

**AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION  
PROGRAM EVALUATION**

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

INSTRUCTOR(S): \_\_\_\_\_

EVALUATOR(S): \_\_\_\_\_

This program evaluation instrument was developed to assist in evaluating the instructional processes of Agricultural Science and Technology programs. It is designed for use by both the local teacher in conducting a comprehensive self-evaluation and by an external evaluation team.

Indicator Ratings: 1 = Poor (major improvement needed); 2 = Below Standard; 3 = Meets Minimum Standard; 4 = Above Minimum Standard; 5 = Outstanding.

**Instructional Planning and Organization**

<i><b>TO WHAT EXTENT:</b></i>	<i><b>SUGGESTED ACTIVITIES</b></i>	<i><b>RATING</b></i>
1. Does the instructional planning and organization provide adequate opportunity for occupational experience for each student to develop the necessary skills and competencies for employment? <u>Comments:</u>  	Review the annual instructional plan	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Is instruction directed toward appropriate and clearly formulated objectives with input from partnerships such as community, business, industry, and local administration? <u>Comments:</u>  	Discuss methods used to direct instruction toward objectives using input from community, business and industry, and local administration	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Does the instructional program encourage the elimination of bias and stereotyping? <u>Comments:</u>  	Review instructional content for instruction that encourages the elimination of bias and stereotyping. Review program brochures.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Is a strategic plan in place that is revised annually and that provides strategies to address curriculum/technology updates, instructional materials, professional development, facility renovation, advisory committee utilization, and student chapter development (FFA)? <u>Comments:</u>  	Review Strategic Plan.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>5. Is an annual plan of instruction maintained with specified goals and objectives?  <u>Comments:</u></p>	<p>Review annual plan.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>6. Is a well defined grading system in use, and was a copy given to each student? Does it include a grade for SAE?  <u>Comments:</u></p>	<p>Review Grading System</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>7. Does the instructor have access to individual student files containing the assessment of student's interests, abilities, and special needs, and is the information used appropriately to direct effective student learning?  <u>Comments:</u></p>	<p>Review student assessment files.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>8. Is there evidence of integrating and/or teaching basic skills through appropriate partnerships (career awareness, applied academics, etc.)?  <u>Comments:</u></p>	<p>Review lesson plans to determine how basic skills and applied academics are incorporated into the instruction. Review articulation agreements.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>9. Is evidence of pre and post-testing for students' learning and competency gains on file?  <u>Comments:</u></p>	<p>Review documentation and materials.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>10. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school-based and work-based performance?  <u>Comments:</u></p>	<p>Review grading policy.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>11. Is the curriculum enriched with related resources (audiovisuals, guest speakers, field trips, other community resources, internet, CD-ROM, etc...)?  <u>Comments:</u></p>	<p>Review lesson plans to identify resources used to supplement curriculum.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>12. Is Agriscience 101 used as a prerequisite and are the fundamentals taught in the areas of animal science, plant science, agricultural mechanics, agricultural business, and leadership and communication?</p> <p><u>Comments:</u></p>	<p>AST 101 course outline.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>13. Does the agricultural education program maintain and implement a well-defined summer program of activities?</p> <p><u>Comments:</u></p>	<p>Review summer program of activities.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

### Instructional Materials Utilization

<i><b>TO WHAT EXTENT:</b></i>	<i><b>SUGGESTED ACTIVITIES</b></i>	<i><b>RATING</b></i>
<p>1. Have CATE generated funds been used for the purchase of instructional materials?</p> <p><u>Comments:</u></p>	<p>Discuss funds available for purchasing instructional materials.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>2. Do the instructional materials support the state-approved curriculum and TEKS for the instructional program?</p> <p><u>Comments:</u></p>	<p>Review instructional materials</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>3. Are instructional materials adapted to meet individual needs, interests, and rates of learning?</p> <p><u>Comments:</u></p>	<p>Review materials to determine how they have been adapted.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>4. Is appropriate instructional technology such as computer software, videos, internet, and reference materials used to enhance instruction?</p> <p><u>Comments:</u></p>	<p>Review inventories and discuss use of technology in classes.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>5. Are career opportunities and employability skills training materials available, and are they being utilized?</p> <p><u>Comments:</u></p>	<p>Review materials</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

6. Does the department maintain a variety of up-to-date agricultural reference materials (i.e., books, periodicals, etc.)? <u>Comments:</u>	Review reference materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
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### Qualified Instructional Personnel

