A QUALITY AGRICULTURAL EDUCATION PROGRAM: A NATIONAL DELPHI STUDY

Charles Cordell Jenkins III

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ABSTRACT OF THESIS

A QUALITY AGRICULTURAL EDUCATION PROGRAM:
A NATIONAL DELPHI STUDY

The current body of knowledge concerning Agricultural Education quality in regards to its three components is not consistent and total program quality has not been defined scientifically. The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural education teacher educators, state instructional staff, and high school teachers) across the United States. The conceptual framework for this study was the three circle model consisting of the three integral, intra-curricular components of Instruction, FFA, and SAE.

This national study was descriptive in nature and utilized the Delphi technique to gather responses from an expert panel and combine the responses into one useful statement (Stitt-Gohdes & Crews, 2004). The initial questionnaire consisted of three open-ended questions and was developed by the researcher while subsequent questionnaires were developed from the expert’s responses. The expert panel agreed upon 37 quality indicators for Instruction, 19 quality indicators for FFA, and 6 quality indicators for SAE.

KEYWORDS: Agricultural Education, Quality Indicators, Program Standards, FFA, SAE

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3-18-08
A QUALITY AGRICULTURAL EDUCATION PROGRAM:
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THESIS

Charles Cordell Jenkins III

The Graduate School

University of Kentucky

2008
A QUALITY AGRICULTURAL EDUCATION PROGRAM:
A NATIONAL DELPHI STUDY

THESIS

A thesis submitted in partial fulfillment of the requirements for the Degree of Master of Science in the College of Agriculture at the University of Kentucky

By

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Lexington, Kentucky

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Lexington, Kentucky

2008

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Dedicated to my high school agriculture teacher, Mr. Tom Strain.
ACKNOWLEDGMENTS

This journey would be nonexistent without the leadership, direction, and dedication from Dr. Tracy Kitchel. I met Tracy during my undergraduate experience at the University of Missouri-Columbia; it did not take long for me to realize that Tracy was an excellent teacher. When he offered me an assistantship at the University of Kentucky, I was truly honored for the opportunity to work with him. During my assistantship, I realized that I was not only working with an excellent teacher, but an excellent researcher as well. When I started on my thesis, Tracy was very explicit that I pick a topic I found interesting to research. When I came back to him with this very large and abstract question, he was able to coach me in the right direction. Throughout my thesis work, Tracy was continuously coaching me and helping me pull the pieces together. I am truly honored, proud, and thankful to have had Tracy as my chair.

I am also thankful for the opportunity to work with Dr. Shane Robinson. I also met Shane during my undergraduate experience at the University of Missouri-Columbia and I was thrilled when I learned he would be joining the faculty at the University of Kentucky. Shane brought comic relief to the office daily and we had lots of great conversations during turn-around-time drinking a cup of Darth! As a committee member I appreciated his precise, accurate, and thorough nature. Shane was continually questioning why I was doing what I was doing and provided me with lots of suggestions.

Dr. Anna Ball’s contribution to my committee was invaluable. With this being a Delphi study, Anna’s experience with the Delphi method was priceless. Anna served as a
distance committee member from Florida; however, the distance did not discount her as a member. We communicated often via phone, email, and national meetings. In addition, I appreciated her forward “out-of-the-box” thinking and questioning.

Dr. Randy Weckman was my fourth and final committee member. I appreciated the outside of Ag Ed perspective that Randy contributed. Due to his perspective, he was able to help with semantics throughout my thesis and ask questions that would have been overlooked without his presence. Randy’s questioning helped prepare me for a successful defense.

Joey Blackburn and Cam White started their theses the same time I did. Our graduate office was fun...maybe too fun! I could not have asked for two better office mates. I have lots of good memories and stories from our experiences. During our many philosophical conversations, I appreciated Joey and Cam’s questioning and debate on my thesis. Cam and Joey are both hard workers and good teachers. I am thankful for the opportunity to work with them.

I also had the opportunity to work with Dr. Robin Peiter-Horstmeir. Robin has aided in the reorganization of the Agricultural Education program at UK. I had the opportunity to work on a poster with her showcasing the reorganized Ag Ed program at UK. I appreciated her willingness to work with us on this poster.
I could not have completed my thesis without the help from the NAAE office. Jay Jackman, I appreciated your help contacting Ag Education individuals to get answers to my questions and your suggestions on the statistics. Alissa Smith, you were able to provide me with contact information for my participants and detailed information on the structure of NAAE. In addition, I appreciated your practical thinking and your willingness to listen. Julie Fritsch, a life saver, when I had trouble with FrontPage you were very willing to help and made it possible for me to stay on schedule. I truly appreciate all of your help.

I am very thankful to Linda Berry, Ruth Durham, and Bruce Gage. Linda, I appreciate you putting up with us….I know at times it was hard! Ruth, as Cam would say, “Our lady on the 5th” I appreciate you taking care of us and making sure we got what we needed on campus. Bruce, without your help I would not have been able to conduct an electronic questionnaire; I appreciate your help.

Mr. Tom Strain, my high school agriculture teacher, thank you for preparing me for college. Your enthusiastic teaching of agricultural education history and the three circle model ignited my desire to research this area. I appreciate your hard work, dedication, and loyalty to the profession.

To my mom, dad, and sister; thank you for all of your help and support. I could not have finished this without your help. Last but not least, to my wife Dana….thank you for your help, love, and willingness to move to Kentucky. I truly appreciate your support.
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CHAPTER I

INTRODUCTION

Agricultural Education was taught in more than 2000 public high schools in 1912 (USDA, 1913). When Smith-Hughes legislation passed in 1917, there came the federal monies, and the organization to start a national Agricultural Education program (The National Vocational Education Act, (TNVEA) 2006). During the 2003-2004 academic school year, Agricultural Education was offered in 8,155 schools nation wide (National FFA Organization, 2005). Not only is Agricultural Education concerned with quantity, but it also purports to be concerned with success and quality as evidenced by its vision and mission. The current vision for Agricultural Education is that “Agricultural Education envisions a world where all people value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well-being” (The National Strategic Plan and Action Agenda for Agricultural Education, 1999, p. 3). The mission statement for the Agricultural Education profession is that “Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems” (The National Strategic Plan and Action Agenda for Agricultural Education, 1999, p. 3).

The National Council for Agricultural Education and The National FFA Organization developed Local Program Success (LPS) in an effort to produce quality Agricultural Education programs (The National Council & The National FFA Organization, 2003). LPS created a CD-ROM designed to serve as a guide for the enhancement of the local Agricultural Education program. LPS developed a model which identifies seven keys to successful Agricultural Education programs. This model places Program Planning at the top with two subcategories: three components and three strategies. The three components are instruction, SAE, and FFA while the three strategies are partnerships, marketing, and professional growth. The National Council for Agricultural Education and The National FFA Organization provide “Steps for Success” for all six components and strategies of LPS (Appendixes A-F).

Due to his contribution as project director for the national standards project, Dr. Harold Crawford was identified as one of the top 10 contributing individuals to the
Agricultural Education profession (Camp & Crunkilton, 1985). The national standards project took place during the mid 1970s and resulted in both program and content standards for high school Agricultural Education programs as well as state staff, teacher education, and adult education standards (Appendix G). The format of the standards allowed an evaluator to record observations and recommendations in addition to whether the program was exceeding the standard, meeting the standard, or not meeting the standard (Standards for Quality Vocational Programs in Agricultural/Agribusiness Education, 1977). Following the development of these national standards, several states developed quality standards for use at the state level (Camp & Crunkilton, 1985). Currently, several states have standards and quality indicators to improve or measure the quality of the agriculture program (http://www.ydae.purdue.edu/download/undergrad/pdf/self_study_quality_indicators.pdf, 2005; http://www.usoe.k12.ut.us/ate/Program%20Approval/Ag/AgPrgStnd.pdf, n. d.; http://dpi.state.wi.us/cte/doc/aqualind.doc, n. d.; http://www.usoe.k12.ut.us/ate/Program%20Approval/Ag/AgPrgStnd.pdf, 2006; & www.agriculturaleducation.org/ifga/SampleIFGA/SampleIFGA.htm, n. d.). These standard and quality indicator forms are meant for self-evaluation and are voluntary but they differ from state to state.

In July 2005, the National FFA Organization Board of Directors set a long-term goal of having 10,000 quality Agricultural Education programs by the year 2015 (National FFA Organization, 2005). The idea of 10,000 quality programs by the year 2015 is commonly referred to as the 10 X 15 initiative. The 10 X 15 Management Team’s goal is to define quality programs as those programs meeting National Program Standards for Agricultural Education. Therefore, one of the first priority initiative was to develop and adopt National Program Standards for Agricultural Education based on the academic, technical, career, and life skills based on the integrated model of Agricultural Education (Sulser, 2007).

The current body of knowledge concerning the three components of Agricultural Education in regard to quality is not consistent, and total program quality has not been defined. Rosenshine and Furst (1971) provided the education profession in general with effective teaching characteristics while Newcomb, McCracken, Warmbrod, and
Whittington (2004) provided the Agricultural Education profession with the principles of teaching and learning, some of which are based on Rosenshine and Furst’s effective characteristics. Furthermore, the National Research Council (1988) stated that a quality teacher equals a quality program while Phipps and Osborne (1988) proposed a list of necessary characteristics for those entering the profession and a list of eight basic factors of good teaching.

Rufus W. Stimson contributed the project method to the profession (Moore, 1988) which served as the foundation for the supervised practice portion of the Smith-Hughes Act (Deyoe, 1943; Thayer, 1928). After the passing of the Vocational Education Act of 1963, Boone, Doerfert, and Elliot (1987) stated that some educators interpreted the act to mean supervised practice was not needed anymore while others interpreted the act to mean supervised practice was not limited to only farm work. Dikerson (1984) stated that SAEs are basic to successful Agricultural Education programs. However, when Moore (2006) posed a question regarding the size of the three circles to the audience in attendance at the 2005 American Association for Agricultural Education (AAAE) Distinguished Lecture, the audience concluded SAE was the smallest circle. Furthermore, the National Research Council (1988) advanced that the primary purpose of an SAE should be to learn with an appreciation to earn. Phipps and Osborne (1988) claimed that having quality SAE programs is one of the best ways to promote Agricultural Education to the community and provide a permanent spot for Agricultural Education in the local school system.

When Moore (2006) posed a question regarding the size of the three circles to the audience of agricultural education faculty and graduate students concluded that FFA was the largest circle in their states. In 1988, The National Research Council proposed that the National FFA Organization change its name, symbols, and rituals to keep up with the changing image of agriculture. Currently, the *Official FFA Manual* provides 11 essentials of a successful FFA chapter. Furthermore, Phipps and Osborne (1988) stated that the FFA provides learning opportunities which are extremely difficult or impossible to provide in other ways and that a successful FFA chapter hinges on the FFA advisor.
Conceptual Framework

Agricultural Education in public schools has long been associated with three integral, intra-curricular components (Dyer & Williams, 1997; Dailey, Conroy, & Shelley-Tolbert, 2001; Hughes & Barrick, 1993; National FFA Organization, 2003; National Research Council, 1988; Talbert, Vaughn, & Croom, 2005). The conceptual framework for this study was the three integral, intra-curricular components of Agricultural Education. Figure 1.1 illustrates the three components which are conceptualized through a Venn diagram consisting of three equal sized and equal overlapping circles titled instruction, supervised agricultural experience (SAE), and FFA (National FFA Organization, 2003). This Venn diagram currently serves as the conceptual underpinning to define agricultural education program quality. It should be noted that other models are being examined by the 10 X 15 committee, therefore this model may serve to describe more traditional rather than all programs. According to Croom (2007), the three components associated with Agricultural Education originated at different times throughout history. The Venn diagram illustrated in Figure 1.1 was introduced to the Agricultural Education profession in the 1975 version of the FFA Advisor’s Handbook (Croom, 2007).

![Figure 1. The Venn diagram for Agricultural Education.](image-url)
Statement of the Problem

The current body of knowledge concerning Agricultural Education quality is not consistent, and total program quality has not been defined consistently or scientifically. Several states have developed program standards and quality indicators; however, most of these indicators and standards vary from state to state and lack accountability. The National Council for Agricultural Education and The National FFA Organization developed LPS in an effort to produce quality Agricultural Education programs. In addition, the 10 X 15 management team’s goal is to define quality programs as those programs meeting the National Program Standards for Agricultural Education. Therefore, the management team is working to develop National Program Standards for Agricultural Education. With all of these different definitions of quality, what do experts in the profession perceive as a quality Agricultural Education program?

Purpose of the Study

The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural education teacher educators, state instructional staff, and high school teachers) across the United States. To fulfill this purpose, the following objectives were developed:

Research Objectives

1. Determine what constitutes quality instruction according to experts in the profession.
2. Determine what constitutes quality SAE according to experts in the profession.
3. Determine what constitutes quality FFA according to experts in the profession.
Definition of Terms

*Instruction*- This component encompasses the classroom, greenhouse, agricultural mechanics shop, and other laboratories. Students will learn from their agricultural instructor, and at times this component will be similar to other classes. On other occasions, this component will be much more hands-on and will apply to the real world (National FFA Organization, 2003).

*Expert*- Agricultural Education professional who is serving on a panel representing one of the following groups: teacher educators, state instructional staff, or secondary teachers of agriculture. A complete list of criteria is presented in chapter three.

*FFA*- A national youth organization within Agricultural Education which was created in 1928 as the Future Farmers of America and experienced a name change to the National FFA foundation in 1998 to represent the growing diversity in agriculture. The organization has almost half of a million members and student success remains the primary mission (National FFA Organization, 2005).

