

Ohio

Recommendations for Quality Agricultural Education Programs

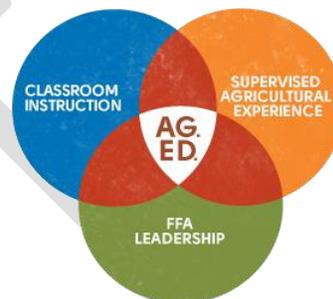
Recommendations for Quality Agricultural Education Programs

Purpose

The following guidelines for quality agricultural education programs and appropriate use of extended programming will assist school districts in providing high-quality career-technical education programs. These are not mandatory guidelines; they are policy recommendations from the Ohio Department of Education's Office of Career-Technical Education.

Agricultural Education Programs

The Smith-Hughes Act of 1917 formally established agricultural education as a means of preparing young people for careers in agriculture. Over the years, the number of students served has grown and the types of agricultural education programs have evolved to meet the ever changing global economy.



The three-component structure of Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

- *Engage students through high-quality instruction and learning through interactive classroom and laboratory experiences.*
- *Develop premier leadership, personal growth and career success through participation in FFA programs and activities.*
- *Build work-readiness skills through experiential learning in supervised agricultural experience programs.*

Quality Agricultural Education Programs

The Ohio Department of Education has identified 10 common standards for agricultural education programs to guide and facilitate program improvement. They were developed from research with stakeholders, consultation with education support agencies, and examination of quality program standards models from other states. There are quality indicators for each of the 10 standards and criteria for each quality indicator. The result of this work is a rubric designed to assist in the examination of the total agricultural education program and serves as the basis for continuous program improvement. [Quality Program Standards](#) are available on Ohio Department of Education website.

Furthermore, quality program standards serve as a tool for career-technical planning districts and the Office of Career-Technical Education at the Ohio Department of Education in the annual review of career-technical education programs as required in state law. Teachers can use quality program standards to drive innovation, support different learning styles, adapt and respond to technology and workplace needs, and prepare all students for career success. In addition, quality program standards provide an effective way to communicate evidence to stakeholders who have an interest in agricultural education. All

agricultural education programs should have a continuous growth plan to increase progress identified in the quality program standards document.

While there are many facets of an agricultural education program that could be considered, the following 10 elements position an agricultural education program to play a key part in the success of a school district's mission.

Quality Program Standards
Standard 1: Instructional Facilities and Equipment The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.
Standard 2: School and Community Relations Stakeholders are engaged in developing and supporting the career-technical education program.
Standard 3: Program Planning and Evaluation A results-driven needs assessment and evaluation exists for continual program development and improvement.
Standard 4: Quality Educators that Contribute to the Profession Career-technical educators continuously develop as professionals and support the growth of the profession they serve.
Standard 5: Curriculum and Program Design The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway.
Standard 6: Instruction Career-technical education programs promote high academic achievement, technical knowledge and skill development of all students.
Standard 7: Assessment Career-technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.
Standard 8: Experiential Learning Programs All students plan and conduct a year-round experiential learning program that connects the technical knowledge and skills learned in both the classroom and laboratory to the workplace.
Standard 9: Leadership Development/CTSO All students participate in a year-round intra-curricular Career-Technical Student Organization that promotes cognitive and social emotional development.
Standard 10: Student Access Career-technical education programs serve all students interested in preparing for a career in any of Ohio's 16 Career Fields and reflects the school's student population.

Guidelines for Appropriate Use of Extended Programming

Purpose of Extended Programming

Extended programming provides career-technical education teachers opportunities to increase student learning outside of the school day, week and year. Extended programming can occur after school hours, on weekends, during holidays, and during summer months. Extended program time does not include regular school contract hours or hours reasonably expected of teachers not receiving extended program time. For example, a teacher should not count the time spent attending an in-service meeting that occurs as a result of early dismissal for the students as extended program time. The following are factors to consider when determining appropriate extended programming time.

Acceptable uses of extended programming include:

- Individualized instruction and supervision related to the student's career pathway;
- Group instruction and supervision;
- Teacher professional development activities beyond those required by the district related to the professional discipline;
- Industry linkages designed to garner program support and to develop work-based learning opportunities;
- Community linkages designed to garner program support.
- Engagement in student activities related to the program's course of study and the local career technical student organization activities.

Determining Appropriate Amounts of Extended Programming

- School administrators should establish extended programming contracts and plans with teachers in advance of program operation. This is important so teachers and school administrators are clear on expectations.
- The amount of extended program time necessary depends on the individual program. The extended program plan should include educational activities meet the program's objectives, the students' educational objectives, and the teacher's professional growth objectives.
- The school administration should take into consideration program's advisory committee and teacher recommendations in determining the amount of extended program time provided to a program.

Core factors

The majority of all extended program time should be spent on student instructional time, including student activities. Professional development, business, industry, and community linkages are also important areas in which teachers should be given extended program time.

