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A Project by The National Council for Agricultural Education

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

A TOOL FOR SECONDARY (GRADES 9-12) PROGRAMS

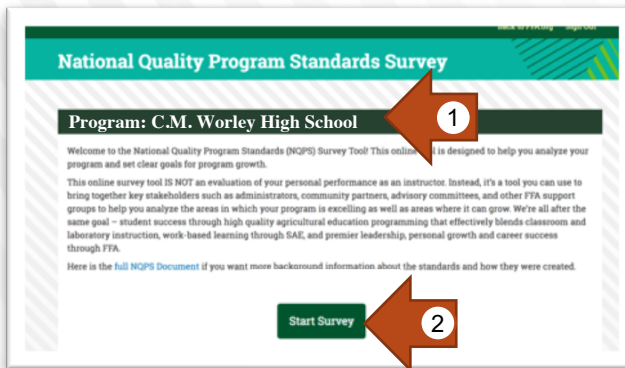
# Completing the Survey

## NQPS Survey Tool Instructions

*In this guide: Step-by-step instructions for starting, completing, and submitting your NQPS survey as well as a listing of best practices to consider.*

Last Revised 07/17/17

# Getting Started



## First visit to the tool?

- (1) Confirm that you're viewing the survey for the **correct program**.
- (2) Read the instructions and select **Start Survey** to begin.

Year	Status	Created Date	Created By	Modified Date	Modified By	Submitted Date	Actions
2017	Submitted	04/25/2017	Doug Kueker	05/05/2017	Doug Kueker	05/05/2017	Edit Submit Print

Year	Created Date	Created By	Modified Date	Modified By	Action Items
2017	05/04/2017	Doug Kueker	05/05/2017	Doug Kueker	Edit Print

Here is the [full NQPS Document](#) if you want more background information about the standards and how they were created.  
Access [INSTRUCTIONS](#) for using the system.

## Returning to the tool?

- You may save progress and return to the tool at any time.
- (1) Choose **Edit** to continue completing the survey or the growth plan
  - (2) If you're ready, select **Submit** to allow your state leader to see your survey summary
  - (3) Choose the **Print Icon** to download a PDF of your current survey results or growth plan

# Pick a Standard

There are seven national standards.

- (1) Select **Details** to preview the standard and related technical definitions.
- (2) Select **Start** to complete the related survey.
- (3) After you start the survey for a standard, you may revisit the survey for a standard to **Edit** it at any time

## Tips for Success:

- Check with your State Staff to determine which standards, if any, you're required to complete and confirm the date by which they must be submitted.
- You may start with any standard; we recommend focusing on one standard at a time rather than trying to complete the survey for all standards in one session.
- See the list of suggested documents to organize in Appendix A.

Level	Standard	Details	Action Items
National	Standard 1A: Program Design and Instruction – Curriculum and Program Design	<a href="#">Details</a>	<a href="#">Start</a>
National	Standard 1B – Program Design and Instruction – Instruction	<a href="#">Edit</a>	<a href="#">Start</a>
National	Standard 1C – Program Design and Instruction – Facilities and Equipment	<a href="#">Details</a>	<a href="#">Start</a>
National	Standard 1D – Program Design and Instruction – Assessment	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 2: Experiential, Project, and Work-Based Learning Through SAE	<a href="#">Details</a>	<a href="#">Start</a>
National	Standard 3: Leadership and Personal Development Through FFA	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 4: School and Community Partnerships	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 5: Marketing	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 6: Certified Agriculture Teachers and Professional Growth	<a href="#">Details</a>	<a href="#">Start</a>
National	Standard 7: Program Planning and Evaluation	<a href="#">Details</a>	<a href="#">Edit</a>

[Submit](#)

# Complete the Survey

Dashboard [Survey Standards](#)

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

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

QUALITY INDICATOR	Program meets or exceeds quality expectation			Program does not meet quality expectation	
	EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1
<p><b>Indicator #1</b></p> <p>Program of Study (POS), reflecting the needs of the community has been developed in accordance with state requirements.</p>	<p><b>Indicator Rubric</b></p> <ul style="list-style-type: none"> <li>Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.</li> <li>More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.</li> </ul>	<ul style="list-style-type: none"> <li>POS options have been evaluated based upon the needs of the community.</li> </ul>	<ul style="list-style-type: none"> <li>POS is limited or non-existent.</li> </ul>	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>Inclusion of POS in student handbook.</li> <li>Documented student interviews validating this awareness and utilization.</li> <li>Documented guidance counselor interviews validating this awareness and utilization.</li> </ul>	<ul style="list-style-type: none"> <li>State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS.</li> </ul>	<ul style="list-style-type: none"> <li>State CTE Office verification of compliance for one POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documented discussions with teacher(s) and stakeholder(s) regarding POS options.</li> <li>Documented evaluation of POS options aligned with community needs.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no documentation of POS work.</li> </ul>
<b>Rating</b>	<input type="radio"/> 5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<b>Program Evidence</b>	<p><b>Evidence</b></p> <p>We have the Animal Systems POS which allows for college credit to be obtained by some completers. Saved in Dropbox: Program/Curriculum/AnimalSystemsPOS</p>				
	<input type="button" value="Save"/> <input type="button" value="Clear"/>				<input type="button" value="Return To Standards"/>

Each standard is further defined by 3-10 QIs.