*Supervised Agricultural Experience (SAE)* – “Programs consists of planned practical activities conducted outside of class time in which students develop and apply agricultural knowledge and skills” (Moore, 1999).

*Quality Indicators*- For this study, quality indicators were defined as statements made by Agricultural Education professionals who served as members of the expert panel. For this study, quality indicators were operationalized through the responses generated from the use of the Delphi method.

Limitations of the Study

The following were determined to be limitations for this study:

1. The results from the study can only be generalized to the sample of experts.
2. The outcome is a consensus from the expert panel and is only as valid as the opinions of the experts serving on the panel (Martino, 1993).
3. The conceptual framework for the study defines a traditional program while the current 10 X 15 team is looking to define other models.

**Basic Assumptions**

For this study, the following were assumed to be true:

1. Members of the expert panel answered the Round One questionnaire truthfully.
2. Members of the expert panel ranked statements made by other panel members truthfully.
3. All expert panel members have taught or were currently teaching secondary agriculture.
4. Members of the expert panel agree with the validity of the three circle model.
5. The three circle model is an accurate depiction of a typical Agricultural Education program.

**Significance of the Problem**

The current body of knowledge concerning the three components of Agricultural Education in regard to quality is not consistent, and total program quality has not been defined. The National FFA Organization developed LPS to produce quality Agricultural Education programs, and currently the 10 X 15 management team is working to develop National Program Standards to define quality programs. This research problem asked the experts what they thought in regards to Agricultural Education program quality. Is LPS really producing quality programs? Do the experts and the 10 X 15 team coordinated by the National FFA Organization perceive quality in the same way? Will the 10 X 15 management team’s standards match the perceptions of the experts regarding quality Agricultural Education programs? With the current educational movement toward accountability, the profession needs to speak with one voice which requires us to question
our sources of information. Defining program quality is an obligation owed to the profession.
CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural teacher educators, state instructional staff, and high school teachers) across the United States. This study employed the Delphi technique to define what experts in the profession perceive as a quality agriculture program.

Agricultural Education

Agricultural Education was being taught in more than 2000 public high schools in 1912 (USDA, 1913). When Smith-Hughes legislation passed in 1917, there came the federal monies, and the organization to start a national Agricultural Education program (TNVEA, 2006). During the 2003-2004 academic school year, Agricultural Education was taught in 8,155 schools nation wide (National FFA Organization, 2005).

Agricultural Education in public schools has long been associated with three integral, intra-curricular components (Dyer & Williams, 1997; Dailey, Conroy, & Shelley-Tolbert, 2001; Hughes & Barrick, 1993; National Research Council, 1988; National FFA Organization, 2003; Talbert, Vaughn, & Croom, 2005). The three integral, intra-curricula components are conceptualized through a Venn diagram consisting of three equal sized and equal overlapping circles titled: instruction, SAE, and FFA.

The National Council for Agricultural Education and The National FFA Organization developed LPS in an effort to produce quality Agricultural Education programs (The National Council & The National FFA Organization, 2003). LPS created a CD-ROM designed to serve as a guide for the enhancement of the local Agricultural Education program. LPS developed a model which identifies seven keys to successful Agricultural Education programs. This model places Program Planning at the top with two subcategories; three components and three strategies. The three components are instruction, SAE, and FFA while the three strategies are partnerships, marketing, and professional growth. LPS provides nine steps for successful instruction (Appendix, A), six steps for successful SAE (Appendix, B), 11 steps for successful FFA (Appendix, C),
five steps for successful partnerships (Appendix, D), two steps for successful marketing (Appendix, E), and three steps for successful professional growth (Appendix, F).

In July 2005, the National FFA Organization Board of Directors set a long-term goal of having 10,000 quality Agricultural Education programs by the year 2015 (National FFA Organization, 2005). The 10 X 15 Management Team’s goal is to define quality programs as those programs meeting National Program Standards for Agricultural Education. The first priority initiative is to develop and adopt National Program Standards for Agricultural Education based on the academic, technical, career, and life skills based on the integrated model of Agricultural Education (Sulser, 2007).

**Quality Indicators**

Camp and Crunkilton (1985) identified Dr. Harold Crawford as one of the top 10 contributing individuals to the Agricultural Education profession due to his contribution as project director for the national standards project. The national standards project took place during the mid 1970s and resulted in both program and content standards for high school Agricultural Education programs as well as state staff, teacher education, and adult education standards (Appendix G). The format of the standards allowed the evaluator to record observations and recommendations in addition to whether the program was exceeding the standard, meeting the standard, or not meeting the standard (Standards for Quality Vocational Programs in Agricultural/Agribusiness Education, 1977). Following the development of these national standards, many states developed quality standards for use at the state level (Camp & Crunkilton, 1985).

Currently, several states have standards and quality indicators to improve or measure the quality of the agriculture program. However, these standard and quality indicator forms are self-administered and voluntary. In addition, the standard and quality indicator forms differ from state to state. For example, Indiana’s and Missouri’s forms consist of 12 and 13 standards, respectively. Both have quality indicators for each standard which are accompanied by a Likert-type scale. To meet the standard, the quality indicator ratings must add to or exceed the number provided for the standard (http://www.ydae.purdue.edu/download/undergrad/pdf/self_study_quality_indicators.pdf, 2005; http://www.usoe.k12.ut.us/ate/Program%20Approval/Ag/AgPrgStnd.pdf, n. d.).
Wisconsin’s form, on the other hand, consists of 25 standards. Each quality indicator can be checked as either meeting the standard, approaching the standard, or not meeting the standard (http://dpi.state.wi.us/cte/doc/aqualind.doc, n. d.). Furthermore, Utah’s form consists of 15 standards and a Likert-type scale for quality indicators; however, the form does not convey whether the standard is met (http://www.usoe.k12.ut.us/ate/Program%20Approval/Ag/AgPrgStnd.pdf, 2006).

Illinois’ form, on the other hand, has eight standard areas with indicators. Each indicator provides a certain number of check marks depending on the magnitude of which the program is meeting the indicator. The checks are summed and the program is provided funding based on the number of checks received (www.agriculturaleducation.org/ifga/SampleIFGA/SampleIFGA.htm, n. d.).

**Instruction**

According to Murry (1980), teacher characteristics affect program quality in secondary agriculture schools. Rosenshine and Furst (1971) identified quality instruction to include an effective instructor who possesses 11 characteristics (Appendix H). Newcomb, McCracken, Warmbrod, and Whittington (2004), suggested effective instruction begins with an effective teacher who knows and understands the principles of teaching and learning (Appendix I). According to Phipps and Osborne (1988), individuals who were interested in the profession of teaching agriculture had to possess the necessary characteristics (Appendix J).

Cano (1990) conducted a study to determine the relationship between cognitive level of planned classroom instruction and students’ level of cognitive performance. The researcher developed a paper-pencil test to evaluate students’ cognitive ability. The test consisted of four sections: remembering, processing, creating, and evaluating. The objectives for classroom instruction were classified by the researcher into the same four sections. The study found a significant relationship between the cognitive level of planned classroom instruction and students’ level of cognition. Higher values of teacher remembering, processing, creating, and evaluating were associated with higher values on student performance. This study suggested teachers of agriculture should further develop a curriculum which challenges the students at all levels of cognition (Cano, 1990).
According to the National Research Council (1988), “. . . quality teachers are the critical ingredient for quality programs, adequate attention must be focused on teacher evaluation, in-service education, new curriculum directions, recruitment, and training.” (p. 34) The National Research Council (1988) recommended that “new curriculum components must be developed and made available to teachers addressing the sciences basic to agriculture, food, and natural resources; agribusiness; marketing; management; international economics; financial accounting; and tools to improve the efficiency of agricultural productivity” (p. 35). Does the curriculum teachers utilize indicate the quality of instruction in that program?

Phipps and Osborne (1988) developed eight basic factors of good teaching. The first is democracy, meaning teachers act as chairpersons, not dictators, and treat their students like they want to be treated. The second is use; teachers should be concerned with application of knowledge and skills to be used now and in the future. Third is readiness; students must be able to use the new material before they are ready to learn the new material. Fourth is learning by doing; if teachers only talk about agriculture, then students only learn to talk about agriculture. Fifth is motivation; students are motivated when they aspire to learn more about a certain topic. Sixth is structure; even with the variety of student learning styles, organization of teaching is a necessity. Seventh is feedback; students need progress on the performance and quality of their work. Finally, discovery is eighth which involves student-centered teaching practices to provide students the opportunity to identify problems, gather data, and formulate solutions and conclusions.

Roberts and Dyer (2004) sought to determine the characteristics of an effective agriculture teacher and to categorize the characteristics into a working model. Using a modified Delphi technique, this study utilized a panel of experts consisting of agriculture teachers, county level administrators, state FFA supervisory staff, and university faculty in Agricultural Education to identify the characteristics. Panel members identified 40 characteristics that an effective agriculture teacher should possess (Appendix K). All of the respondents agreed on seven of the characteristics, and all but one respondent agreed on seven additional characteristics (Roberts & Dyer, 2004). The characteristics were then inserted into a working model which identified the following eight categories:
Instruction, FFA, SAE, community relations, marketing, professionalism/professional growth, program planning/management, and personal qualities. The greater number of effective characteristics in the instruction section indicated that those who are effective agriculture instructors must first master teaching methods (Appendix L).

Wilson, Looney, and Stair (2005) replicated a study conducted in North Carolina by Moore, Kirby, and Becton (1997). The purpose of the study was to determine the impact of block scheduling on Agricultural Education programs over the past nine years. Only teachers who taught on both a traditional and block schedule were selected for the studies. The teachers were asked to rate the overall quality of their instructional program. Teachers from both studies indicated block scheduling had a slight positive influence on their instructional programs. Does a quality agricultural education program employ block scheduling?

Roberts, Harlin, Dooley, and Murphy (2006) sought to identify the required competencies of successful agricultural science teachers. The researchers utilized focus groups comprised of pre-service and in-service teachers. The focus groups identified 47 competencies of which 46 could be classified into the following categories: instruction, student organization, supervised experience, program planning and management, school and community relations, personal relations, and professionalism (Appendix M). The last competency was “working with diverse groups” and applied to all categories.

Quality instruction has been identified as a list of characteristics for teachers to practice as well as an understanding of teaching and learning. Others have based quality instruction on the curriculum being utilized while others have identified factors dealing with the teacher’s attitude as quality indicators. Successful teacher competencies have been linked to quality instruction as well as the use of block scheduling.

Supervised Agricultural Experience

Rufus W. Stimson contributed the project method of teaching to the profession (Moore, 1988). In 1917, the 64th Congress passed the Smith-Hughes Act which required schools to provide supervised/directed practice in agriculture for at least six months out of the year (TNVEA, 2006; Stimson, 1919). Deyoe and Thayer (1943; 1928) claimed that Stimson’s work served as the foundation for the supervised practice portion of the Smith-
Hughes Act. According to Dyer and Williams (1997), supervised agricultural experience (SAE) is Agricultural Education’s form of experiential learning.

When writing the Vocational Education Act of 1963, the framers wrote that Agricultural Education could be provided without directed or supervised practice on a farm. The reason the framers included this was to broaden Agricultural Education to include more than just farming (Wilson & Moore, 2006). According to Boone, Doerfert, and Elliot, (1987) some educators interpreted this to mean supervised practice is not limited to only farm work while others interpreted this to mean supervised practice is not needed.

As the distinguished lecturer for the 2005 AAAE Research Conference, Moore posed a question regarding the size of the three circles to the audience in attendance. The audience was mainly comprised of teacher educators and graduate students from across the United States, and they reported SAE as the smallest circle in their states (Moore, 2006). Does this national lack of SAE indicate that SAEs are not needed for a quality agriculture program?

Dickerson (1984) stated that SAEs are basic to successful Agricultural Education programs in secondary schools. With all of the attention and emphasis SAE has received over the past three decades, SAE remains a weak component of Agricultural Education (Wilson & Moore, 2006). The National Research Council (1988) recommends that all students participate in a worthwhile SAE and that the primary purpose of SAE should be to learn with an appreciation for earning. Furthermore, the National Research Council recommends a broader range of SAEs be encouraged. SAEs should range from research laboratories, banks, food retailing and marketing, commodity markets, to elementary schools (National Research Council, 1988). The local agribusiness community should be utilized as a resource and emphasis should be placed on the experience the student is receiving rather than the occupation (National Research Council, 1988). Wilson and Moore (2006) found that teachers value SAE and recognize that it is an important component of the Agricultural Education program. The study concluded that teachers needed help improving the quality of their SAEs and that they did not feel as though they were doing a quality job of conducting SAEs.
Phipps and Osborne (1988) claimed that SAEs have great motivational value and make instruction in agriculture not only meaningful, but also practical for the students. The meaningfulness and relevance created by SAE programs is a result of the blending of theory and experience. SAEs provide students with opportunities to learn through experiences in real life situations that are relevant to the student’s needs and interests.

Phipps & Osborne (1988) stated that having quality SAE programs is one of the best ways to promote the Agricultural Education program to the community and to promote the program as a permanent piece of the local public education system. Supervision of SAEs can either make or break a SAE program, as many SAE programs have been successful due to the number of visits made by the agriculture teacher. On the other hand, other SAE programs have not been of the same value due to the lack of visits by the agriculture teacher. SAE program visits take large amounts of teacher time; however, the results obtained from these visits are worth the time (Phipps & Osborne, 1988).

