

National Quality Program Standards

Program Name: C.M.Worley High School

Survey Year: 2017

Survey Status: Submitted

(National) Standard 1A: Program Design and Instruction – Curriculum and Program Design

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 INDICATORS

Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.

Evidence For This Indicator

We have the Animal Systems POS which allows for college credit to be obtained by some completers. Saved in Dropbox: Program/Curriculum/AnimalSystemsPOS

Rubric For This Indicator

Value 3

Meets Expectation

The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.

Evidence For This Indicator

We have a program curriculum that shows the progression of courses from introductory to more advanced levels. Saved in Dropbox: Program/Curriculum/

Rubric For This Indicator

Value 3

Meets Expectation

The technical content is aligned with core academic content standards.

Evidence For This Indicator

Focus as of now is on technical content standard, but will implement core standards in future.

Rubric For This Indicator

Value 1

Not At Expectation

The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.

Evidence For This Indicator

We have the Animal Systems POS which allows for college credit to be obtained by some completers. Saved in Dropbox: Program/Curriculum/AnimalSystemsPOS

Rubric For This Indicator

Value 1

Not At Expectation

Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education, as listed below.

Evidence For This Indicator

Each class syllabus outlines specific student learning expectations for the three components listed. A broad expectation is listed in our student handbook, but there is no mention in the course catalog for our school. Student handbook and all syllabi can be found in Dropbox using the path below:
Program/Curriculum/HandbookandSyllabi

Rubric For This Indicator

Value 3
Meets Expectation

(National) Standard 1B – Program Design and Instruction – Instruction

Programs promote academic achievement and technical skill attainment of all students.

QUALITY INDICATORS

Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Evidence For This Indicator

Leadership and team building are addressed at the beginning of each trimester, as well as intentional instruction regarding group work. Examples can be found on Dropbox in these lessons:
o IntroToAg/Leadership/BecomingALeader_LessonPlan
o AgEcon/IntroToEconomics/AgricultureToday_LessonPlan
o HorticultureII/Leadership/OpportunitiesInAgriculture_LessonPlan

Rubric For This Indicator

Value 4
Exceeds

Instruction integrates the application of core academic standards.

Evidence For This Indicator

Although the alignment is not specifically called out within the lesson plan, the following lesson (found on Dropbox) demonstrate this integration:
o AgEcon/EconomicPrinciples/TimeValueOfMoney_LessonPlan
o AgEcon/IntroToEconomics/DiminishingReturns_LessonPlan
o AgEcon/IntroToEconomics/SupplyAndDemand_LessonPlan

Rubric For This Indicator

Value 3
Meets Expectation

Teacher(s) demonstrates an understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Evidence For This Indicator

Q2 Teacher Evaluation saved locally: TeacherEvaluations/16-17SchoolYear/Quarter2

Rubric For This Indicator

Value 4
Exceeds

Teacher(s) demonstrate(s) a deep and flexible understanding of the Agriculture, Food, and Natural Resource content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Evidence For This Indicator

Q2 Teacher Evaluation saved locally: TeacherEvaluations/16-17SchoolYear/Quarter2

Rubric For This Indicator

Value 5

Exemplary

Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

Evidence For This Indicator

Q2 Teacher Evaluation saved locally: TeacherEvaluations/16-17SchoolYear/Quarter2

Rubric For This Indicator

Value 4

Exceeds

(National) Standard 1C – Program Design and Instruction – Facilities and 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

Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.

Evidence For This Indicator

It is currently in the works to submit a plan to the local school board to improve the greenhouse facilities. Current greenhouse facilities are small, unrealistic and unsafe for students to work in full time. With possible growth of the greenhouse and horticulture classes - a new greenhouse will be built to accommodate these growth trends in a POS.

Rubric For This Indicator

Value 2

Approaching Expectation

Facility is in compliance with existing local, state, and federal safety and health standards.

Evidence For This Indicator

New construction required all facilities are up-to-date and compliant with all safety and health standards.

Saved on Dropbox: FacilitiesEquipment/Facilities/Spring2017Inspection

Rubric For This Indicator

Value 4

Exceeds

Training and evaluation are in place so individuals using the facility create a safe working environment.

Evidence For This Indicator

Currently the old facility only the maintenance staff is trained on how to use it. Students as well as the instructor have limited knowledge on how to operate the systems in the facility. Plans are in place to learn these and be trained on the new facility.

Rubric For This Indicator

Value 1
Not At Expectation

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

Evidence For This Indicator

The expectation of students are to clean up after themselves anytime they are in the ag shop. This includes shop courses and laboratory classes. Students are expected to put away whatever they get out and that they are not released from class until the area is cleaned to the instructors standards.