- (1) Review the **quality indicator statement**.
- (2) Review the **rubrics and suggested evidence**. (See next page for a reminder about the structure of the standards.)
- (3) Select a **rating** for your program.
- (4) Provide a brief description of the **evidence** you have to support your selected rating. **IMPORTANT!** Evidence documents will be maintained locally. You will not upload them.
- (5) It is **important** to **save** your progress before moving on to the next indicator.

## Tips for Success:

- Be honest and realistic! It's unlikely your program will be above expectation in each area, especially the first time.
- Create a folder on your computer or a network drive to store all your evidence in one spot.
- Engage your local advisory committee and other stakeholders in this process! Use this form to spur a discussion with key stakeholders about where the program stands with each quality indicator.
- If there are multiple teachers in your program, make sure to coordinate who will complete each survey - *the results are linked to the program, not individuals.*

# Structure of Standards

Each of the standards are broken down into 3-10 quality indicators, which are further defined by rubrics to help you analyze your program. Below are examples.

Standard

**Example: Standard 1A** - A standards-based curriculum in AFNR education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Quality Indicators

**Example: Quality Indicator 1** – Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.

Rubrics

	Program meets or exceeds quality expectation			Program does not meet quality expectation	
	EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1
Indicator Rubric	Advanced courses within each POS are in alignment with post-secondary program standards.	Logically and sequentially organized POS include course descriptions, objectives, prerequisites, and are aligned to AFNR Content Standards.	The courses in the POS are organized logically and sequentially from introductory to advanced levels.	The courses are organized logically but do not follow a sequence of learning.	Organization and sequencing of courses is limited or non-existent.
Suggested Evidence	<ul style="list-style-type: none"> <li>Documentation of alignment with post-secondary program standards for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of course descriptions, objectives, prerequisites, and AFNR Content Standard alignment for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of logically and sequentially organized courses within each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of organized course offerings for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of course offerings lacking organization and sequencing for each POS.</li> </ul>

# Structure of Standards

**IMPORTANT!** Levels 3, 4 and 5 build upon each other. (i.e., selecting a rating of Level 5, Exemplary, means that your program also meets requirements for Levels 3 and 4. Likewise, selecting a rating of Level 4, Exceeds Expectation, means your program also meets requirements for Level 3.)

	Program meets or exceeds quality expectation			Program does not meet quality expectation	
	<b>EXEMPLARY</b> <b>5</b>	<b>EXCEEDS EXPECTATION</b> <b>4</b>	<b>MEETS EXPECTATION</b> <b>3</b>	<b>APPROACHING EXPECTATION</b> <b>2</b>	<b>NOT AT EXPECTATION</b> <b>1</b>
<b>Indicator Rubric</b>	Advanced courses within each POS are in alignment with post-secondary program standards.	Logically and sequentially organized POS include course descriptions, objectives, prerequisites, and are aligned to AFNR Content Standards.	The courses in the POS are organized logically and sequentially from introductory to advanced levels.	The courses are organized logically but do not follow a sequence of learning.	Organization and sequencing of courses is limited or non-existent.
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>Documentation of alignment with post-secondary program standards for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of course descriptions, objectives, prerequisites, and AFNR Content Standard alignment for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of logically and sequentially organized courses within each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of organized course offerings for each POS.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of course offerings lacking organization and sequencing for each POS.</li> </ul>

# Submit Your Results

Back to FFA.org Sign Out

## National Quality Program Standards Survey

[Dashboard](#)

### Standards

Level	Standard	Details	Action Items
National	Standard 1A: Program Design and Instruction – Curriculum and Program Design	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 1B – Program Design and Instruction – Instruction	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 1C – Program Design and Instruction – Facilities and Equipment	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 1D – Program Design and Instruction – Assessment	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 2: Experiential, Project, and Work-Based Learning Through SAE	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 3: Leadership and Personal Development Through FFA	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 4: School and Community Partnerships	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 5: Marketing	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 6: Certified Agriculture Teachers and Professional Growth	<a href="#">Details</a>	<a href="#">Edit</a>
National	Standard 7: Program Planning and Evaluation	<a href="#">Details</a>	<a href="#">Edit</a>

1 Submit

After you complete the survey for the standards you plan to focus on for the coming year, you can share your results with your state leader so they can provide additional suggestions and guidance.

- (1) Select **Submit** to allow your state staff to view your results.

### Tips for Success:

- Consider selecting a few standard areas to focus on growing each year. Be sure to check with your state staff to determine if there are certain standards you are required to complete.
- Don't forget to build a growth plan after you've submitted your results!

# Summary of Best Practices

## Make a realistic plan of attack

- Determine which standard(s) you want to focus on this year; consider creating a rotation
- Contact state staff to determine which surveys, if any, are required
- Coordinate with your teaching partners – work through it together or assign surveys to owners

## Get organized

- Before you start, review the list of suggested files to locate in the instructions document
- After you start, establish a system to organize your evidence (e.g., shared folder, Dropbox, etc.)

## Engage stakeholders in the analysis and verification process

- **Model 1:** Meet with different groups to complete the survey for certain standards
- **Model 2:** Create a first draft, then meet with stakeholders to review and verify your rankings
- Groups to work with: advisory committee, chapter officers, administrators, etc.

## Be honest

- Give yourself credit where credit is due, but recognize you won't be at a 4 or 5 in every area