Wilson, Looney, and Stair (2005) replicated a study conducted in North Carolina by Moore, Kirby, and Becton (1997). The purpose of the study was to determine the impact of block scheduling on Agricultural Education programs over the past nine years. Only teachers who taught on both a traditional and block schedule were selected for the studies. The teachers were asked to rate the overall quality of their SAE program. Teachers from both studies indicated SAE as the weakest component of their program and that after the implementation of block scheduling; SAE was weaker. Teachers should not endorse block scheduling due to its negative effect on the SAE component of Agricultural Education.

White and Pals (2004) sought to determine the status of SAE in the Inland Pacific Northwest which includes the states of Idaho, Washington, and Oregon. They found that instructors agreed SAEs should be required for every FFA member and that repetitive SAE programs still provide quality agricultural experiences for students. Furthermore, the instructors concluded that parent support, interest to the students, flexibility, and complete records are the most important factors influencing the quality of students’ SAEs.
Randell, Arrington, and Cheek (1993) investigated the relationship between SAE participation and student achievement of Practical Skills in Agricultural Science in Florida ninth grade Agricultural Education classes. The students were given a pre-test to measure Practical Skills in Agricultural Science at the start of the school year and post-tested eight months later. The researchers found that SAE, FFA involvement, student interest in agriculture, and socioeconomic status were not related to achievement in Practical Skills in Agricultural Science. Grade point average was the only factor found to be related to achievement. However, in a similar study Cheek, Arrington, Carter, and Randell (1994) sought to investigate the relationship between SAE and achievement in agriscience, which was 10th through 12th grade Agricultural Education courses in Florida. The researchers found that SAE participation was positively related to student achievement in agriscience. In addition, FFA involvement, student interest in agriculture, and socioeconomic status were also significantly related to student achievement in agriscience.

Dyer and Osborne (1996) synthesized SAE-related research to identify areas of deficiency. They concluded that the use of classroom instruction and materials improved the quality of SAE and that in large classes; a portion of class time may need to be devoted to SAE to maintain program quality. Furthermore, the authors concluded the following: “no research-based, standardized SAE program criteria have been published by which to determine SAE program quality. Nationally, a major research effort is needed to identify common standards and criteria by which SAE program quality should be measured.” (p. 27). The use of class time improved SAE quality; what is quality SAE?

Camp, Clarke, and Fallon (2000) conducted a national Delphi study to determine the future name, definition, and working structure for the SAE component of the total Agricultural Education program. Their expert panel provided the following conclusion: SAE is still considered an integral part of Agricultural Education. The SAE name is not commonly accepted across the profession; however, the experts did not recommend changing the name due to the prior name changes. In addition, the experts reported that effective SAEs contained the following factors: well planned SAE, supervised by an adult, based on an agricultural principle, implemented with complete records maintained entirely by the student, allowed for application of concepts learned in Agricultural
Education, and encouraged students to become innovative with their ideas. The expert panel also recommended that SAE continue to be categorized; however, they added that it was time for the categories to change.

Retallick and Martin (2005) conducted a study to determine the economic impact of SAEs in Iowa. The researchers found a substantial economic impact which had grown over the 11 year study. The study indicated that SAEs serve as a source of income to expand current SAEs as well as finance educational activities after high school in addition to serving as an experiential learning component of Agricultural Education. “Students earn more money through SAE programs than school districts invest in salaries and travel for agricultural education programs” (Retallick & Martin, 2005, p.52). In addition, the study found a substantial growth in the unpaid-hours type of SAEs and this may suggest the type of SAE students are moving toward.

Steele (1997) sought to analyze and document the status and importance of SAE in New York as perceived by teachers on various levels. Providing appropriate SAE opportunities for all students was the most important SAE practice the teachers identified. The second most important practice was summer employment followed by the idea of students gaining additional credit if they completed over 300 hours of SAE. Furthermore, New York teachers were not in agreement that a quality program must contain all three components.

Stimson contributed the project method which has taken the form of SAE and serves as the experiential learning piece of Agricultural Education. Most teachers value SAE; however, they feel SAE is the weakest component of Agricultural Education and they want help to improve the quality of their SAE programs. New York teachers, however, are not in agreement in the belief that a quality Agricultural Education program has all three components. SAE is profitable for students and more students are moving toward the unpaid-hours type of SAEs.

**FFA**

After Moore’s question at the 2005 distinguished lecture at the annual AAAE Research Conference concerning the sizes of the three circles, it was concluded by those in attendance that FFA was the largest circle in their states (Moore, 2006). Staller (2001)
stated that FFA is best suited, when compared to SAE and classroom/laboratory instruction, for teaching life skills. Lockaby and Vaughn (1999) found that of the three components of Agricultural Education, FFA is the best for teaching values and attitudes to students.

The Official FFA Manual provides 11 essentials of a successful FFA chapter (Appendix N). In 1988, the National Research Council proposed that the National FFA Organization explore ways to make its program available to schools where FFA is absent but agriculture is taught. The National Research Council (1988) stated that “the FFA should adopt a new name, symbols, and rituals (according to all applicable federal and state laws) consistent with a contemporary, forward-looking image of agriculture” (p. 44). Further, the National Research Council recommended the structure of the contest and activities of the FFA be redesigned to include areas outside of production agriculture and to reduce the number of production oriented activities. Another recommendation was for FFA to focus on attracting minorities and girls into Agricultural Education and minimize the amount of absences with regular school programs.

Phipps and Osborne (1988) stated that FFA provides learning opportunities for members that might otherwise be difficult or impossible to achieve. The authors concluded that every Agricultural Education department should possess a local FFA chapter. In addition to the 11 essentials of a successful FFA chapter, the authors suggested that the chapter advisor play a large role in developing a successful FFA chapter. Advisors should be knowledgeable and committed to the activities carried out by the chapter. In addition, it was suggested that FFA advisors develop a sound philosophy of the purpose of the FFA and its place in the total agriculture program. A successful chapter hinges on the FFA advisor.

Ricketts, Osborne, and Rudd (2004) conducted an investigation to explain the predominance of females as leaders in local FFA chapters in rural Florida. The study showed that female FFA members tended to be more active in certain Career Development Events when compared to males, especially parliamentary procedure and public speaking. Furthermore, female FFA members tended to be more active in the recruitment of new members, organizing leadership events, submitting state FFA degree applications, and being more involved with SAE. The study concluded that female FFA
members were taking over FFA leadership positions due to the strong desire to succeed and the fact that male students were reluctant to compete with females in fear of “losing” to females.

Croom and Flowers (2001) conducted a study to determine if there was a difference in the perceptions of FFA members and non-FFA members toward the image of the FFA and to determine if a student’s demographic and social characteristics influenced their perception. This study concluded that a student’s perception of the image of the FFA in the school does influence their decision on whether or not to join the FFA. Gender, ethnicity, and grade level did not influence the student’s perception of the image of the FFA. In addition, block scheduling, voluntary/prior enrollment in agriculture class, and the scope of participation in school clubs and athletics did not influence the student’s perceptions of the image of the FFA.

Jewell (1988) conducted a study to identify the differences in the level of involvement between agriculture teachers with 12-month contracts compared with agriculture teachers with less than 12-month contracts. Agriculture teachers with 12-month contracts have a higher level of involvement in FFA activities when compared with teachers who have less than 12-month contracts. Furthermore, FFA members were more likely to participate in FFA activities when their agriculture teacher is employed for 12 months when compared to teachers employed for less than 12 months. Does a 12-month contract for the agriculture teacher yield a quality FFA chapter?

During the 2002-2003 academic year at the University of Florida in the College of Agriculture and Life Sciences, Park and Dyer (2005) concluded that 88% of the student leaders who participated in multiple organizations were former FFA members. More specifically, former FFA members held 1.51 officer positions per person and participated in 2.83 organizations per person compared to non-former FFA members who held 1.29 officer positions per person and participated in 2.08 organizations. The study also concluded that former FFA members aid the college with new student recruitment; nearly one half of the college’s ambassadors were former FFA members. Does a quality FFA chapter produce collegiate student leaders?

Wilson, Looney, and Stair (2005) replicated a study conducted in North Carolina by Moore, Kirby, and Becton (1997). The purpose of the study was to determine the
impact of block scheduling on Agricultural Education programs over the past nine years. Only teachers who taught on both a traditional and block schedule were selected for the studies. The teachers were asked to rate the overall quality of their FFA program. Out of the three components of Agricultural Education, teachers from both studies indicated block scheduling had the greatest impact on their FFA programs. Teachers in the 1996 study, however, reported a greater negative effect than did the teachers in the replicated study.

Other research has been conducted on the FFA component of Agricultural Education. Ricketts and Rudd (2004) found critical thinking skill scores of National FFA delegates to be high while Torres and Dormody (1997) found the majority of FFA chapters in New Mexico had a program of activities (POA). Rossetti and McCaslin (1994) found that 30 states had middle school Agricultural Education programs and Connors (2004) documented the history and development of parliamentary procedure and its use in Agricultural Education. Does a quality FFA program contain students who possess critical thinking skills, a POA, a middle school program, or the use of parliamentary procedure?

Currently, the *Official FFA manual* provides 11 essentials for a successful FFA chapter and in 2005 the majority of the teacher educators believed FFA to be the largest circle in their state. FFA has been identified as the best vehicle to teach values, attitudes and it provides learning opportunities that are impossible to achieve otherwise. The FFA advisor’s role and block scheduling affect program quality and some suggest the FFA should change its name and rituals to keep up with a changing agriculture. Chapter leadership gender, collegiate leader production, and teacher contracts may contribute to the quality of an FFA chapter.

**Summary**

The current body of knowledge concerning the three components of Agricultural Education, in regards to quality, is not consistent and total program quality has not been defined. With the contribution of the nation standards program, many states developed state standards and quality indicators. In addition, the National FFA Organization has proposed the 10 X 15 initiative.
Quality instruction has been identified as a list of characteristics for teachers to practice, an understanding of teaching and learning, and based on the curriculum utilized. Stimson’s project method has taken the form of SAE and most teachers value SAE; however, they feel it is the weakest component of Agricultural Education, and they want assistance in improving the quality of their SAE programs. FFA has been identified as the best vehicle to teach values and attitudes, and it provides learning opportunities that are impossible to achieve otherwise. Chapter leadership, gender, collegiate leader production, and teacher contracts may contribute to the quality of an FFA chapter. The profession has been provided with research within each individual component; however, there is a lack of conceptual threading in these research pieces.
CHAPTER III

METHODOLOGY

The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural education teacher educators, state instructional staff, and high school teachers) across the United States. To fulfill this purpose, the following objectives were developed:

1. Determine what constitutes quality instruction according to experts in the profession.
2. Determine what constitutes quality SAE according to experts in the profession.
3. Determine what constitutes quality FFA according to experts in the profession.

Research Design

This national study was descriptive in nature and utilized the Delphi technique. The Delphi technique was developed in the early 1950s at the Rand Corporation for the military. The purpose of the Delphi technique is to gather responses from an expert panel and combine the responses into one useful statement (Stitt-Gohdes & Crews, 2004). The Delphi technique is used as a method of structuring group communication (Linstone & Turoff, 1975). Stewart (2001) stated that the Delphi technique is extremely useful in professional education for gaining knowledge that is often not verbalized.

Population and Sample

The population for this study was composed of all Agricultural Education teacher educators, state instructional staff, and secondary agricultural teachers across the United States of America. The purposive sampling technique was used to select members for the expert panel (n = 36). Ary, Jacobs, and Razavieh (2002) defined purposive sampling as “… sample elements judged to be typical, or representative, are chosen from the population” (p. 169). According to Stitt-Gohdes and Crews (2004), “careful selection of
the panel of experts is the keystone to a successful Delphi study” (p. 60). Delbecq, Van de Ven, and Gustafson (1975) reported that a higher proportion of quality acceptable solutions are produced when the group is more heterogeneous rather than homogeneous.

According to Helmer, (1966) “expert opinion must be called on whenever it becomes necessary to choose among several alternative courses of action in the absence of an accepted body of theoretical knowledge that would clearly single out one course as the preferred alternative” (p. 11). The sample for this study consisted of 12 teacher educators, 12 members of state instructional staff, and 12 high school agriculture teachers representing the six National Association of Agricultural Educators’ (NAAE) regions. To ensure an equal national representation, the six NAAE regions were utilized because of their small size when compared to other region structures in the profession. Each group of 12 was comprised of two representatives from each of the six NAAE regions.

The criteria for high school teacher selection was NAAE outstanding young member, outstanding teacher, and outstanding middle/secondary program award recipients from the past three years or membership on the NAAE board from the past three years. The male to female ratio for high school agriculture teachers is 3 males to 1 female. Therefore, the high school agriculture teacher group consisted of 9 males and 3 females to match the profession’s ratio.

The criterion for teacher educators and state instructional staff was a minimum of three years of leadership experience. For this study, leadership experience was defined as current or past membership on the Council, National Association of Supervisors of Agricultural Education (NASAE) Executive Committee, American Association for Agricultural Education (AAAE) Board of Directors, National FFA Board of Directors. Tenure was also a criterion for teacher educators. The male to female ratio for teacher educators is also 3 males to 1 female. Therefore, the teacher educator group consisted of 9 males and 3 females to match the profession’s ratio. The male to female ratio for state instructional staff is 2 males to 1 female. Therefore, the state instructional staff group consisted of 8 males and 4 females to match the profession’s ratio. This method was utilized to determine the sample “because the success of the Delphi relies on the informed opinion” (Wicklein, 1993, p. 1050) and not the use of random selection.
As stated in Stitt-Gohdes and Crews (2004), it is important that participants understand the goal of the study and feel they are part of the group. The experts were individually invited to participate in this study and as Turoff and Hilttz (1996) noted, participants knew they were participating with a group composed of their peers. The researcher verbally invited the experts to participate in this study via telephone.

