

Wisconsin Standards for a Quality Program in Agriculture and Natural Resources Education

Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators	Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
Quality Educator(s)					
Standard 1					
Qualified Instructors should be employed with a minimum of 40 working days on an extended contract					
1.1 The agricultural educator(s) has a current teaching certificate (200 License) on file at the District Office.					
1.2 The agricultural educator(s) maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.					
1.3 The agricultural educator(s) renews teaching certification based on DPI requirements.					
1.4 The agricultural educator(s) supervises student SAE's and holds individual or group instruction as a part of their 40 working-day extended contract.					
1.5 The agricultural educator supervises student SAE project assessment at the County and/or the State Fair for exhibitors.					
Standard 2					
The instructor is actively involved in the professional agricultural teacher associations and utilizes an improvement plan to demonstrate continual professional development.					
2.1 The agricultural educator(s) prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards.					
2.2 The agricultural educator(s) focuses on professional development in areas of most need.					
2.3 The agricultural educator(s) participates in the WAAE sponsored Summer Conference and in-services designed for technical updates.					
2.4 The agricultural educator(s) participates in technical and professional development activities to update their content knowledge, skills, and pedagogy.					
2.5 The agricultural educator(s) participates in teacher job shadows, externships, and courses/workshops, WAAE Summer Conference, related to assigned teaching areas.					

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2.6 The agricultural educator(s) maintains membership in and participates in professional organizations at the local, regional, state, and national levels such as WAAE, NAAE, FFA Alumni, ACTE, WACTE.					
2.7 The agricultural educator(s) participates in training and staff development in effective teaching/learning strategies for diverse and special populations.					
2.8 The agricultural educator(s) critically examines their own teaching methods and course content and continues to learn throughout their career.					
Program Planning					
Standard 3					
Agricultural education programs have a vision and mission statement that is in alignment with the school district's mission and vision.					
3.1 The program's vision and mission statements include the purpose and goals established by the administration and community members.					
3.2 The vision and mission statements reflect the needs of <i>all</i> students, the labor market, and the community.					
3.3 All students have opportunities for full participation and equal access, without discrimination, to the entire spectrum of programs and services.					
3.4 The agricultural educator(s) reviews and makes appropriate modifications of the program goals to reflect current conditions with input from students, parents, and community representatives.					
3.5 The agricultural educator(s) uses the mission of agriculture education and natural resources to direct the program.					
3.6 The agricultural educator(s) plans program improvement through needs assessment, labor market trends, graduate follow-up studies, parents, employers, etc.					
Standard 4					

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The curriculum is in alignment with the <i>Wisconsin Model Academic Standards for Agricultural Education</i> and incorporates the <i>Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies</i> while promoting educational equity.					
4.1 A written comprehensive curriculum, formally adopted by the board, is used.					
4.2 The content meets applicable local and state standards.					
4.3 The agricultural educator(s) evaluates and revises curriculum on an ongoing basis to incorporate best practices and the state curriculum scope and sequence.					
4.4 The agricultural educator(s) plans and sequences courses of study with clearly defined assessable student outcomes.					
4.5 The program content and structure utilizes the agriculture and natural resources curriculum model.					
4.6 Curriculum and instructional strategies have been developed that integrate academic and career and technical competencies.					
Standard 5 Comprehensive programming includes three vital components: classroom education, supervised agricultural experience, and FFA.					
5.1 A written comprehensive curriculum, formally adopted by the board, is used.					
5.2 The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.					
5.3 The program offers opportunities for students to participate in career exploration activities.					
5.4 All students participate in at least one school-supervised work-based learning experience.					
5.5 Students are enrolled in both a related class and a supervised agricultural experience simultaneously; the agricultural educator(s) provides standards-based classroom					

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instruction and workplace supervision.					
5.6 Work-based curriculum is driven by industry-determined standards and competencies.					
5.7 Work-based learning opportunities include, but are not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, coops, and youth apprenticeships.					
5.8 Career and technical student organization activities (FFA) provide students with opportunities to participate in leadership development, personal growth, career exploration and preparation, community service, and volunteer activities.					
5.9 The agricultural educator(s) provides employer mentor training and or resources to enhance student success in work-based learning.					
Standard 6					
The program is served by an advisory committee.					
6.1 An advisory committee with agriculture teacher input is selected and appointed by the administration, is reflective of the vision and mission of the program and advises the administration, board of education and the agricultural educator(s).					
6.2 An advisory committee makes recommendations based on surveys administered, facilities and program issues, and current business and industry trends.					
Standard 7					
An agricultural education exploratory program is offered at the middle school level with exploratory experiences offered PK-6.					
7.1 The program has an established agriculture education course or courses in the middle school, (7-8 th grade) that is in rotation with other Career and Technical Education Courses offered at that grade level.					
7.2 The agriculture educator(s) assists elementary teachers in providing exploratory agriscience learning applications to their students.					
7.3 Students enrolled in agriculture education classes assist elementary teachers to teach					