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
1. Does the teacher hold certification and/or appropriate credentials in the field(s) being taught? <u>Comments:</u>	Review teaching credentials.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Does the teacher attend summer conferences, conventions, area and district meetings, or other sources of training? <u>Comments:</u>	Review the instructor's technical and professional growth activities for the past year.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Has the instructor developed and utilized methods to ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines, etc., of the program? <u>Comments:</u>	Review procedures used for informing counselors and administrators about the program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Has the instructor employed ethical practices and professional conduct while working with students, parents, and program-related organizations and events? <u>Comments:</u>	Identify the instructor's professional and ethical practices that influence the program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. Does the instructor work harmoniously with other faculty and correlate his/her instructional program with other subject areas? <u>Comments:</u>	Review procedures for correlating ag. program with other subject areas.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. Does the instructor maintain membership in related professional organizations and attend all appropriate activities? <u>Comments:</u>	Review instructor's membership in professional organizations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>7. Are teaching methods periodically evaluated by administrators? <u>Comments:</u></p>	<p>Discuss teacher evaluations with teacher and administrators.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
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### Enrollment and Student/Teacher Ratio

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
<p>1. Are enrollment and class sizes manageable and adherent to suggested guidelines? <u>Comments:</u></p>	<p>Review enrollment for past three years. Check class sizes.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>2. Is there a recruitment plan in place, and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, gender, or disability? <u>Comments:</u></p>	<p>Review recruitment materials. Review the classifications of students enrolled in the program according to race, gender, disability, etc.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>3. Are students and parents/guardians given a written statement about the purpose and nature of the program and career opportunities prior to enrollment? <u>Comments:</u></p>	<p>Review the written statement. Discuss information given to students prior to enrollment.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>4. Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? <u>Comments:</u></p>	<p>Discuss articulation plans.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>5. Are classes scheduled to avoid conflicts with other courses students need for graduation? <u>Comments:</u></p>	<p>Review school schedule.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Equipment and Supplies

<i><b>TO WHAT EXTENT:</b></i>	<i><b>SUGGESTED ACTIVITIES</b></i>	<i><b>RATING</b></i>
1. Are the quantity and quality of equipment (and training stations) adequate to support the independent study needs of the largest class of students? <u>Comments:</u>	Observe the equipment (and training stations) in relation to students' study needs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Is there an established budget/funds equal to or above the CATE FTE formula funds designated for the program being used to purchase equipment and supplies that are representative of those used in the industry? <u>Comments:</u>	Discuss the availability of funds for updating and upgrading equipment.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Is a current inventory of trainers, equipment, and/or tools on file and updated annually? <u>Comments:</u>	Review equipment inventory.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Are there procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning trainers, equipment, and/or tools? <u>Comments:</u>	Review long-range plan and/or budget.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. Is equipment available to support the latest instructional technology of the program? <u>Comments:</u>	Observe equipment to determine if it simulates that used in industry.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. Is the equipment upgraded annually to meet the needs of related industry? <u>Comments:</u>	Observe documentation from industry visits or surveys, recommendations of advisory committee, and supportive literature.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7. Is all equipment placed on a four-year rotating replacement plan? <u>Comments:</u>	Look at equipment list and inventory.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Instructional Facilities

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
1. Are the size of the facility and number of training stations adequate to ensure safety and quality education and training in relation to the program's objectives? <u>Comments:</u>	Observe the size of the classroom, shop, lab, greenhouse, etc.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Have the facilities been properly maintained to provide an environment conducive to learning and working? <u>Comments:</u>	Observe maintenance of the facility in terms of painting, repair work, etc.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Are efforts made to provide barrier-free facilities to accommodate students with disabilities? <u>Comments:</u>	View facilities for special features or modifications to accommodate students with disabilities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Are the facilities arranged in such a manner as to maximize instructional function, supervision, class control, and student safety and simulate an industry environment as appropriate? <u>Comments:</u>	View all facility components for suitability in carrying out instructional objectives and supervision.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. Is storage space functional and adequate for instructional materials, supplies, equipment, and projects of the program? <u>Comments:</u>	Observe storage space.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. Is adequate office space provided that contains a computer, printer, telephone, desk, and other necessary equipment? <u>Comments:</u>	Observe office space.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7. Can the present facility be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications in equipment, safety, etc? <u>Comments:</u>	Observe facility.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

8. Is a clean-up wash basin available to students? <u>Comments:</u>	Observe wash basin.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
9. Is locker space available to each student that meets the needs of the training being provided? <u>Comments:</u>	Observe locker space if applicable.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
10. Is an appropriate storage area or locked cabinet provided for storing hazardous materials? <u>Comments:</u>	Check hazmat storage area.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

### Safety Training and Practices

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
1. Is safety instruction planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities? <u>Comments:</u>	Review safety instructional units being taught. Observe laboratory processes.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Has a safety checklist been completed for the student environment? <u>Comments:</u>	Check facility and equipment for appropriate safety features.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Have appropriate measures been taken to protect the students and instructor from contamination resulting from injury or while treating an injury, including instructor training and health safety equipment? <u>Comments:</u>	Review program health/safety equipment and training for compliance with OSHA standard 1910.1030 CFR.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Are the classroom, laboratory, and storage areas arranged to emphasize safety? <u>Comments:</u>	Observe the instructional facilities and equipment for appropriate health, comfort, and safety features.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>5. Does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?</p> <p><u>Comments:</u></p>	<p>Check facilities for proper heating, lighting, noise, and ventilation.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>6. Are student safety tests indicating 100% accuracy on file for each student and evidence of hazardous material handling and right-to-know instruction retained on file to verify that appropriate training has taken place.</p> <p><u>Comments:</u></p>	<p>Review student safety tests. Check safety tests for questions concerning MSDS sheets.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>7. Is a hazardous waste disposal system in place for the program?</p> <p><u>Comments:</u></p>	<p>Review hazardous waste disposal system.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>8. Do the equipment and facilities meet the minimum criteria of the appropriate educational division?</p> <p><u>Comments:</u></p>	<p>Review the equipment and facilities.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