This study did not contain sampling because the study did not use a random sampling technique. Because of the use of a purposive sampling technique, this study did not contain selection or frame error. It should be noted that generalizations can only be made to the experts on the panel.

**Instrumentation**

The Delphi technique exists in two forms; the Conventional Paper-Pencil form and the Delphi Conference form. The Conventional Paper-Pencil Delphi technique involves sending a round of questions to the expert panel, and based on their responses, developing a second questionnaire to be sent to the same panel of experts. This is continued until group consensus is reached. The Delphi Conference uses a computer program to collect the expert panel’s responses and shortens the response time (Linstone & Turoff, 1975).

This study utilized the Delphi Conference form. According to Dillman, (2000) open-ended questions receive more complete answers with the use of email questionnaires when compared with paper questionnaires. The researcher verbally invited the experts to participate in this study via telephone (Appendix O). Following the phone invitation, experts received a letter thanking them for participating and summarizing the phone invitation (Appendix P). As suggested by Dillman, a prenotice email was sent three days prior to each questionnaire reminding the participants about the upcoming round (Appendixes Q-T). Panel members received an email from the researcher containing a hyperlink to access the questionnaire for each round (Appendices U-X). The initial questionnaire was developed by the researcher and was constructed in Microsoft FrontPage® (Appendix Y).

Ary et al. (2002) defined validity “as the extent to which an instrument measured what it claimed to measure” (p. 242). More specifically, two types of validity are face
validity and content validity. Face validity implies the questionnaire appears to measures its intentions. Content validity is used to determine if the questions measure what the questionnaire claims to measure (Ary et al., 2002). Both face and content validity were established by a panel of experts of Agricultural Education and related faculty.

Ary et al. (2002) defined reliability as “the degree of consistency with which it measures whatever it is measuring” (p. 249). Relating to Round One reliability, this study utilized two individuals to independently categorize statements produced by the expert panel. Dalkey (1969) stated that a reliability of .7 or greater can be achieved when the expert panel consist of more than 11 members. The inclusion of 36 panel members should contribute to the reliability of the process. This process produced the following inter-rater reliability percentages: Instruction items, 36%; SAE items, 46%; and FFA items, 29%. Because of low reliability, the raters consulted on the statements and came to a consensus.

Data Collection

The Delphi technique “…uses rounds of written questionnaires and guaranteed anonymity with summarized information and controlled feedback to produce a group consensus on an issue” (Beech, 1999, p. 283). The following rounds were utilized as suggested by Roberts and Dyer (2004). Round One had a response rate of 88.89% and consisted of the distribution of the initial open-ended questionnaire designed by the researcher. The following open-ended questions were included on the Round One questionnaire:

- What are specific indicators of quality instruction in a school based Agricultural Education program?
- What are specific indicators of quality SAE in a school based Agricultural Education program?
- What are specific indicators of quality FFA in a school based Agricultural Education program?
The responses from Round One were categorized using a modified version of the open-ended question coding technique developed by Montgomery and Crittenden (1997). Two individuals independently categorized statements produced by the expert panel to produce a final list of statements for the Round Two questionnaire. After the responses to Round One were categorized, the Round Two questionnaire was developed in Microsoft FrontPage® and distributed (Appendix Z). The Round Two questionnaire asked participants to rate each statement using a five point Likert-type scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, and 5 = Strongly Agree. Round Two had a response rate of 86.1%.

Round Three had a response rate of 83.3% and sought to determine consensus. Round Three asked participants to indicate either agree or disagree for each item. Items from Round Two that received a score of “4” (Agree) or “5” (Strongly Agree) by 100% of the respondents reached consensus and were identified as quality indicators. Items from Round Two that received less than 75% of the respondents scoring the item as a “4” or “5” were removed from the study. Therefore, the items on the Round Three questionnaire were those items that did not reach consensus, but had more than 75% of the respondents scoring the items as a “4” or “5”. The Round Three questionnaire was developed in Microsoft FrontPage® and included the individual’s score, the group’s mean score, and the standard deviation for each item (Appendix AA).

Round Four had a response rate of 85.7% and sought to determine if semantics contributed to disagreement on Round Three statements. Only participants who disagreed with the inclusion of an item from Round Three participated in Round Four. Participants were asked if changing the wording of the item would change their agreement on inclusion as a quality indicator. If they agreed that they would include the indicator if a change were made, they were then prompted to explain how the indicator would need to be changed. The Round Four questionnaire was developed in Microsoft FrontPage® (Appendix BB).

**Data Analysis**

Round One consisted of the distribution of the open-ended questionnaire designed by the researcher. Using a modified version of the Montgomery and Crittenden (1977)
method of categorization, two independent coders categorized the responses from Round One. The coders then compared the developed categories and produced a final list of categories for the Round Two questionnaire.

Upon participant completion of the Round Two questionnaire, the data were analyzed using SPSS/PC+ 14 to achieve frequency distributions, mean scores, and standard deviations. For each item, the frequency distribution valid percentage was used to determine if the item had reached consensus, was undecided, or was removed from the study. Ary et al. (2002) defined frequency distributions as “a systematic arrangement of individual measures from lowest to highest…” (p.123). The undecided items from Round Two were included on the Round Three questionnaire. For each item on the Round Three questionnaire, the individual’s score from Round Two, the group’s mean score, and the standard deviation for each item was included. Ary et al. (2002) defined the mean as “…the sum of all the values in a distribution divided by the number of cases” (p. 128) and the standard deviation as “…the square root of variance…” (p. 133). The data from Round Three were analyzed in the same fashion as the data in Round Two. The Round Four data were analyzed by individual observation of the researcher.
CHAPTER IV

FINDINGS

The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural education teacher educators, state instructional staff, and high school teachers) across the United States. To fulfill this purpose, the following objectives were developed:

1. Determine what constitutes quality instruction according to experts in the profession.
2. Determine what constitutes quality SAE according to experts in the profession.
3. Determine what constitutes quality FFA according to experts in the profession.

Objective 1

Objective one sought to determine what constitutes quality instruction according to experts in the profession. After the implementation of a modified version of the Montgomery and Crittenden (1997) method of categorization, two independent coders developed 87 quality instruction statements for the Round Two questionnaire (Appendix CC). For ease of completing the instrument for Round Two, items were categorized in the following areas: Curriculum \(n = 15\); Diversity \(n = 2\); Content \(n = 11\); Assessment \(n = 5\); Instructor \(n = 13\); Support \(n = 5\); Practices \(n = 12\); Methods \(n = 10\); Outcomes \(n = 7\); Satisfaction \(n = 4\); and Tools/Budget \(n = 3\).

As illustrated in Table 4.1, Round Two resulted in 19 of the 87 quality instruction statements reaching consensus as defined by 100% of respondents marking either a “4” (Agree) or a “5” (Strongly Agree). Of those, 4 (21%) items came from the Instructor area, 4 (21%) items came from the Methods area, 4 (21%) items came from the Curriculum area, 3 (16%) items came from the Assessment area, 1 (5%) item came from the Support area, 1 (5%) item came from the Practices area, 1 (5%) item came from the Tools/Budget area, and 1 (5%) item came from the Content area. In addition, 14 of the 87 quality
instruction statements were determined not to be quality indicators of instruction and removed from the study, as defined by less than 75% of the respondents marking either a “4” (Agree) or a “5” (Strongly Agree). The group was undecided on the remaining 54 quality instruction statements, meaning 99.9% to 75% of the respondents marked either a “4” (Agree) or a “5” (Strongly Agree). Therefore, those statements were included on the Round Three questionnaire.

Table 4.1

Agreement Levels for Instruction Statements in Round Two

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment is authentic</td>
<td>Assessment</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Assessment is based on the instructional objectives</td>
<td>Assessment</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Students receive timely feedback on their performance</td>
<td>Assessment</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>4. A qualified/ certified Agricultural Instructor</td>
<td>Instructor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>5. The teacher is involved in professional development</td>
<td>Instructor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>6. The teacher is organized and prepared</td>
<td>Instructor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>7. The teacher has a well planned teaching calendar</td>
<td>Instructor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>8. The program has community and parent/ volunteer support</td>
<td>Support</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>9. Classroom management practices maximize time on task and minimize disruptive behaviors</td>
<td>Practices</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>10. Evidence of use of a variety of instructional strategies/ materials</td>
<td>Methods</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.1 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>$n$</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The teacher actively engages students</td>
<td>Methods</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>12. Appropriate technology is used with instruction</td>
<td>Methods</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>13. A mix of classroom and laboratory instruction is used</td>
<td>Methods</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>14. An adequate budget is provided</td>
<td>Tools/Budget</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>15. The curriculum is up-to-date</td>
<td>Curriculum</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>16. The curriculum is planned in advance</td>
<td>Curriculum</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>17. Lesson plans are based on appropriate instructional objectives</td>
<td>Curriculum</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>18. Instruction supported by appropriate resources (financial, personnel,</td>
<td>Curriculum</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>and community)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Instruction that includes technical skills</td>
<td>Content</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>20. Assessment is holding students accountable and making them strive to</td>
<td>Assessment</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>reach a higher standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The teacher has a passion for teaching and working with youth</td>
<td>Instructor</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>22. A teacher who is dedicated</td>
<td>Instructor</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>23. Balance between other components (SAE and FFA)</td>
<td>Practices</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>24. The teacher emphasizes safety</td>
<td>Practices</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>25. Instruction that is hands on learning</td>
<td>Methods</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>26. Instruction occurs in appropriate facilities</td>
<td>Tools/Budget</td>
<td>30</td>
<td>96.8</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>27. Curriculum integrates academic content with agriculture content</td>
<td>Curriculum</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>28. Instructional materials including textbooks, workbooks, visuals, etc.</td>
<td>Curriculum</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>are up to date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. The curriculum serves multiple purposes (career preparation, college</td>
<td>Curriculum</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>preparation, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Instruction provides students with communication skills</td>
<td>Content</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>31. Instruction provides students with the ability to function as a</td>
<td>Content</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>member of a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Teacher has adequate time to plan instructional activities</td>
<td>Instructor</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>33. The program has a supportive administration</td>
<td>Support</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>34. An advisory committee is in use</td>
<td>Practices</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>35. A defined mission, goals, and vision for the program</td>
<td>Practices</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>36. The instructional program uses community-based resources</td>
<td>Methods</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>37. The local program/curriculum is in compliance with all local and</td>
<td>Curriculum</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>state requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. The instructor has a healthy relationship with others</td>
<td>Instructor</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>39. The program has a supportive faculty</td>
<td>Support</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>40. An active industry advisory committee that meets at least twice per year to review curriculum, program priorities, and program management</td>
<td>Support</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>41. Student work is recorded</td>
<td>Assessment</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>42. Students have access to a course syllabus/guide/curriculum</td>
<td>Practices</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>43. Student progress toward attainment of competencies is well documented</td>
<td>Practices</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>44. Teaching is geared toward the learning style and capabilities of the students</td>
<td>Methods</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>45. Enrollment in classes is appropriate (not too large or too small)</td>
<td>Diversity</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>46. Instruction in personal development</td>
<td>Content</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>47. Instruction incorporates leadership development</td>
<td>Content</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>48. Instruction helps to build multiple relationships (e.g. with school, community, and adults)</td>
<td>Content</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>49. Curriculum meets the needs of students</td>
<td>Curriculum</td>
<td>31</td>
<td>93.4</td>
</tr>
<tr>
<td>50. Instruction is student-centered</td>
<td>Methods</td>
<td>30</td>
<td>91.7</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>51. The instructional program is articulated with post-secondary programs</td>
<td>Practices</td>
<td>31</td>
<td>90.4</td>
</tr>
<tr>
<td>52. The curriculum is relevant to the local community</td>
<td>Curriculum</td>
<td>31</td>
<td>90.4</td>
</tr>
<tr>
<td>53. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses</td>
<td>Content</td>
<td>30</td>
<td>90.3</td>
</tr>
<tr>
<td>54. The teacher is a member of professional organizations</td>
<td>Instructor</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>55. A teacher who is personable</td>
<td>Instructor</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>56. School administrators are satisfied with instruction</td>
<td>Satisfaction</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>57. Teacher performance is assessed at an acceptable level by administration or peers</td>
<td>Satisfaction</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>58. Reference materials are maintained on file in the department</td>
<td>Tools/Budget</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>59. A teacher who has been recognized for quality teaching</td>
<td>Instructor</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>60. The teacher uses a lesson plan</td>
<td>Methods</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>61. The advisory committee is satisfied with instruction</td>
<td>Satisfaction</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>62. The curriculum is contextual</td>
<td>Curriculum</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>63. Instruction includes career development, exploration, awareness and preparation</td>
<td>Content</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>---</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>64. Student performance/mastery of topics taught</td>
<td>Outcomes</td>
<td>31</td>
<td>83.9</td>
</tr>
<tr>
<td>65. All Agricultural Education students maintain an SAE</td>
<td>Outcomes</td>
<td>30</td>
<td>83.9</td>
</tr>
<tr>
<td>66. Students are satisfied with instruction</td>
<td>Satisfaction</td>
<td>31</td>
<td>83.9</td>
</tr>
<tr>
<td>67. A rigorous curriculum is in use</td>
<td>Curriculum</td>
<td>31</td>
<td>83.3</td>
</tr>
<tr>
<td>68. The curriculum applies to complex situations</td>
<td>Curriculum</td>
<td>31</td>
<td>80.7</td>
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<tr>
<td>69. There is an alumni association or other support group</td>
<td>Support</td>
<td>31</td>
<td>80.6</td>
</tr>
<tr>
<td>70. Instruction is competency based</td>
<td>Content</td>
<td>30</td>
<td>77.5</td>
</tr>
<tr>
<td>71. The teacher has an archive of lesson plans</td>
<td>Instructor</td>
<td>31</td>
<td>77.4</td>
</tr>
<tr>
<td>72. Out of class instructional activities (such as homework, projects, meetings, etc.) are required</td>
<td>Methods</td>
<td>12</td>
<td>77.4</td>
</tr>
<tr>
<td>73. Students take notes (have notebooks)</td>
<td>Outcomes</td>
<td>31</td>
<td>77.4</td>
</tr>
<tr>
<td>74. The teacher is pursuing or has advanced degrees</td>
<td>Instructor</td>
<td>31</td>
<td>74.2</td>
</tr>
<tr>
<td>75. All Agricultural Education students have individual career plans</td>
<td>Content</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>76. A system for conducting graduate follow up activities for students who are program completers</td>
<td>Practices</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>77. Enrollment policies allow easy entry and easy exit from the agriculture program (enroll one semester/year, but not the next or vice versa)</td>
<td>Practices</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>78. The curriculum is industry (skill sets) driven</td>
<td>Curriculum</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>79. Student composition in classes is representative of the school’s student body</td>
<td>Diversity</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>80. Program is in process of development of program of study for agriculture, food, and natural resources that spans 9-14 grade levels</td>
<td>Content</td>
<td>31</td>
<td>67.7</td>
</tr>
<tr>
<td>81. A comprehensive plan that includes completion standards is in use</td>
<td>Curriculum</td>
<td>31</td>
<td>67.7</td>
</tr>
<tr>
<td>82. Student enrolled in Agricultural Education classes are required to be FFA members</td>
<td>Practices</td>
<td>31</td>
<td>63.3</td>
</tr>
<tr>
<td>83. Success based on the number of concentrators or completers of the agriculture program</td>
<td>Outcomes</td>
<td>31</td>
<td>45.2</td>
</tr>
<tr>
<td>84. There is a web site for the agriculture program</td>
<td>Practices</td>
<td>31</td>
<td>45.1</td>
</tr>
<tr>
<td>85. Instructional success based on the number of high achieving students in the program</td>
<td>Outcomes</td>
<td>31</td>
<td>42.0</td>
</tr>
</tbody>
</table>
Table 4.1 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>86. Success based on the number of students enrolled in the programs</td>
<td>Outcomes</td>
<td>31</td>
<td>35.5</td>
</tr>
<tr>
<td>87. Instruction success based on the percentage of students pursuing</td>
<td>Outcomes</td>
<td>31</td>
<td>35.5</td>
</tr>
<tr>
<td>agriculture careers or college degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. 100% Agreement (marked 4 or 5) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject

As illustrated in Table 4.2, 18 of the 54 instruction statements in Round Three reached consensus. Of those, 4 (21%) items came from the Curriculum area, 4 (21%) items came from the Instructor area, 3 (17%) items came from the Methods area, 2 (11%) items came from the Support area, 2 (11%) items came from the Procedures area, 1 (6%) item came from the Diversity area, 1 (6%) item came from the Satisfaction area, and 1 (6%) item came from the Tools/Budget area. The remaining 36 instruction statements all had an agreement percentage of 75% or better, meaning 75% or more of the participants marked a “4” (Agree) or “5” (Strongly Agree). Therefore, none of the instruction statements were rejected in Round Three. The participants who disagreed on the remaining 36 instruction statements received the statements on their Round Four questionnaires.
Table 4.2

*Agreement Levels for Instruction Statements in Round Three*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The curriculum is relevant to the local community</td>
<td>Curriculum</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>2. The curriculum is contextual</td>
<td>Curriculum</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Curriculum meets the needs of students</td>
<td>Curriculum</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>4. Instructional materials including textbooks, workbooks, visuals, etc. are up to date</td>
<td>Curriculum</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>5. Enrollment in classes is appropriate (not too large or too small)</td>
<td>Diversity</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>6. The instructor has a healthy relationship with others</td>
<td>Instructor</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>7. The teacher has a passion for teaching and working with youth</td>
<td>Instructor</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>8. A teacher who is dedicated</td>
<td>Instructor</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>9. Teacher has adequate time to plan instructional activities</td>
<td>Instructor</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>10. The program has a supportive administration</td>
<td>Support</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>11. An active industry advisory committee that meets at least twice per year to review curriculum, program priorities, and program management</td>
<td>Support</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>12. An advisory committee is in use</td>
<td>Practices</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>13. The teacher emphasizes safety</td>
<td>Practices</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>14. Instruction that is hands on learning</td>
<td>Methods</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------</td>
<td>-----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>15. The instructional program uses community-based resources</td>
<td>Methods</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>16. Instruction is student centered</td>
<td>Methods</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>17. School administrators are satisfied with instruction</td>
<td>Satisfaction</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>18. Instruction occurs in appropriate facilities</td>
<td>Tools/Budget</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>19. A rigorous curriculum is in use</td>
<td>Curriculum</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>20. Curriculum integrates academic content with agriculture content</td>
<td>Curriculum</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>21. The curriculum serves multiple purposes (career preparation, college preparation, etc)</td>
<td>Curriculum</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>22. Instruction provides students with communication skills</td>
<td>Content</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>23. Instruction provides students with the ability to function as a member of a team</td>
<td>Content</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>24. Instruction in personal development</td>
<td>Content</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>25. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses</td>
<td>Content</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>26. Assessment is holding students accountable and making them strive to reach a higher standard</td>
<td>Assessment</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>27. Student work is recorded</td>
<td>Assessment</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>28. A teacher who is personable</td>
<td>Instructor</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>29. Balance between other components (SAE and FFA)</td>
<td>Practices</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>30. A defined mission, goals, and vision for the program</td>
<td>Practices</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>31. Student progress toward attainment of competencies is well documented</td>
<td>Practices</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>32. Teaching is geared toward the learning style and capabilities of the students</td>
<td>Methods</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>33. Out of class instructional activities (such as homework, projects, meetings, etc) are required</td>
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<td>96.6</td>
</tr>
<tr>
<td>34. Student performance/mastery of topics taught</td>
<td>Outcomes</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>35. The advisory committee is satisfied with instruction</td>
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<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>36. Teacher performance is assessed at an acceptable level by administration or peers</td>
<td>Satisfaction</td>
<td>29</td>
<td>96.6</td>
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<td>37. Instruction incorporates leadership development</td>
<td>Content</td>
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<td>96.4</td>
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<td>38. Reference materials are maintained on file in the department</td>
<td>Tools/Budget</td>
<td>28</td>
<td>96.4</td>
</tr>
<tr>
<td>39. The local program/curriculum is in compliance with all local and state requirements</td>
<td>Curriculum</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
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</tr>
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<td>---------------------------------------------------------------------------</td>
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<td>----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>40. Instruction helps to build multiple relationships (e.g. with school, community and, adults)</td>
<td>Content</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>41. Instruction includes career development, exploration, awareness and preparation</td>
<td>Content</td>
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<td>93.1</td>
</tr>
<tr>
<td>42. The teacher is a member of professional organizations</td>
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<td>93.1</td>
</tr>
<tr>
<td>43. There is an alumni association or other support group</td>
<td>Support</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>44. The program has a supportive faculty</td>
<td>Support</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>45. Students have access to a course syllabus/guide/curriculum</td>
<td>Practices</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
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</tr>
<tr>
<td>48. Students are satisfied with instruction</td>
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<td>93.1</td>
</tr>
<tr>
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<td>89.7</td>
</tr>
<tr>
<td>50. A teacher who has been recognized for quality teaching</td>
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<td>89.7</td>
</tr>
<tr>
<td>51. The teacher has an archive of lesson plans</td>
<td>Instructor</td>
<td>29</td>
<td>89.7</td>
</tr>
<tr>
<td>52. All Agricultural Education students maintain an SAE</td>
<td>Outcomes</td>
<td>29</td>
<td>79.3</td>
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</tbody>
</table>
Table 4.2 (continued)

<table>
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<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>$n$</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Instruction is competency based</td>
<td>Content</td>
<td>29</td>
<td>75.9</td>
</tr>
<tr>
<td>54. Students take notes (have notebooks)</td>
<td>Outcomes</td>
<td>29</td>
<td>75.9</td>
</tr>
</tbody>
</table>

*Note. 100% Agreement (marked Yes) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject*

Round Four sought to determine if semantics contributed to disagreement on Round Three statements. Only participants who disagreed with the inclusion of an item from Round Three participated in Round Four. Participants were asked if changing the wording of the item would change their agreement on inclusion as a quality indicator. If they agreed that they would include the indicator if a change were made, they were then prompted to explain how the indicator would need to be changed. One participant indicated the inclusion of one item if it was re-worded. The Methods item, “teaching is geared toward the learning style and capabilities of the students” would be included if the wording was changed to, “teaching is designed to address individual student needs.”

Table 4.3 summarizes the findings on agreement of inclusion as an indicator if changed.

Table 4.3

*Agreement Levels for Instruction Statements in Round Four*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>$n$</th>
<th>Disagree</th>
<th>Agree if re-worded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The curriculum applies to complex situations</td>
<td>Curriculum</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. A rigorous curriculum is in use</td>
<td>Curriculum</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Curriculum integrates academic content with agriculture content</td>
<td>Curriculum</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. The local program/curriculum is in compliance with all local and state requirements</td>
<td>Curriculum</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

41
<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>Disagree</th>
<th>Agree if re-worded</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The curriculum serves multiple purposes (career preparation, college preparation, etc)</td>
<td>Curriculum</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Instruction provides students with communication skills</td>
<td>Content</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. Instruction provides students with the ability to function as a member of a team</td>
<td>Content</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8. Instruction in personal development</td>
<td>Content</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. Instruction incorporates leadership development</td>
<td>Content</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10. Instruction helps to build multiple relationships (e.g. with school, community and, adults)</td>
<td>Content</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. Instruction is competency based</td>
<td>Content</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>12. Instruction includes career development, exploration, awareness and preparation natural resources that spans 9-14 grade levels</td>
<td>Content</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>13. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses</td>
<td>Content</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14. Assessment is holding students accountable and making them strive to reach a higher standard</td>
<td>Assessment</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>Disagree</td>
<td>Agree if re-worded</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>15. Student work is recorded</td>
<td>Assessment</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16. The teacher is a member of professional organizations</td>
<td>Instructor</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17. A teacher who is personable</td>
<td>Instructor</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18. A teacher who has been recognized for quality teaching</td>
<td>Instructor</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19. The teacher has an archive of lesson plans</td>
<td>Instructor</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20. There is an alumni association or other support group</td>
<td>Support</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>21. The program has a supportive faculty</td>
<td>Support</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Balance between other components (SAE and FFA)</td>
<td>Practices</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>23. Students have access to a course syllabus/guide/curriculum</td>
<td>Practices</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>24. A defined mission, goals, and vision for the program</td>
<td>Practices</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>25. Student progress toward attainment of competencies is well documented</td>
<td>Practices</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>26. The instructional program is articulated with post-secondary programs</td>
<td>Practices</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>27. The teacher uses a lesson plan</td>
<td>Methods</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>28. Teaching is geared toward the learning style and capabilities of the students</td>
<td>Methods</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>( n )</td>
<td>Disagree</td>
<td>Agree if re-worded</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>29. Out of class instructional activities (such as homework,</td>
<td>Methods</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>projects, meetings, etc) are required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Student performance/mastery of topics taught</td>
<td>Outcomes</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>31. All Agricultural Education students maintain an SAE</td>
<td>Outcomes</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>32. Students take notes (have notebooks)</td>
<td>Outcomes</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>33. Students are satisfied with instruction</td>
<td>Satisfaction</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>34. The advisory committee is satisfied with instruction</td>
<td>Satisfaction</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>35. Teacher performance is assessed at an acceptable level</td>
<td>Satisfaction</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>by administration or peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Reference materials are maintained on file in the department</td>
<td>Tools/Budget</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Disagree refers to not agreeing with the statement. Agree refers to agreeing with the statement after changing the way the statement was written.
Objective 2

Objective two sought to determine what constitutes quality SAE according to experts in the profession. After the implementation of a modified version of the Montgomery and Crittenden (1997) method of categorization, two independent coders developed 46 quality SAE statements for the Round Two questionnaire (Appendix DD). For ease of completing the instrument for Round Two, items were categorized in the following areas: Records ($n = 6$); Supervision ($n = 8$); Satisfaction ($n = 4$); SAE Characteristics ($n = 15$); Instruction ($n = 9$); and Recognition/Awards ($n = 4$).

As illustrated in Table 4.4, Round Two resulted in only 2 of the 46 quality SAE statements reaching consensus, as defined by 100% of respondents marking either a “4” (Agree) or a “5” (Strongly Agree) for that particular item. Of those, 1 (50%) item came from the Supervision area and 1 (50%) item came from the Satisfaction area. In addition, 17 of the 46 quality SAE statements were determined not to be quality indicators of SAE and removed from the study, as defined by less than 75% of the respondents marking either a “4” (Agree) or a “5” (Strongly Agree). The group was undecided on the remaining 27 quality SAE statements, meaning 99.9% to 75% of the respondents marked either a “4” (Agree) or a “5” (Strongly Agree). Therefore, those statements were included on the Round Three questionnaire.