- o Saved on Dropbox: FacilitiesEquipment/Facilities/SOP/Shop
- o Saved on Dropbox: FacilitiesEquipment/Facilities/SOP/Greenhouse
- o Saved on Dropbox: FacilitiesEquipment/Facilities/SOP/ComputerLab

Rubric For This Indicator

Value 4
Exceeds

Facility is designed to be accessible and accommodating to all students.

Evidence For This Indicator

Currently the greenhouse does not allow for accessibility for all students. The architect is identifying a plan and cost estimates to change this in the new greenhouse plans.

Rubric For This Indicator

Value 2
Approaching Expectation

Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.

Evidence For This Indicator

Classroom and clean lab have adequate space to store classroom and laboratory supplies. The clean lab is well labeled as to where supplies are located and easy for students and teacher to find equipment. Shop is well set up and has both main floor and an upstairs storage area that is shared with school maintenance department. Images representing this can be found in the inventory folder on Dropbox: FacilitiesEquipment/Facilities/Inventory/Classroom1

Rubric For This Indicator

Value 3
Meets Expectation

An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.

Evidence For This Indicator

No records or inventory were left from the last ag teacher. Pictures have been taken of each of the storage spaces as a means to begin capturing this inventory. Students will be taking inventory at the end of the semester and uploading into a spread sheet.

Rubric For This Indicator

Value 1
Not At Expectation

Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.

Evidence For This Indicator

In the classroom and clean lab, supplies are fairly new and in good condition. Some of the equipment in the shop is older and should be replaced, but all items passed inspection before they were placed in the shop after construction was completed. Out of compliance equipment was surplus by the school district. Saved on Dropbox:
FacilitiesEquipment/Equipment/Inspections/16-17SchoolYear

Rubric For This Indicator

Value 2
Approaching Expectation

The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.

Evidence For This Indicator

With no inventory, it is hard to tell what is available and what is not. At times, we are lacking enough simple needed tools such as trowels or hand shovels to conduct effective labs in the greenhouse.

Rubric For This Indicator

Value 1
Not At Expectation

Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.

Evidence For This Indicator

Technology is used throughout the agriculture department. The shop has adequate technology that all students utilize. In the classroom and laboratory, our school is a one to one school and all students have Chrome Books. Classes are now predominately taught using Google classroom. Both the classroom and clean lab have LCD projectors, surround sound and document camera to enhance student learning. Dropbox: FacilitiesEquipment/Facilities/Inventory/Classroom1

Rubric For This Indicator

Value 3
Meets Expectation

(National) **Standard 1D – Program Design and Instruction – Assessment**

Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

QUALITY INDICATORS

Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).

Evidence For This Indicator

The Animal Systems POS uses these types of assessments. Samples of completed evaluations can be found on Dropbox the following lessons:
o IntroToAnimalScience/AnimalDigestion/ProjectEvaluation/CompletedSamples
o AnimalReproduction/BeefProduction/ProjectEvaluation/CompletedSamples
o AnimalNutrition/IntroToNutrition/ProjectEvaluation/CompletedSamples

Rubric For This Indicator

Value 3
Meets Expectation

Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).

Evidence For This Indicator

- End of Course Performance Assessments saved on Dropbox:
 - o IntroToAnimalScience/EndOfCoursePerformanceAssessment
 - o AnimalReproduction/EndOfCourse
 - o AnimalNutrition/EndOfCoursePerformanceAssessment

Rubric For This Indicator

Value 4
Exceeds

Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.

Evidence For This Indicator

All students are expected to complete a semester SAE with a few students continuing on their SAE for a longer duration of time and have long term goals. All students must reflect on their SAE and should be developing their skills. SAE Reflection forms can be found in student notebooks or student recordbooks.

Rubric For This Indicator

Value 2
Approaching Expectation

Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.

Evidence For This Indicator

Students are required to maintain a mini-portfolio of their best in-class work and they document knowledge and skill attainment in AET.

Rubric For This Indicator

Value 3
Meets Expectation

Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education:

Evidence For This Indicator

Students are graded on the three components of ag education at the conclusion of each quarter. Evidence can be found in each teacher's grade book on the last Friday of each quarter.

Rubric For This Indicator

Value 3
Meets Expectation

(National) Standard 2: Experiential, Project, and Work-Based Learning Through SAE

Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.

QUALITY INDICATORS

SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining an Exploratory SAE and Career Plan of Study.

Evidence For This Indicator

All students complete the classroom component for foundational SAE, which includes career exploration and the creation of an initial career plan of study. Documentation of each student's exploratory SAE experience and plan of study is saved in the ag office filing cabinet organized by the student's last name.

Rubric For This Indicator

Value 3
Meets Expectation

SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.