### Program Advisory Committee and Community Relations

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
<p>1. Does the program's advisory committee meet as a group in scheduled meetings, maintain minutes of each meeting, and include recommendations for program improvement?</p> <p><u>Comments:</u></p>	<p>Review minutes of recent meetings. Review action taken on previous committee recommendations.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>2. Does the advisory committee include representation from school administration, counselors, parents, academic faculty, and appropriate industry persons? (The majority of members should be from industry.)</p> <p><u>Comments:</u></p>	<p>Review advisory committee membership.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>3. Are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum and the results relayed to all committee members?</p> <p><u>Comments:</u></p>	<p>Review minutes of recent meetings. Review changes in curriculum and equipment as a result of committee recommendations.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>4. Are informative materials/meetings used to enlighten educators, parents, students, business and industry, and the general public concerning the vocational program? <u>Comments:</u></p>	<p>Review newspaper releases, brochures, posters, etc.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>5. Does the instructor participate in community activities and civic organizations (i.e., Chamber of Commerce, etc.)? <u>Comments:</u></p>	<p>Review the instructor's involvement in community activities.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>6. Is a sound public relations program being conducted in the school and community (radio, TV, news stories, brochures, civic appearances, etc.)? <u>Comments:</u></p>	<p>Discuss the agricultural education public relations program.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

### Vocational Student Organization (FFA)

<i>TO WHAT EXTENT:</i>	<i>SUGGESTED ACTIVITIES</i>	<i>RATING</i>
<p>1. Is each student afforded the opportunity to become an active member of the FFA? <u>Comments:</u></p>	<p>Discuss membership development and recruitment.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>2. Are FFA activities an integral part of the instructional program in the attainment and balance of the primary program objectives? <u>Comments:</u></p>	<p>Discuss how the FFA is incorporated into the instructional delivery system.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>3. Was each FFA member provided the opportunity to attend and participate in local, state, and national leadership, career, and personal development activities? <u>Comments:</u></p>	<p>Discuss how opportunities were offered to each member.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>4. Is the local FFA chapter in good standing with the state and national organizations? <u>Comments:</u></p>	<p>Verify that membership rosters, dues, and FFA reports are submitted on time.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>5. Does the FFA chapter and each member employ ethical practices and professional conduct while participating in organized FFA related activities and events? <u>Comments:</u></p>	<p>Identify students' ethical practices and conduct while preparing for and participating in FFA related activities and events.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>6. Are a minimum of 12 chapter meetings held annually with students conducting the proceedings? <u>Comments:</u></p>	<p>Verify that local chapter officers are elected and have received proper training on how to conduct successful meetings.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>7. Does the program maintain 100% FFA membership, and are State FFA Degree recipients and proficiency winners encouraged to maintain membership after high school graduation? <u>Comments:</u></p>	<p>Review FFA chapter membership.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>8. Do students have the opportunity to participate in interscholastic activities to exhibit specific classroom and leadership skills/ <u>Comments:</u></p>	<p>Review FFA member participation records.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>9. Does the FFA chapter hold an annual banquet, etc. for awards and recognition of students with parents, school officials, and community leaders invited? <u>Comments:</u></p>	<p>Discuss banquet, etc. plans.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>10. Was each student afforded the opportunity to participate in a chapter community service project? <u>Comments:</u></p>	<p>Discuss plans for community service projects.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Coordination Activities**

<i><b>TO WHAT EXTENT:</b></i>	<i><b>SUGGESTED ACTIVITIES</b></i>	<i><b>RATING</b></i>
<p>1. Does each student have the opportunity to participate in work-based learning? <u>Comments:</u></p>	<p>Review work-based learning opportunities.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<p>2. Is a Work-based Training Plan signed and on file for each student pursuing work-based learning?</p> <p><u>Comments:</u></p>	<p>Review documentation for each student participating in a work-based program.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>3. Are work-based learning objectives based on and validated by industry standards?</p> <p><u>Comments:</u></p>	<p>Review the validation process.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>4. Is appropriate documentation maintained to indicate that the instructor is actively involved with each work-based experience?</p> <p><u>Comments:</u></p>	<p>Review coordination activities and records.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<p>5. Does each student have a Supervised Agricultural Experience (SAE) program? (NOTE: SAE may be defined as any individual project or projects related to production agriculture, agriscience, or agribusiness that is approved by the instructor.)</p> <p><u>Comments:</u></p>	<p>Review student SAE Record Books.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5