Table 4.4

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SAEs are assisted (e.g. in the planning process) by instructor, parents, employers and other partners</td>
<td>Supervision</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Student is satisfied with SAE</td>
<td>Satisfaction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>3. SAE is supervised by the instructor</td>
<td>Supervision</td>
<td>30</td>
<td>96.7</td>
</tr>
</tbody>
</table>
Table 4.4 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. A diversity/variety of SAE types is promoted</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>5. Teacher is enthusiastic and informed about SAE</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>6. SAEs involve goal-setting</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>96.6</td>
</tr>
<tr>
<td>7. Each student maintains a portfolio of their experiences with SAE</td>
<td>Records</td>
<td>30</td>
<td>93.4</td>
</tr>
<tr>
<td>8. Agriculture teacher maintains accurate records of all SAE supervision</td>
<td>Supervision</td>
<td>30</td>
<td>93.4</td>
</tr>
<tr>
<td>9. SAE is viewed as a program versus a project</td>
<td>Satisfaction</td>
<td>30</td>
<td>93.4</td>
</tr>
<tr>
<td>10. SAE is taught as part of the curriculum</td>
<td>Instruction</td>
<td>30</td>
<td>93.4</td>
</tr>
<tr>
<td>11. Student has up-to-date records on SAE</td>
<td>Records</td>
<td>30</td>
<td>93.1</td>
</tr>
<tr>
<td>12. Teacher has supervision time for SAE</td>
<td>Supervision</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>13. SAE program has evidence of growth</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>90.0</td>
</tr>
<tr>
<td>14. A quality records keeping implementation program is in operation</td>
<td>Records</td>
<td>30</td>
<td>86.7</td>
</tr>
<tr>
<td>15. SAE is supervised year-round</td>
<td>Supervision</td>
<td>30</td>
<td>86.7</td>
</tr>
<tr>
<td>16. Training plans are used for placement SAEs</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>86.7</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
<td>----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>17. SAE includes skill development</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>86.7</td>
</tr>
<tr>
<td>18. Parents are involved with their child(ren)’s SAE</td>
<td>Supervision</td>
<td>30</td>
<td>86.6</td>
</tr>
<tr>
<td>19. Advisory committee is satisfied with SAEs</td>
<td>Satisfaction</td>
<td>30</td>
<td>86.6</td>
</tr>
<tr>
<td>20. Opportunities exists for SAE’s to be showcased</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>86.6</td>
</tr>
<tr>
<td>21. All Students have an investment of time, energy and/or money</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>86.2</td>
</tr>
<tr>
<td>22. SAE involves continuous instruction</td>
<td>Instruction</td>
<td>30</td>
<td>83.4</td>
</tr>
<tr>
<td>23. Recordkeeping time is allocated during class</td>
<td>Records</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>24. All students are engaged in (have a) SAE</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>25. Students apply for related awards</td>
<td>Recognition /Awards</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>26. SAE planning is based on agricultural content standards</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>82.7</td>
</tr>
<tr>
<td>27. School administrators are satisfied with SAEs</td>
<td>Satisfaction</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>28. By end of second grading period, all students should be engaged in SAEs</td>
<td>Instruction</td>
<td>29</td>
<td>76.7</td>
</tr>
<tr>
<td>29. Signed SAE agreements are on file</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>76.6</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>30. SAE is documented with pictures</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>73.3</td>
</tr>
<tr>
<td>31. SAE is a factor in determining student grades</td>
<td>Instruction</td>
<td>30</td>
<td>73.3</td>
</tr>
<tr>
<td>32. Students are provided aid (e.g. finding funds, connecting with professionals, etc.)</td>
<td>Supervision</td>
<td>30</td>
<td>70.0</td>
</tr>
<tr>
<td>33. Students with paid placement or entrepreneurial SAEs compute tax records</td>
<td>Records</td>
<td>29</td>
<td>66.6</td>
</tr>
<tr>
<td>34. SAE is in depth, encompassing all aspects of the project area</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>63.6</td>
</tr>
<tr>
<td>35. Students independently manage their SAE programs</td>
<td>Instruction</td>
<td>30</td>
<td>63.4</td>
</tr>
<tr>
<td>36. Students have SAEs that reflect the community</td>
<td>Supervision</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>37. A plan for career development must be developed that utilizes SAE</td>
<td>SAE Characteristics</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>38. SAE is leading to some type of recognition</td>
<td>Recognition /Awards</td>
<td>30</td>
<td>56.7</td>
</tr>
<tr>
<td>39. By end of first grading period, a plan for SAE should be in place for all students</td>
<td>Instruction</td>
<td>30</td>
<td>53.3</td>
</tr>
<tr>
<td>40. A quality computerized record book is in use</td>
<td>Records</td>
<td>30</td>
<td>50.0</td>
</tr>
</tbody>
</table>
Table 4.4 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.</td>
<td>A student’s first year SAE should be designed to help students explore careers in Agriculture</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>42.</td>
<td>Interest surveys should be conducted for SAEs</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>43.</td>
<td>SAE’s should encourage the student to consider entrepreneurship as a career</td>
<td>30</td>
<td>46.7</td>
</tr>
<tr>
<td>44.</td>
<td>Students have year round SAEs</td>
<td>30</td>
<td>43.3</td>
</tr>
<tr>
<td>45.</td>
<td>SAE success based on number of FFA degree applicants and recipients</td>
<td>30</td>
<td>30.0</td>
</tr>
<tr>
<td>46.</td>
<td>SAE success based on number of FFA proficiency application and recipients</td>
<td>30</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Note. 100% Agreement (marked 4 or 5) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject

As illustrated in Table 4.5, 4 of the 26 SAE statements in Round Three reached consensus. Of those, 2 (50%) items came from the SAE Characteristics area, 1 (25%) item came from the Records area, and 1 (25%) item came from the Supervision area. In addition, 1 of the 26 SAE statements was determined not to be a quality indicator of SAE, meaning less than 75% of the participants marked a “4” (Agree) or “5” (Strongly Agree) for that item. The participants who disagreed on the remaining 21 SAE statements received the statements on their Round Four questionnaires.
Table 4.5

Agreement Levels for SAE Statements in Round Three

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher has supervision time for SAE</td>
<td>Supervision</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Student has up-to-date records on SAE</td>
<td>Records</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>3. SAEs involve goal-setting</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>4. A diversity/variety of SAE types is promoted</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>5. Teacher is enthusiastic and informed about SAE</td>
<td>Instruction</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>6. SAE includes skill development</td>
<td>SAE Characteristics</td>
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<td>96.6</td>
</tr>
<tr>
<td>7. Opportunities exists for SAE’s to be showcased</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>8. Each student maintains a portfolio of their experiences with SAE</td>
<td>Records</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>9. All Students have an investment of time, energy and/or money</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>10. Advisory committee is satisfied with SAEs</td>
<td>Satisfaction</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>11. Training plans are used for placement SAEs</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>12. SAE planning is based on agricultural content standards</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>13. SAE is taught as part of the curriculum</td>
<td>Instruction</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----</td>
<td>----------------------------</td>
</tr>
<tr>
<td>14. Agriculture teacher maintains accurate records of all SAE supervision</td>
<td>Supervision</td>
<td>29</td>
<td>93.1</td>
</tr>
<tr>
<td>15. Students apply for related awards</td>
<td>Recognition/Awards</td>
<td>29</td>
<td>89.7</td>
</tr>
<tr>
<td>16. SAE program has evidence of growth</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>89.7</td>
</tr>
<tr>
<td>17. A quality records keeping implementation program is in operation</td>
<td>Records</td>
<td>29</td>
<td>89.7</td>
</tr>
<tr>
<td>18. School administrators are satisfied with SAEs</td>
<td>Satisfaction</td>
<td>29</td>
<td>86.2</td>
</tr>
<tr>
<td>19. SAE is viewed as a program versus a project</td>
<td>Satisfaction</td>
<td>29</td>
<td>86.2</td>
</tr>
<tr>
<td>20. Parents are involved with their child(ren)’s SAE</td>
<td>Supervision</td>
<td>29</td>
<td>82.8</td>
</tr>
<tr>
<td>21. All students are engaged in (have a) SAE</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>82.8</td>
</tr>
<tr>
<td>22. Recordkeeping time is allocated during class</td>
<td>Records</td>
<td>29</td>
<td>82.4</td>
</tr>
<tr>
<td>23. Signed SAE agreements are on file</td>
<td>SAE Characteristics</td>
<td>29</td>
<td>79.3</td>
</tr>
<tr>
<td>24. SAE is supervised year-round</td>
<td>Supervision</td>
<td>29</td>
<td>79.3</td>
</tr>
<tr>
<td>25. SAE involves continuous instruction</td>
<td>Instruction</td>
<td>29</td>
<td>79.3</td>
</tr>
</tbody>
</table>
Table 4.5 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. By end of second grading period, all students should be engaged in SAEs</td>
<td>Instruction</td>
<td>29</td>
<td>72.4</td>
</tr>
</tbody>
</table>

*Note.* 100% Agreement (marked Yes) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject

Round Four sought to determine if semantics contributed to disagreement on Round Three statements. Only participants who disagreed with the inclusion of an item from Round Three participated in Round Four. Participants were asked if changing the wording of the item would change their agreement on inclusion as a quality indicator. If a participant agreed he or she would include the item as a quality indicator if a change were made with the item, that participant was then prompted to explain how the indicator would need to be changed. For the SAE section, all items had at least one participant mark “disagree,” indicating that he or she would not include the item as a quality indicator, even if they were provided the opportunity to wordsmith that item. Table 4.6 summarizes the findings on agreement of inclusion as an indicator if changed.

Table 4.6

*Agreement Levels for SAE Statements in Round Four*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>Disagree</th>
<th>Agree if re-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A quality records keeping implementation program is in operation</td>
<td>Records</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Recordkeeping time is allocated during class</td>
<td>Records</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Each student maintains a portfolio of their experiences with SAE</td>
<td>Records</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>Disagree</td>
<td>Agree if re-word</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>----</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>4. Parents are involved with their child(ren)’s SAE</td>
<td>Supervision</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. SAE is supervised year-round</td>
<td>Supervision</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. Agriculture teacher maintains accurate records of all SAE supervision</td>
<td>Supervision</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. School administrators are satisfied with SAEs</td>
<td>Satisfaction</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Advisory committee is satisfied with SAEs</td>
<td>Satisfaction</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. SAE is viewed as a program versus a project</td>
<td>Satisfaction</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10. All students are engaged in (have a) SAE</td>
<td>SAE Characteristics</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>11. SAE program has evidence of growth</td>
<td>SAE Characteristics</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12. Training plans are used for placement SAEs</td>
<td>SAE Characteristics</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13. Signed SAE agreements are on file</td>
<td>SAE Characteristics</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>14. All Students have an investment of time, energy and/or money</td>
<td>SAE Characteristics</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15. Opportunities exists for SAE’s to be showcased</td>
<td>SAE Characteristics</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. SAE includes skill development</td>
<td>SAE Characteristics</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>Disagree</th>
<th>Agree if re-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. SAE planning is based on agricultural content standards</td>
<td>SAE Characteristics</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18. SAE involves continuous instruction</td>
<td>Instruction</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>19. SAE is taught as part of the curriculum</td>
<td>Instruction</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20. By end of second grading period, all students should be engaged in SAEs</td>
<td>Instruction</td>
<td>8</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>21. Teacher is enthusiastic and informed about SAE</td>
<td>Instruction</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>22. Students apply for related awards</td>
<td>Recognition/Awards</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Note: Disagree refers to not agreeing with the statement. Agree refers to agreeing with the statement after changing the way the statement was written.

Objective 3

Objective three sought to determine what constitutes quality FFA according to experts in the profession. After the implementation of a modified version of the Montgomery and Crittenden (1997) method of categorization, two independent coders developed 65 quality FFA statements for the Round Two questionnaire (Appendix EE). For ease of completing the instrument for Round Two, items were categorized in the following areas: Advisor (n = 5); Support (n = 2); POA (n = 3); Activities/Events (n = 19); Budget (n = 3); Instruction (n = 9); Practice/Requirements (n = 16); Diversity (n = 2); and Student/Members (n = 6).

As illustrated in Table 4.7, Round Two resulted in 13 of the 65 quality FFA statements reaching consensus, as defined by 100% of respondents marking either a “4” (Agree) or a “5” (Strongly Agree). Of those, 3 (23%) items came from the Advisor area, 3 (23%) items came from the Activities/Events area, 3 (23%) items came from the
Practices/Requirements area, 1 (8%) item came from the Support area, 1 (8%) item came from the Budget area, 1 (8%) came from the Diversity area, and 1 (8%) came from the Student/Member area. In addition, 16 of the 65 quality FFA statements were determined not to be quality indicators of FFA and removed from the study, as defined by less than 75% of the respondents marking either a “4” (Agree) or a “5” (Strongly Agree). The area was undecided on the remaining 36 quality FFA statements, meaning 99.9% to 75% of the respondents marked either a “4” (Agree) or a “5” (Strongly Agree). Therefore, those statements were included on the Round Three questionnaire.