Additional factors

Limited student opportunity

Teachers serving students with limited opportunities or unique problems should have additional extended program time. Experiential learning programs that serve students with limited natural experiential learning opportunities will require additional extended program time to provide these opportunities.

New program startup

Teachers starting new programs may need additional extended program time during the first year of operation to properly implement and build the foundation of a quality program. This includes the establishment of the three circle program model – sound classroom practices, innovative Supervised Agricultural Experiences, and quality FFA engagement.

Local priorities and traditions

Some communities have grown accustomed to certain activities being provided by an agricultural educator. These include assistance with student learning activities at county fairs and participation in various Career Development Events. It also may include trips to the State and National FFA Conventions, along with attendance at Ohio FFA functions provided by state leadership. Additional extended program time for this type of reason is appropriate to assure continued community satisfaction.

Curricular requirements

Curriculum and teaching drives the classroom experience, yet does not always occur only in the classroom. Some programs serve seasonally affected occupations such as horticulture. Administrators may approve additional extended program time to assure real-work learning experiences for students in these programs, along with professional development opportunities for teachers to add to their content knowledge.

Assuring Extended Program Accountability

Quality extended program accountability begins with a written documentation between the teacher and the school. This written documentation should contain the performance objectives to be achieved during the extended programming and the accountability documents to be used to verify accomplishment of the objectives. The teacher and school administrator should cooperatively develop the accountability documents to be used.

The following are recommended accountability documents:

- Student competency attainment documentation such as student portfolios, student organization successes or job placement. Individual visit result forms also are recommended;
- Teacher accomplishment of Individual Professional Development Plan objectives;
- Quality indicators for Career-technical programs (e.g., Quality Program Standards); and
- Mileage and visitation report forms.

Recommended Elements of Extended Programming

- Instruction and supervision directly related to students' experiential learning opportunities (e.g., co-op, internship, placement, etc.): 45% of extended time
- Engagement in Career-Technical Student Organization: 22% of extended time
- Curriculum-based skill activities: 11% of extended time
- Business, industry and community linkages: 11% of extended time
- Professional development: 11% of extended time

Recommend Elements of Quality Extended Programing	Quality Indicator	Effective Percentage Time	Recommended Activities
Supervised Agricultural Experience Programs (Standard 8)	<ul style="list-style-type: none"> All students have Supervised Agricultural Experience (SAE) programs based on career pathways and Ohio's Career Field Technical content standards. SAE programs provide opportunities for students to master technical and critical thinking skills. Instructor maintains accurate and comprehensive records of all on-site instruction and supervision. Each student keeps up-to-date and accurate SAE records. Students have comprehensive SAE programs that are evaluated and assessed on knowledge, technical skill and growth. 	45%	<ul style="list-style-type: none"> Individual SAE instruction is aligned with technical knowledge and skills. Student instruction at school facility learning venues (e.g. school farm, greenhouse, and land lab) Processing and evaluating student records Compilation and review of student award applications
Engagement in the FFA Organization (Standard 9)	<ul style="list-style-type: none"> All students have full access to FFA membership and activities. Leadership activities are infused in instruction. The clear purpose of involvement is to develop and/or enhance citizenship, leadership and interpersonal skills. Student-led experiences integrated into activities. 	22%	<ul style="list-style-type: none"> State and National FFA conventions Leadership and citizenship development programs (e.g., FFA Camp, Washington Leadership Conference) Implementation of chapter's Program of Activities FFA chapter activities (meetings, banquet, officer retreat) District and state evaluations
Curriculum Based Skilled Activities (Standard 6 & 7)	<ul style="list-style-type: none"> Students demonstrate technical and academic performance through authentic assessments. Students demonstrate performance of skilled and technical competence in FFA competitive career development events. 	11%	<ul style="list-style-type: none"> Provide authentic assessment opportunities aligned with local program of study for students through career development events. Provide opportunities for students to participate in appropriate sub-district, district, state and national career development events based on local program of study
Business, Industry and Community Connections (Standard 2 & 3)	<ul style="list-style-type: none"> Relationships are built with business, industry and community stakeholders. Input from industry/community stakeholders is the basis for the design of program and curriculum Advisory committee assists with all aspects of the career-technical education program. 	11%	<ul style="list-style-type: none"> Advisory committee meetings County/State fair responsibilities Industry-related education trips
Professional Development (Standard 4)	<ul style="list-style-type: none"> Instructor continues professional growth through content specific workshops. Instructor is an active member in related local, state and national professional education/industry associations. 	11%	<ul style="list-style-type: none"> Technical update meetings (e.g. Ag Ed Summer Conference, pathway specific workshops) Professional Organizations (e.g. OAAE, ACTE) Ohio ACTE Conference OAAE/ODE Fall and Spring Meetings Washington Leadership Conference Advisor Program

Provisions for Extended Programming in Ohio state law at: (or imbed link to law).

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