Evidence For This Indicator

Students must pick a pathway for their SAE when signing up on AET and most would be able to describe why their SAE fall under that pathway. A spreadsheet of student SAEs and their pathway can be found on Dropbox in SAE/StudentSAE

Rubric For This Indicator

Value 3
Meets Expectation

SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.

Evidence For This Indicator

No evidence - this is an growth area for our program.

Rubric For This Indicator

Value 1
Not At Expectation

SAE programs are student-planned and based on their Career Plan of Study.

Evidence For This Indicator

SAE visit logs and SAE plan are saved on Dropbox in this path: SAE/SAEVisits/Logs The plan is created through a conversation with the student, which currently relies heavily on the teacher leading the conversation to identify an action plan and goals for SAE.

Rubric For This Indicator

Value 2
Approaching Expectation

Students maintain accurate SAE documentation to meet state and local requirements.

Evidence For This Indicator

Students maintain a mini-SAE portfolio which includes a resume, relevant AET records, completed applications, and reflection worksheets. Student portfolios are maintained on Google Drive, where each student has a folder.

Rubric For This Indicator

Value 4
Exceeds

Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.

Evidence For This Indicator

Currently, I have not been able to have an on-site SAE visit with students. THIS should increase during the summer. I do have an annual conference with students about their SAE. See visit logs on Dropbox: SAE/SAEVisits/Logs

Rubric For This Indicator

Value 2
Approaching Expectation

SAE programs are documented by agreements between the student and adult supervisor(s)

Evidence For This Indicator

Signed agreements can be found in students' record books or class notebooks.

Rubric For This Indicator

Value 2
Approaching Expectation

(National) Standard 3: Leadership and Personal Development Through FFA

All students participate in intra-curricular leadership and personal development through FFA.

QUALITY INDICATORS

All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.

Evidence For This Indicator

Our FFA chapter has 85 percent membership from students enrolled in agricultural education. All students are educated on how to become an FFA member and given an opportunity to pay dues.

Rubric For This Indicator

Value 4
Exceeds

Students build a progressive leadership and personal development plan.

Evidence For This Indicator

Students attend various CDE and LDE events as well as conferences and conventions that promote personal and leadership growth; however, we do not have them document this as a plan or goals.

Rubric For This Indicator

Value 2
Approaching Expectation

All students participate in meaningful leadership and personal development activities in each component of the agriculture, food, and natural resource education program, as listed below.

Evidence For This Indicator

Most students participate in leadership and personal development activities in classroom/laboratory, but not all student participate in SAE programs.

Rubric For This Indicator

Value 2
Approaching Expectation

The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.

Evidence For This Indicator

The constitution and bylaws are up-to-date and approved by member at a monthly meeting. However, all members do not participate in discussion for changes to these documents.

Rubric For This Indicator

Value 4
Exceeds

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

Evidence For This Indicator

The Executive Committee plans the POA. The whole chapter does not participate in planning the POA.

Rubric For This Indicator

Value 4
Exceeds

The FFA Chapter conducts regularly scheduled chapter meetings.

Evidence For This Indicator

Monthly meetings are held, but we struggling in taking time to reflect after each meeting and brainstorm ways to make meetings more enjoyable and beneficial.

Rubric For This Indicator

Value 4
Exceeds

An awards recognition program planned and conducted by FFA members is in place.

Evidence For This Indicator

Our FFA Banquet is planning by members and implemented by the FFA officers. Our goal is for every FFA member to either receive an award or have a speaking part in hopes to get all members involved.

Rubric For This Indicator

Value 5
Exemplary

The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).

Evidence For This Indicator

We need to create a budget for the following areas: classroom, trapshooting, greenhouse, and construction.

Rubric For This Indicator

Value 2
Approaching Expectation

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

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

QUALITY INDICATORS

Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.

Evidence For This Indicator

Stakeholders are informed of FFA and agriculture happenings. Meetings twice a year sent out to these people. A newsletter/publication is being introduced to send to stakeholders to keep better informed. Stakeholders will be given a list of goals for the 5 year ag plan at the next meeting. An example of communication with key stakeholders is saved on Dropbox: Partnerships/SemesterUpdates/Fall2016

Rubric For This Indicator

Value 3
Meets Expectation

Key stakeholders engage with the agriculture, food, and natural resource education program.

Evidence For This Indicator

Stakeholders are informed of FFA and agriculture happenings. Meetings twice a year sent out to these people. A newsletter/publication is being introduced to send to stakeholders to keep better informed. Stakeholders will be given a list of goals for the 5 year ag plan at the next meeting. An example of communication with key stakeholders is saved on Dropbox: Partnerships/SemesterUpdates/Fall2016

Rubric For This Indicator

Value 3
Meets Expectation

Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.