Table 4.7

Agreement Levels for FFA Statements in Round Two

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  A dedicated and knowledgeable FFA advisor</td>
<td>Advisor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>2.  Advisor is an active and certified teacher of agricultural education</td>
<td>Advisor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>3.  Chapter advisor(s) are trained in leadership development</td>
<td>Advisor</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>4.  Support is present from administrators, other teachers, advisory committee, parents, etc</td>
<td>Support</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>5.  Well-planned FFA chapter business meetings are held</td>
<td>Activities /Events</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>6.  FFA members have opportunities to develop communication (oral and verbal skills)</td>
<td>Activities /Events</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>( n )</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>--------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>7. FFA members involved in activities which promote leadership development</td>
<td>Activities /Events</td>
<td>29</td>
<td>100.0</td>
</tr>
<tr>
<td>8. The FFA chapter maintains accurate financial records</td>
<td>Budget</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>9. The chapter has a capable and trained officer team</td>
<td>Practice /Requirements</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>10. Chapter officers and advisor meet periodically to plan the work of the organization</td>
<td>Practice /Requirements</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>11. Chapter maintains accurate minutes of all meetings</td>
<td>Practice /Requirements</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>12. Activities are designed to meet the needs of a diverse membership</td>
<td>Diversity</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>13. All Agricultural Education students who wish to participate in FFA are accepted as members, no matter if there is an inability to pay dues</td>
<td>Students /Members</td>
<td>31</td>
<td>100.0</td>
</tr>
<tr>
<td>14. FFA members are satisfied with the FFA chapter</td>
<td>Support</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>15. Regularly scheduled FFA chapter business meetings are held</td>
<td>Activities /Events</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>16. The FFA chapter plans and conducts award and recognition programs</td>
<td>Activities /Events</td>
<td>31</td>
<td>96.8</td>
</tr>
</tbody>
</table>
Table 4.7 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The Chapter provides community service opportunities for members</td>
<td>Activities/Events</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>18. The FFA chapter has the financial resources to support the POA</td>
<td>Budget</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>19. Instruction in personal and leadership development is provided for all FFA members</td>
<td>Instruction</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>20. FFA serves as a connecting activity for SAE and Instruction</td>
<td>Instruction</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>21. The local FFA chapter is in good standing with the state and national associations</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>22. The local FFA chapter is student led</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>23. The chapter is involved in the school</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>96.8</td>
</tr>
<tr>
<td>24. Chapter keeps high standards for its members no matter what the situation</td>
<td>Practice/Requirements</td>
<td>30</td>
<td>96.8</td>
</tr>
<tr>
<td>25. Chapter uses a committee structure to plan and conduct its activities</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>96.7</td>
</tr>
<tr>
<td>26. Member dues are collected and submitted to the state association by the published deadline</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>96.7</td>
</tr>
</tbody>
</table>
Table 4.7 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>$n$</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Chapter budget is communicated to members and administration as appropriate</td>
<td>Budget</td>
<td>31</td>
<td>96.5</td>
</tr>
<tr>
<td>28. Chapter advisor provides assistance to members in completing chapter and individual applications and reports, but does not complete the applications and reports for them</td>
<td>Advisor</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>29. Teacher provides instruction about FFA in the classroom</td>
<td>Instruction</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>30. The chapter has an accurate constitution and/or bylaws that is reviewed regularly</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>93.6</td>
</tr>
<tr>
<td>31. FFA members participate in FFA activities above the chapter level</td>
<td>Activities/Events</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>32. The FFA chapter assists students to see and build relations with school, community, adults, and other students</td>
<td>Instruction</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>33. Pride of membership is evident</td>
<td>Students/Members</td>
<td>31</td>
<td>93.5</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>34. FFA members are involved in the planning and implementation of a challenging Program of Activities (POA)/Program of Work (POW)</td>
<td>POA</td>
<td>31</td>
<td>93.4</td>
</tr>
<tr>
<td>35. The chapter has a diverse representation of membership</td>
<td>Diversity</td>
<td>31</td>
<td>90.4</td>
</tr>
<tr>
<td>36. The POA is distributed &quot;widely&quot; (to each member, administration, etc.)</td>
<td>POA</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>37. Chapter has student recruitment program</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>38. Chapter officers are elected annually</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>90.3</td>
</tr>
<tr>
<td>39. The Program of activities includes activities in the following areas: member development, chapter development and community development activities/events</td>
<td>POA</td>
<td>31</td>
<td>90.0</td>
</tr>
<tr>
<td>40. Extended Contract for FFA advisor</td>
<td>Advisor</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>41. FFA activities/events relate to the courses and topics included in the instruction</td>
<td>Instruction</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>42. Chapter maintains an active public relations/public awareness program</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>43. Mentoring exists from older to younger members</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>87.1</td>
</tr>
<tr>
<td>44. All students participate in activities/events of the student organization</td>
<td>Activities/Events</td>
<td>31</td>
<td>83.8</td>
</tr>
<tr>
<td>45. All FFA members participate in the one or more of the following: proficiency awards program, career development events, FFA degree program, financial activities (fund-raising, etc.), community development, activities that promote safety/health, etc.</td>
<td>Activities/Events</td>
<td>31</td>
<td>83.4</td>
</tr>
<tr>
<td>46. Chapter builds tradition so students feel they belong to a historically great organization</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>80.7</td>
</tr>
<tr>
<td>47. Members serve as officers at local, regional/area, state and national levels</td>
<td>Activities/Events</td>
<td>31</td>
<td>80.6</td>
</tr>
<tr>
<td>48. Chapter members attend their state FFA convention</td>
<td>Activities/Events</td>
<td>31</td>
<td>77.4</td>
</tr>
<tr>
<td>49. Chapter activities include areas of social activities</td>
<td>Activities/Events</td>
<td>31</td>
<td>77.4</td>
</tr>
<tr>
<td>50. Students learn how to apply for various awards</td>
<td>Instruction</td>
<td>31</td>
<td>71.0</td>
</tr>
<tr>
<td>51. Every FFA member being active in committee work</td>
<td>Students/Members</td>
<td>31</td>
<td>70.9</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (marked 4 or 5)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>52. Chapter activities include areas of agricultural issues and events</td>
<td>Activities/Events</td>
<td>31</td>
<td>67.8</td>
</tr>
<tr>
<td>53. All students enrolled in the Agricultural Education program</td>
<td>Students/Members</td>
<td>31</td>
<td>67.8</td>
</tr>
<tr>
<td>are members of the FFA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. All FFA members have a progressive growth plan</td>
<td>Instruction</td>
<td>31</td>
<td>64.5</td>
</tr>
<tr>
<td>55. Every FFA member attending meetings</td>
<td>Students/Members</td>
<td>31</td>
<td>64.5</td>
</tr>
<tr>
<td>56. At least one FFA member attends National Convention</td>
<td>Activities/Events</td>
<td>31</td>
<td>61.3</td>
</tr>
<tr>
<td>57. The FFA chapter provides competition at the classroom level</td>
<td>Practice/Requirements</td>
<td>31</td>
<td>61.3</td>
</tr>
<tr>
<td>58. All members successfully apply for their Chapter FFA Degree</td>
<td>Students/Members</td>
<td>31</td>
<td>58.6</td>
</tr>
<tr>
<td>59. FFA members involved with support groups such as FFA Alumni and Booster/ parent clubs</td>
<td>Activities/Events</td>
<td>30</td>
<td>58.1</td>
</tr>
<tr>
<td>60. Grade in Ag Education course is reflective of participation in FFA</td>
<td>Instruction</td>
<td>31</td>
<td>58.1</td>
</tr>
<tr>
<td>61. The latest promotional literature, instructional materials, and personnel are involved</td>
<td>Instruction</td>
<td>31</td>
<td>58.1</td>
</tr>
</tbody>
</table>
Table 4.7 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (marked 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. Leadership development skills, as defined by the 16 LifeKnowledge</td>
<td>Activities/Events</td>
<td>29</td>
<td>54.8</td>
</tr>
<tr>
<td>precepts, are developed for every student, every class, every day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. The chapter conducts a high number of extra curricular activities</td>
<td>Activities/Events</td>
<td>31</td>
<td>42.0</td>
</tr>
<tr>
<td>64. Large number of members run for chapter offices</td>
<td>Activities/Events</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>65. High number of CDEs are entered and the FFA member’s placing in those</td>
<td>Activities/Events</td>
<td>31</td>
<td>35.5</td>
</tr>
<tr>
<td>CDEs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. 100% Agreement (marked 4 or 5) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject*

As illustrated in Table 4.8, 6 of the 36 FFA statements in Round Three reached consensus. Of those, 5 (83%) items came from the Instruction area and 1 (17%) item came from the Activities/Events area. The remaining 30 FFA statements all had an agreement percentage of 75% or better, meaning 75% or more of the participants marked a “4” (Agree) or “5” (Strongly Agree). Therefore, none of the FFA statements were rejected in Round Three. The participants who disagreed on the remaining 30 FFA statements received the statements on their Round Four questionnaires.
Table 4.8

*Agreement Levels for FFA Statements in Round Three*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The FFA chapter plans and conducts award and recognition programs</td>
<td>Activities/Events</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Instruction in personal and leadership development is provided for all FFA members</td>
<td>Instruction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>3. FFA serves as a connecting activity for SAE and Instruction</td>
<td>Instruction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>4. The local FFA chapter is in good standing with the state and national associations</td>
<td>Instruction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>5. The chapter has an accurate constitution and/or bylaws that is reviewed regularly</td>
<td>Instruction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>6. The local FFA chapter is student led</td>
<td>Instruction</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>7. Chapter advisor provides assistance to members in completing chapter and individual applications and reports, but does not complete the applications and reports for them</td>
<td>Advisor</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>8. FFA members are satisfied with the FFA chapter</td>
<td>Support</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>9. The Program of activities includes activities in the following areas: member development, chapter development and community development activities/events</td>
<td>POA</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>10. Regularly scheduled FFA chapter business meetings are held</td>
<td>Activities/Events</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>11. The Chapter provides community service opportunities for members</td>
<td>Activities/Events</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>12. FFA activities/events relate to the courses and topics included in the instruction</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>13. Chapter has student recruitment program</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>14. Chapter uses a committee structure to plan and conduct its activities</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>15. Member dues are collected and submitted to the state association by the published deadline</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>16. Chapter maintains an active public relations/public awareness program</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----</td>
<td>----------------------------</td>
</tr>
<tr>
<td>17. The chapter is involved in the school</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>18. Chapter keeps high standards for its members no matter what the situation</td>
<td>Instruction</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>19. The FFA chapter has the financial resources to support the POA</td>
<td>Budget</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>20. Chapter budget is communicated to members and administration as appropriate</td>
<td>Budget</td>
<td>29</td>
<td>96.6</td>
</tr>
<tr>
<td>21. Extended Contract for FFA advisor</td>
<td>Advisor</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>22. FFA members are involved in the planning and implementation of a challenging Program of Activities (POA)/ Program of Work (POW)</td>
<td>POA</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>23. FFA members participate in FFA activities above the chapter level</td>
<td>Activities/Events</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>24. Chapter members attend their state FFA convention</td>
<td>Activities/Events</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>25. Members serve as officers at local, regional/area, state and national levels</td>
<td>Activities/Events</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>26. Teacher provides instruction about FFA in the classroom</td>
<td>Instruction</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>n</td>
<td>% of Agreement (Marked Yes)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----</td>
<td>----------------------------</td>
</tr>
<tr>
<td>27. The FFA chapter assists students to see and build relations with school, community, adults, and other students</td>
<td>Instruction</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>28. The chapter has a diverse representation of membership</td>
<td>Diversity</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>29. Pride of membership is evident</td>
<td>Students/Members</td>
<td>30</td>
<td>93.3</td>
</tr>
<tr>
<td>30. The POA is distributed &quot;widely&quot; (to each member, administration, etc.)</td>
<td>POA</td>
<td>30</td>
<td>90.0</td>
</tr>
<tr>
<td>31. All students participate in activities/events of the student organization</td>
<td>Activities/Events</td>
<td>30</td>
<td>90.0</td>
</tr>
<tr>
<td>32. Chapter officers are elected annually</td>
<td>Instruction</td>
<td>30</td>
<td>90.0</td>
</tr>
<tr>
<td>33. Mentoring exists from older to younger members</td>
<td>Instruction</td>
<td>30</td>
<td>90.0</td>
</tr>
<tr>
<td>34. Chapter builds tradition so students feel they belong to a historically great organization</td>
<td>Instruction</td>
<td>30</td>
<td>86.7</td>
</tr>
<tr>
<td>35. Chapter activities include areas of social activities</td>
<td>Activities/Events</td>
<td>30</td>
<td>83.3</td>
</tr>
</tbody>
</table>
Table 4.8 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>% of Agreement (Marked Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. All FFA members participate in one or more of the following: proficiency awards program, career development events, FFA degree program, financial activities (fund-raising, etc.), community development, activities that promote safety/health, etc.</td>
<td>Activities/Events</td>
<td>29</td>
<td>82.8</td>
</tr>
</tbody>
</table>

Note. 100% Agreement (marked Yes) = Consensus, >75% Agreement = Undecided, <75% Agreement = Reject

Round Four sought to determine if semantics contributed to disagreement on Round Three statements. Only participants who disagreed with the inclusion of an item from Round Three participated in Round Four. Participants were asked if changing the wording of the item would change their agreement on inclusion as a quality indicator. If they agreed that they would include the indicator if a change were made, they were then prompted to explain how the indicator would need to be changed. Participants indicated two items that would be included if those items were re-worded. The POA item, “the Program of Activities includes activities in the following areas: member development, chapter development and community development activities/events” would be included if the wording was changed to read, “among other activities, the POA includes activities in the following areas: member development, chapter development and community development activities/events” The Activities/Events item, “regularly scheduled FFA chapter business meetings are held” was accepted as written by the participant. Table 4.9 summarizes the findings on agreement of inclusion as an indicator if changed.
Table 4.9