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about agriscience in their classes.					
Curriculum, Instruction, and Student Assessment					
Standard 8					
The agricultural education program applies the academic standards to support student academic achievement and career development.					
8.1 Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.					
8.2 The agricultural educator(s) is provided adequate time to develop training sites/opportunities and plans with business and industry.					
8.3 The agricultural educator(s) has adequate supervision time in their schedule based on the number of students participating in the supervised agricultural experience program.					
8.4 The agricultural educator(s) maintains high expectations for their teaching and student learning.					
8.5 The classroom is orderly; standards of conduct and safety expectations are clearly described to students and parents and enforced consistently.					
8.6 Classroom organization provides for optimum use of instructional time, equipment, and resources.					
Standard 9					
FFA is an integral part of the agriculture education program; therefore, all programs shall have an FFA Chapter.					
9.1 Students in grades 7-12 have the opportunity to participate in FFA activities at the local, regional, state, and national levels.					
9.2 FFA is under the supervision of a licensed agricultural educator(s).					
9.3 The administration provides recognition and support for FFA.					
9.4 Resources are provided for students and the agricultural educator(s) to participate in					

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FFA activities considered authentic assessments of the classroom.					
9.5 A program of activities, supporting achievement of curriculum competencies is developed annually by students and the agricultural educator(s) and is based upon the goals, objectives, curriculum and FFA Mission.					
9.6 Students gain leadership, team building, employability and, interpersonal skills; opportunities for service learning and volunteerism taking full advantage of FFA activities.					
Standard 10 The agricultural education program includes experiential learning which includes a supervised agricultural experience program for each student with options for certified work-based learning programs.					
10.1 Educational and career information resources are readily available to students.					
10.2 The counseling staff provides classroom instruction on career development topics.					
10.3 Recruitment sites for SAE's are focused on the skills, aptitudes, abilities and career objectives of the students in response to the needs of the business community.					
10.4 The career information provided reflects current, new, and emerging occupations focusing on awareness, broad-range knowledge, transferable skills, and required post-secondary training.					
10.5 Career guidance and counseling includes career awareness, self-assessment, and world of work awareness and experiences.					
10.6 Evaluation of students in work-based learning includes occupationally specific skills as well as general workplace readiness.					
10.7 Work-based learning sites are appropriate for the program; the agricultural educator(s) closely screens and approves sites.					
10.8 There is a written training agreement between the school, parent, student and the business and industry sponsor on file for each student.					

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10.9 The agricultural educator(s) provides adequate supervision at the work site.					
Standard 11 The instructional program is articulated with technical colleges and four-year university programs.					
11.1 A 7-16 scope and sequence is in place and understood by students and parents.					
11.2 The program is utilizing state-wide courses articulated with the Technical College System providing opportunities for a seamless system.					
11.3 Articulation agreements have been implemented with post-secondary institutions and/or with other community resources, where applicable.					
Standard 12 Career guidance and counseling are offered as a part of the curriculum, emphasizing educational options available to agricultural education students.					
12.1 The agricultural educator(s) collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.					
12.2 Supervised Agricultural Experiences are offered to all students for focused career exploration and development.					
12.3 Post-secondary options for students relative to agricultural education are discussed and encouraged in the program.					
Standard 13 The curriculum is based on current occupational trends, industry standards, and research-based educational practices.					
13.1 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.					
13.2 Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.					

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13.3 Assessment includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general.					
13.4 A long-range plan for program improvement has been developed based on evaluation.					
13.5 Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.					
13.6 Strategies guide how the results of follow-up studies will be used for decision-making and planning.					
13.7 The agricultural educator(s) and instructional staff meet regularly to review data and develop techniques and plans to support program improvement.					
Standard 14 Learning experiences are structured for active, performance-based learning to address individual differences in learning needs and talents of students.					
14.1 Selects and organizes learning experiences that accommodate individual differences in a student's learning needs and talents.					
14.2 Structures active, performance-based learner centered experiences.					
14.3 Provides learning experiences situated around larger concepts and in real-world contexts.					
14.4 Designs learning experiences that emphasize self-directed and cooperative learning, higher order thinking, and intrinsic motivation to learn.					
14.5 Provides sufficiently challenging and novel learning tasks.					
14.6 Uses developmentally appropriate instructional materials, methods, and approaches that result in maximum learning time.					
14.7 Incorporates current and appropriate instructional technologies.					
Standard 15					

