

Quality Program Development For Nebraska Secondary (Grades 9-12) Agricultural Education

Standard #3 Leadership Development



A Project By
The National Council for Agricultural Education and Nebraska FFA
Foundation

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.

NEBRASKA IMPLEMENTATION

A team of Nebraska Agricultural Educators, building on input from business, industry, parents, administrators and other stakeholders adapted the National Program Standards to meet the educational environment and structure of the state of Nebraska. The seven standard statements remain unchanged from the National Program Standards. In some cases, the quality indicators have remained unchanged as well. In some cases, a need was seen to modify the quality indicators to more accurately reflect education in the state of Nebraska.

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
Developing = 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 the National Program Standards 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>
Nebraska Quality Program Standards for Secondary Agricultural Education.....	1
Introduction and Strengths.....	2
Standard 3: Leadership Development	3
Recommendations and Suggestions for Improvement.....	10
Glossary and Definition of Terms	11

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

Standard 3: Leadership Development

Standard Statement: *All students participate in agricultural student leadership programs and activities.*

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 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 OF CURRENT LEADERSHIP DEVELOPMENT

Summarize below the major strengths of the agricultural education program as it relates to Leadership Development. Include outstanding accomplishments of students, teachers and the

Standard 3: Leadership Development

Standard Statement: All students participate in agricultural student leadership programs and activities.

Quality Indicators

1. Students enrolled in the secondary agricultural education program are members of the FFA.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
85% or more of students are FFA members.	70-84% of students are FFA members.	56-69% of the students are FFA members	Less than 55% 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	DEVELOPING 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.	
Evidence, Comment & Suggestions:					

Standard 3: Leadership Development (continued)

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

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All FFA members participate in at least two program areas and at least four activities each year.	75% or more members participate in at least two program areas and at least three activities per year.	50% or more members participate in at least two program areas and at least two activities each year.	Less than 50% members 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. FFA members participate in FFA leadership and personal development activities/events above the local level.

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
All members participate 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	DEVELOPING 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, with a copy being placed on file with school administrators and the school board.	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.		
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	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
The annual program of activities is planned and implemented by chapter members, committees and committee chairs are assigned. Every member has access to the POA with school board and school administration having a copy on file.	The annual program of activities is planned and implemented annually by chapter members, committees and committee chairs are assigned and every member has access.	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.		

Standard 3: Leadership Development (continued)

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

EXEMPLARY 4	PROMISING 3	IMPROVING 2	DEVELOPING 1	NON-EXISTENT 0	INDICATOR SCORE
Regularly scheduled monthly meetings are conducted using a distributed agenda including reports and 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	DEVELOPING 1	NON-EXISTENT 0	INDICATOR 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 and community members attending, and school staff/officials invited.	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 and community members attending, and school staff/officials invited.	Members and supporters are recognized using a chapter planned program. The function is attended by 50% or more of chapter members with parents and community members attending, and school staff/officials invited.	Members are recognized during a school organized program not planned by the FFA chapter.	Members and supporters are not recognized using a formal program.	
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	DEVELOPING 1	NON-EXISTENT 0	INDICATOR 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 a positive cash flow.	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.	
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	DEVELOPING 1	NON-EXISTENT 0	INDICATOR 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	Score Summary
Exemplary – 4; Promising – 3; Improving – 2; Developing – 1; & Non-Existent - 0	
1. Students enrolled in the secondary agricultural education program are members of the FFA.	
2. All students have a progressive plan for leadership and personal development.	
3. All FFA members participate in FFA-related programs and activities.	
4. FFA members 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 programs.	
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.	
TOTAL	

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

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

MET _____

NOT MET _____

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.

Experiential Learning Plan – a designated set of external learning activities intended to compliment course instruction agreed upon by student and instructor.

Experiential Learning Portfolio – a sequential record of external learning activities initiated during the first student agricultural education course to demonstrate authentic learning outcomes.

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.