is the teacher a member of related state and national professional education associations? (Suggest reviewing instructor's professional growth activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor hold the appropriate license or credential in his/her specific field and do they have a professional growth plan? (Suggest reviewing teaching license/credential and professional growth plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the instructor foster the development of pre-service and beginning instructors, exhibit a positive professional attitude promoting the profession as a career opportunity and contribute to the technical and pedagogical knowledge base of the profession? (Suggest reviewing professional involvement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is the instructor provided an extended contract to accommodate SAEP, curriculum development, CTSO activities and professional development? (Suggest reviewing instructor's contract and summer calendar.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional personnel:	<div style="border: 1px solid black; height: 60px;"></div>			
6) Describe the program's improvement opportunities for instructional personnel:				

**Standard 4 - Enrollment and Student-Teacher Ratio**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are enrollment and class sizes in compliance with Department of Career and Technical Education guidelines? (Suggest reviewing program enrollment/class sizes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are students and parents/guardians given, in writing, the program's goals and objectives and career opportunities prior to enrollment? (Suggest reviewing promotional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? (Suggest reviewing articulation plans/agreements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are classes scheduled to avoid conflicts with other required graduation courses? (Suggest reviewing class schedules.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Do school policies provide access to CTE courses for every student? (Suggest reviewing class schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for enrollment and student-teacher ratio:     				
7) Describe the program's improvement opportunities for enrollment and student-teacher ratio:     				

**Standard 5 - Equipment and Supplies**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment/training stations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is a budget in place to purchase up-to-date equipment and supplies similar to those used in business and industry? (Suggest reviewing budget. A short, intermediate and long term plan of purchase/replacement is recommended.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are equipment and/or tool inventories current and regularly updated? (Suggest reviewing equipment procedures.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are procedures established and funds provided for replacement and/or repair of malfunctioning equipment and/or tools? (Suggest reviewing equipment procedures; review long-range plan and/or budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies:     				
6) Describe the program's improvement opportunities for equipment and supplies:     				

### **Standard 6 - Instructional Facilities**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is facility adequate to ensure safety, privacy and quality training in relation to the program's objectives? (Suggest observing size and arrangement of classroom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the facility provide an environment conducive to learning and working? (Suggest observing for lighting, ventilation, noise, painting, repair work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities arranged in a manner to maximize instructional function, supervision, class control and student safety? (Suggest observing classrooms.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is storage space functional and sufficient for instructional materials, supplies and equipment? (Suggest observing storage area.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is adequate office space and equipment provided? (Suggest observing office space and equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional facilities:				
7) Describe the program's improvement opportunities for instructional facilities:				

### **Standard 7 - Safety and Sanitation Training and Practices**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is appropriate safety and sanitation instruction planned, demonstrated and practiced in classroom activities? (Suggest reviewing safety procedures.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have appropriate measures been taken to protect students and instructor from contamination resulting in injury? (Suggest reviewing program's policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are classrooms, laboratories and storage areas arranged and utilized to emphasize safety? (Suggest observing facility.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are regular safety checks of the department conducted? (Suggest reviewing safety checklists.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are eye protection policies and guidelines being implemented and followed? (Suggest observing written policies and signage.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for safety and sanitation training and practices:				
7) Describe the program's improvement opportunities for safety and sanitation training and practices:				

**Standard 8 - Program Advisory Committee and Community Relations**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the program's advisory committee meet twice a year and are minutes submitted to CTE? (Suggest reviewing advisory committee schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include representation from school personnel and appropriate community, business and industry personnel? (Suggest reviewing committee members list.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is information on program activities provided to audiences within the community? (Suggest reviewing program activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are recommendations from the advisory committee submitted to the school board/administration and are they acted upon and/or incorporated into the program? (Suggest reviewing recent recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor participate in community activities and civic organizations (Chamber of Commerce, County Fair, etc.)? (Suggest reviewing instructor's community involvement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for program advisory committee and community relations:				
7) Describe the program's improvement opportunities for program advisory committee and community relations:				

**Standard 9 - Leadership Development Opportunities/Career and Technical Student Organization**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is each student given the opportunity and encouraged to become an active member of FFA? (Suggest reviewing membership recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are FFA activities an integral part of the instructional program? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is each FFA member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing chapter's participation requirements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the local FFA chapter conduct appropriate fundraising projects to support the activities of the chapter and provide members the opportunities to earn money to overcome any financial barriers keeping them from participating in program activities? (Suggest reviewing financial records.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the local FFA chapter hold an annual banquet inviting parents, school faculty and community to recognize students for their accomplishments? (Suggest reviewing banquet plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for leadership development opportunities/career and technical student organization:				
7) Describe the program's improvement opportunities for leadership development opportunities/career and technical student organization:				

**Standard 10 - Workplace Experience/Cooperative Learning Experience**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does each student have the opportunity to participate in work-based learning (SAE program and job shadowing) related to program objectives? (Suggest reviewing work-based opportunities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are parent/guardian permission forms and other appropriate documentation signed and on file for each student participating in work-based experiences or CTSO travel? (Suggest reviewing documentation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is time provided in the instructor's schedule to coordinate work-based learning, including time to visit students and employers at the worksite? (Suggest reviewing master teaching schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for workplace experience/cooperative learning experience:	<div style="border: 1px solid black; height: 60px;"></div>			
5) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:				

**Standard 11 - Special Populations**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is the program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minutes of recent meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for special populations:	<div style="border: 1px solid black; height: 60px;"></div>			
7) Describe the program's improvement opportunities for special populations:				

**Standard 12 - Educational Equity**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are strategies in place for recruitment and retention of nontraditional students? Note: Equal access to your classroom by female and male students is presumed. (Suggest reviewing enrollment and retention data and CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the classroom and/or laboratory a safe and welcoming environment for female and male students? (Suggest reviewing classroom environment for safety, cleanliness, bias-free materials and media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for educational equity:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for educational equity:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				