Evidence For This Indicator

This will take place this year. Unsure if previous teacher did this or not. At the banquet this spring members of the advisory committee and other supporters will be recognized. Banquet program is saved in Dropbox: FFA/ChapterBanquet/2017/Program

Rubric For This Indicator

Value 3
Meets Expectation

Teacher(s) participates in key stakeholder activities.

Evidence For This Indicator

Documentation of my community involvement with our key stakeholders is saved locally in my personal portfolio. As an example, I serve on the local fair board, which also includes a number of our key stakeholders. I also attend the local Chamber of Commerce events and serve on committees and panels when asked.

Rubric For This Indicator

Value 3
Meets Expectation

(National) **Standard 5: Marketing**

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

QUALITY INDICATORS

A strategic marketing effort is in place with pieces being implemented by the appropriate key stakeholders.

Evidence For This Indicator

A marketing effort in in place, but is not being utilized as it should.

Rubric For This Indicator

Value 2
Approaching Expectation

A recruitment and retention plan is yielding steady or increasing student enrollment.

Evidence For This Indicator

Our recruitment and retention plan focuses more on recruiting students into agricultural education than it does retaining students in our program. We see a large number of freshmen enroll in our program but this number decreases by the time these students are seniors.

Rubric For This Indicator

Value 3
Meets Expectation

Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.

Evidence For This Indicator

No evidence - this is an area of growth.

Rubric For This Indicator

Value 1
Not At Expectation

(National) **Standard 6: Certified Agriculture Teachers and Professional Growth**

Competent and technically certified agriculture, food, and natural resource teachers provide the core of the program.

QUALITY INDICATORS

Each teacher is state certified to teach agriculture, food, and natural resource education.

Evidence For This Indicator

I have a bachelor's degree in Landscape Design From State College and I completed the alternate route certification requirements set by the state to earn my teaching certificate. PDFs/images of my degree and my teaching certificate are saved locally: Clark/EducationPortfolio

Rubric For This Indicator

Value 4
Exceeds

The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.

Evidence For This Indicator

Copies of summer calendars are in the ag office filing cabinet, with the school secretary and with the school administrators.

Rubric For This Indicator

Value 4
Exceeds

The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).

Evidence For This Indicator

Documentation of credits and courses I've taken through State College to improve my personal growth are saved locally: Clark/EducationPortfolio

Rubric For This Indicator

Value 4
Exceeds

Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.

Evidence For This Indicator

Image of NAAE and ACTE membership cards are saved locally: Clark/EducationPortfolio/ProfDev

Rubric For This Indicator

Value 3
Meets Expectation

Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.

Evidence For This Indicator

Currently use a Teach Ag lesson to introduce students to agricultural education as a career. I also have one of the Teach Ag ambassadors in my state visit the school to talk with juniors about the career opportunity.

Rubric For This Indicator

Value 3
Meets Expectation

Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.

Evidence For This Indicator

I attended a technical institute offered by my state ag ed team on the topic of integrating agriscience fair into my curriculum during winter in-service. I have started to use the lesson resources shared to build interest in this program in my classroom.

Rubric For This Indicator

Value 2
Approaching Expectation

(National) **Standard 7: Program Planning and Evaluation**

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

QUALITY INDICATORS

Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.

Evidence For This Indicator

Scores and any other info that is needed to be handed in is done and sent out to whom it may concern. Confirmation from state is saved in email inbox; date of email is 9/15/16.

Rubric For This Indicator

Value 3
Meets Expectation

Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.

Evidence For This Indicator

Community meeting was held in late Dec to get feedback for the Ag Ed program. There were 26 people in attendance including administrators and advisory committee members. Feedback was documented and a list of recommendations was taken forward for prioritization by my advisory committee. Agenda saved on Dropbox: Partnerships/Meetings/Fall16

Rubric For This Indicator

Value 5
Exemplary

A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.

Evidence For This Indicator

My advisory board will meet two times in a school year. Files saved on Dropbox provide the required evidence:
 - Partnerships/AdvisoryBoard/Members
 - Partnerships/AdvisoryBoard/Minutes
 - Partnerships/AdvisoryBoard/Agendas

Rubric For This Indicator

Value 3
Meets Expectation

A five year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.

Evidence For This Indicator

Short and long-term goals are set, however they need to be fleshed out a bit more. Saved on Dropbox: Program/Goals/16-17SchoolYear

Rubric For This Indicator

Value 2
Approaching Expectation

An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.

Evidence For This Indicator

This is a new program, there is no program budget as of right now.

Rubric For This Indicator

Value 1
Not At Expectation