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Standards-related classroom assessments are integrated with curriculum and instruction to promote meaningful learning and student accountability.					
15.1 Provides authentic, performance-based assessment tasks to help students integrate learning and performance across subject areas.					
15.2 Provides constructive and informative feedback to facilitate student learning and development.					
15.3 Provides opportunities for student self-appraisal and self-regulated learning.					
15.4 Asks students to provide evidence they are meeting high standards.					
Program Evaluation					
Standard 16					
Graduate follow-up-studies and other forms of program assessment that measure the program against current standards are conducted on a continual basis, and recommendations are used for continual improvement.					
16.1 Designs program evaluations to obtain meaningful information for diagnostic, formative, and summative purposes.					
16.2 Uses appropriate evaluation frameworks and standards of quality.					
16.3 Uses quality improvement strategies and tools to gather, display, and present data and information for different audiences.					
16.4 Uses the results from program evaluation to improve teaching practices and programs.					
16.5 Communicates program evaluation results to appropriate audiences in order to provide accountability for the program.					
Standard 17					
Educational equity is a basic program component. Student enrollment is representative of the school's population.					

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17.1 Instructor(s) are aware of issues of equity so that maximum diversity exists in their program and are reflective of the schools diversity.					
17.2 Instructor(s) have classroom and FFA members that are representative of the schools diversity.					
17.3 The instructor and students actively participates in district wide diversity training					
17.4 The agricultural educator(s) accommodates individual student needs with consideration of student abilities based on diagnostic information from school staff such as test scores, and student's Individual Education Plan (IEP).					
17.5 Curriculum is developmentally appropriate and gender and culturally neutral.					
17.6 Efforts to attract and accommodate diverse and special populations are continuous and ongoing.					
17.7 Diverse and special populations are provided the necessary support services from Student Services to be successful in the curricula.					
Quality Schools					
Standard 18					
Educators are collectively involved in activities that enhance the school environment and student achievement.					
18.1 Collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.					
18.2 Collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population.					
18.3 Collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner.					
18.4 Collaborates with district and school leadership to offer comprehensive, standards-related agriculture education programming.					
18.5 Collaborates with parents/guardians and other community members to enhance the					

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school environment and improve student academic, technical, and citizenship outcomes.					
18.6 Educator(s) contributes to school reform efforts designed to improve the learning experience so that <i>all</i> students receive effective education.					
Standard 19 The educator(s) are proactively, working with district and school leadership to advance career and technical education.					
19.1 Educator(s) assist district and school leadership to understand the importance of agricultural education to our local and state's economy.					
19.2 Educator(s) inform district and school leadership about the over 300 career opportunities in agribusiness and agriscience.					
Parent and Community Involvement					
Standard 20 Continual marketing of the educational and economic benefits of the program are shared with parents, students, administration, guidance personnel, faculty, and prospective employers.					
20.1 The program regularly publicizes information in printed form and/or radio describing learning opportunities, employment, scholarships, and grants for students.					
20.2 The program hosts an open house with information and events for students, prospective students, parents and the community.					
20.3 The program utilizes electronic media such as a website to describe program components and promote student success in the classroom and FFA activities.					
20.4 Community members, administration, students and faculty are informed of the importance of agriculture and natural resources to their economic and social well being.					

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Standard 21					
Collaborative relationships and partnerships are established to maximize student achievement and career development.					
21.1 The program builds different types of parent-community partnership(s) to ensure successful outcomes for <i>all</i> students.					
21.2 The program builds informal and formal collaborative and cooperative relationships with other educators, parents/guardians, business and industry, government, and the local community to extend and enrich opportunities for student learning and career development					
Standard 22					
An active FFA alumni affiliate supports the local program.					
22.1 An FFA Alumni affiliate exists for support of the program.					
22.2 The instructor(s) and student input are solicited by the Alumni when they plan their program of work.					
22.3 The FFA Alumni is separate from the advisory committee					
Resources					
Standard 23					
The facilities, equipment, technology, and operating budget support the vision and mission of the agricultural education program..					
23.1 The agricultural advisory committee regularly reviews the curriculum, facilities, technology, and equipment to support the program with budget recommendations made to the administration and board of education.					
23.2 The community and resources in the community are considered an extension of the program and used to enhance the classroom and work-based learning.					

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Standard 24					
Community leaders, resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.					
24.1 The agricultural education advisory committee assists to identify community leaders, resources, facilities and industries to enhance the quality of the program.					
24.2 Individuals and organizations that assist the program are given formal recognition for their contribution to the program.					
Legal Requirements					
Standard 25					
Program operation is in compliance with all state and federal laws and regulations.					
25.1 Instructor(s) are informed of local, state and federal laws and regulations and board policies that affect their programs.					
25.2 Instructor(s) and administration and students are aware of and support Child Labor Laws for students in work-based learning.					
25.6 Instructor(s) are trained and certified for pesticide use.					
Dean P. Gagnon – Agriculture and Natural Resources Consultant, DPI June, 2005					
Thanks to Sandra Cordes, Roger King, and Larry Plapp for their review of the Quality Indicators for the Agriculture Education Program Standards.					