Agreement Levels for FFA Statements in Round Four

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>Disagree</th>
<th>Agree if re-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extended Contract for FFA advisor</td>
<td>Advisor</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Chapter advisor provides assistance to members in completing chapter and individual applications and reports, but does not complete the applications and reports for them</td>
<td>Advisor</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. FFA members are satisfied with the FFA chapter</td>
<td>Support</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. FFA members are involved in the planning and implementation of a challenging Program of Activities (POA)/Program of Work (POW)</td>
<td>POA</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5. The Program of activities includes activities in the following areas: member development, chapter development and community development activities/events</td>
<td>POA</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>Disagree</td>
<td>Agree if re-word</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>6.  The POA is distributed &quot;widely&quot; (to each member, administration, etc.)</td>
<td>POA</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7.  Regularly scheduled FFA chapter business meetings are held</td>
<td>Activities/Events</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8.  All students participate in activities/events of the student organization</td>
<td>Activities/Events</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9.  FFA members participate in FFA activities above the chapter level</td>
<td>Activities/Events</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10. Chapter members attend their state FFA convention</td>
<td>Activities/Events</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11. The Chapter provides community service opportunities for members</td>
<td>Activities/Events</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12. Chapter activities include areas of social activities</td>
<td>Activities/Events</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Statement</td>
<td>Topic Area</td>
<td>$n$</td>
<td>Disagree</td>
<td>Agree if re-word</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>13. All FFA members participate in one or more of the following:</td>
<td>Activities/Events</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>proficiency awards program, career development events, FFA degree program, financial activities (fund-raising, etc.), community development, activities that promote safety/health, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Members serve as officers at local, regional/area, state and national levels</td>
<td>Activities/Events</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15. The FFA chapter has the financial resources to support the POA</td>
<td>Budget</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Chapter budget is communicated to members and administration as appropriate</td>
<td>Budget</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. FFA activities/events relate to the courses and topics included in the instruction</td>
<td>Instruction</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.9 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>$n$</th>
<th>Disagree</th>
<th>Agree if re-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Teacher provides instruction about FFA in the classroom</td>
<td>Instruction</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>19. The FFA chapter assists students to see and build relations with school, community, adults, and other students</td>
<td>Instruction</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20. Chapter has student recruitment program</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21. Chapter officers are elected annually</td>
<td>Practice/Requirements</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22. Chapter uses a committee structure to plan and conduct its activities</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>23. Member dues are collected and submitted to the state association by the published deadline</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24. Chapter maintains an active public relations/public awareness program</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>25. Mentoring exists from older to younger members</td>
<td>Practice/Requirements</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>26. The chapter is involved in the school</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.9 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Topic Area</th>
<th>n</th>
<th>Disagree</th>
<th>Agree if re-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Chapter keeps high standards for its members no matter what the situation</td>
<td>Practice/Requirements</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>28. Chapter builds tradition so students feel they belong to a historically great organization</td>
<td>Practice/Requirements</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>29. The chapter has a diverse representation of membership</td>
<td>Diversity</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30. Pride of membership is evident</td>
<td>Students/Members</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Disagree refers to not agreeing with the statement. Agree refers to agreeing with the statement after changing the way the statement was written.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to determine quality indicators for instruction, SAE, and FFA according to experts (agricultural education teacher educators, state instructional staff, and high school teachers) across the United States. To fulfill this purpose, the following objectives were developed:

1. Determine what constitutes quality instruction according to experts in the profession.
2. Determine what constitutes quality SAE according to experts in the profession.
3. Determine what constitutes quality FFA according to experts in the profession.

Conclusions, Implications, and Recommendations

Objective 1

It can be concluded that there are 37 indicators of quality instruction, as defined by the experts in this study. The experts identified the characteristics of the agriculture teacher as an indicator of a quality instruction in an Agricultural Education program. This conclusion is consistent with Murry (1980) who stated that teacher characteristics affect program quality in secondary agricultural schools. It is also supported by research conducted by the National Research Council (1988) which stated, “…quality teachers are the critical ingredient for quality programs…” (p. 34) Furthermore, this conclusion is supported by Phipps and Osborne’s (1988) list of necessary characteristics which states that those individuals who are interested in teaching agriculture must be committed to both teaching and to students. In addition, LPS supports this conclusion by recommending that instructors spend time planning for instruction. This conclusion is consistent with research conducted by Roberts et al. (2006) who stated that planning/organizational skills, good people skills, and classroom management skills were
traits of successful agricultural science teachers. These findings imply that the experts are in line with literature and it is recommended that these quality indicators be embraced by the profession.

In addition, the experts identified the following agriculture teacher characteristics as quality indicators: certified agriculture instructor and involved in professional development. There is no literature to support or reject these teacher characteristics which implies there is a lack of literature related to these areas. Therefore, it is recommended that these areas should be further researched.

The experts also identified statements related to a program’s curriculum as a quality indicator of instruction. This conclusion is consistent with the National Research Council (1988) which recommended that adequate attention be given to the development of new curriculums. These indicators are also supported by Cano (1990) who suggested that curriculum should be developed to challenge students at all levels of cognition. Furthermore, this conclusion is supported by LPS which recommends that the instructional program be based on student interests, planned, relevant, and kept up-to-date. These findings imply that the experts are in line with the literature and it is recommended that these quality indicators be embraced by the profession.

In addition, the experts identified the instruction being supported by appropriate financial, personnel, and community resources as quality indicators. There is no literature to support or reject these quality indicators which implies that there is a lack of literature related to these areas. Therefore, it is recommended that these areas be further researched.

The experts identified a program’s method of instruction as a quality indicator of instruction. This is consistent with the LPS recommendation that all students are engaged and technology/community resources are being utilized. These findings imply that the experts are in line with the literature and it is recommended that these quality indicators be embraced by the profession.

The experts also identified the use of a variety of instructional teaching strategies/materials, mix of classroom and laboratory instruction, hands-on learning, school administrator satisfaction, appropriate enrollment size in classes, and student centered instruction as indicators of quality instruction. There is no literature to support
or reject these quality indicators which implies there is a lack of literature related to these areas. Therefore, it is recommended that these areas be further researched.

It can also be concluded that the expert panel does not see eye-to-eye on every statement proposed as a quality indicator of Instruction. The proposed quality indicator “a teacher who is personable” is supported by Roberts et al. (2006) who concluded that people skills were a trait of successful agricultural science teachers. However, the expert panel did not reach consensus on this statement and therefore, it was not included as a quality indicator of Instruction.

Objective 2

It can be concluded that there are six quality indicators of SAE, as defined by the experts in this study. The experts identified the need for a diversity/variety of SAE types to be promoted and that agriculture teachers need to have supervision time for SAE. These conclusion are consistent with the research conducted by Steele (1997) which identified providing appropriate SAE opportunities for all students as the most important SAE practice followed by summer employment for agriculture teachers. The conclusion that the agriculture teacher has supervision time for SAE is also consistent with Camp, Clarke, and Fallon (2000) who found that an effective SAE had supervision by an adult. These findings imply that the experts are in line with the literature and it is recommended that these quality indicators be embraced by the profession.

In addition, the expert panel identified the student having up-to-date records as an indicator of quality. This conclusion is consistent with the finding form Camp, Clarke, and Fallon (2000) who found that an effective SAE was implemented with complete records maintained entirely by the student. This finding implies that the experts are in line with the literature and it is recommended that this quality indicator be embraced by the profession.

The expert panel also identified SAEs being assisted by instructor, parents, and employers as an indicator of quality. This conclusion is consistence with Phipps and Osborne (1988) who stated that supervision of SAEs can either make of break a SAE program. Furthermore, this conclusion is consistence with The National Research Council (1988) who stated that the local agribusiness community should be utilized as a
SAE resource. This finding implies that the experts are in line with the literate and it is recommended that this quality indicator be embraced by the profession.

The experts also identified SAEs involving goal setting and the student being satisfied with the SAE as indicators of quality SAE. There is no literature to support or reject these quality indicators which implies there is a lack of literature related to these areas. Therefore, it is recommended that these areas be further researched.

It can also be concluded that the panel does not see eye-to-eye on every statement proposed as a quality indicator of SAE. The proposed quality indicators students independently manage their SAE programs, SAE is leading to some type of recognition, and students apply for related awards are supported by the LPS’s steps to success for SAE. However, the expert panel did not reach consensus on these statements and therefore, they were not included as quality indicators of SAE.

**Objective 3**

It can be concluded that there are 19 indicators of quality FFA, as defined by the experts in this study. The expert panel identified that the FFA serves as a connecting activity for SAE and instruction, the chapter has an accurate constitution and/or bylaws, well-planned chapter business meetings are held, the chapter maintains accurate financial records, the chapter has a capable and trained officer team, chapter receives support from administrators, teachers, and advisory committee, parents, etc., hosts activities that are designed to meet the needs of a diverse membership, and the chapter maintains accurate minutes of all meetings as quality indicators of FFA. These conclusions are consistent with the recommended 11 essentials of a successful FFA chapter provided in the *Official FFA Manual*. These findings imply that the expert panel is in line with the literature and it is recommended that these quality indicators be embraced by the profession.

In addition, the expert panel identified the characteristics of the advisor as an indicator of quality for FFA. This conclusion is supported by the recommendation made by Phipps and Osborne (1988) that the chapter advisor plays a large role in developing a successful FFA chapter. The expert panel also identified the opportunity for FFA members to develop communication skills and to be involved in activities which promote
leadership development as quality indicators. This conclusion is consistent with the research conducted by Staller (2001) who concluded that FFA, when compared to instruction and SAE, was best suited to teach life skills. Furthermore, this conclusion is consistent with the Lockaby and Vaughn (1999) finding that of the three components of Agricultural Education, FFA is the best for teaching values and attitudes to students. These findings imply that the expert panel is in line with the literature and it is recommended that these quality indicators be embraced by the profession.

The experts also identified all Agricultural Education students who wish to participate in FFA are accepted as members even if there is an inability to pay dues, officers and advisors meet periodically to plan the work of the organization, the chapter is student led, the chapter is in good standing with state and national associations, instruction in personal and leadership development is provided for all FFA members, and chapter plans and conducts award and recognition programs as indicators of quality FFA. There is no literature to support or reject these quality indicators which implies there is a lack of literature related to these areas. Therefore, it is recommended that these areas be further researched.

It can also be concluded that the expert panel does not see eye-to-eye on every statement proposed as a quality indicator of FFA. The proposed quality indicators regularly scheduled FFA chapter business meetings are held, all students enrolled in the Agricultural Education program are members of the FFA, the chapter is involved in the school, FFA members are involved in the planning and implementation of a challenging Program of Activities (POA)/Program of Work (POW), and the chapter has a diverse representation of membership are supported by the Official FFA Manual’s 11 essentials of a successful chapter. However, the expert panel did not reach consensus on these statements and therefore, they were not included as quality indicators of FFA.

Furthermore, the proposed quality indicators FFA activities/events relate to the course and topics included in the instruction and teacher provides instruction about FFA in the classroom are supported by the LPS steps for successful FFA. However, the expert panel did not reach consensus on any of these statements and therefore, they were not included as quality indicators of FFA.
Recommendations for Further Research

It is recommended that the 10 X 15 Management Team compare their National Program Standards for Agricultural Education with the quality indicators produced from this study. Are the members of the 10 X 15 Management Team and the experts in the profession on the same page? If they are, then we, as a profession we are ready to move forward with the implementation of the National Program Standards. If they disagree, then we need to re-evaluate the National Program Standards.

It is also recommended to obtain a fresh prospective. What do individuals outside of Agricultural Education perceive as quality indicators? What do industry leaders perceive as quality indicators? Is the profession blinded with old Agricultural Education doctrine and failing to identify the needs of today’s agricultural education program?

Furthermore, it is recommended that the profession’s secondary agriculture teachers be asked if they agree with the quality indicators and whether or not their programs are meeting the quality indicators. If the profession’s teachers do not agree and if their programs are not meeting the quality indicators, then as a profession we need to re-evaluate the current teacher education curriculums. Furthermore, is the profession losing teachers due to a number of indicators? This study suggests that quality instruction consists of 37 quality indicators. It is recommended that the numbers of quality indicators be reduced to a manageable number for practice. By knowing this information, the profession can make the necessary adjustments to improve the quality of Agricultural Education Programs.
APPENDICIES

Appendix A

LPS Steps to Success: Instruction

1. Spend time on planning at all levels, including the lesson, the activity and the program levels.
2. Create an instructional program based on student interests and agricultural career opportunities.
4. Engage all students across all ability levels.
5. Care about students and be an advocate for their needs.
6. Accept and recruit students with diverse ideas, abilities, backgrounds, and cultures.
7. Become part of your community on a personal level. Show a vested interest in the community.
8. Stay up-to-date on technology. Consider the equipment you use in the classroom as well as the agricultural technology you teach about as class content.
9. Be a student of teaching. Keep learning how to teach, not just what to teach. (p.1-1)
1. Plan comprehensive SAEs.
2. Link SAEs to the curriculum and a career.
3. Let students manage their SAEs.
4. Document the SAE by using recordkeeping and analysis.
5. Take an active role as supervisor of SAEs.
6. Reorganize students for their SAEs. (p. 2-1)
Appendix C

LPS Steps to Success: FFA

1. Link FFA activities to high-quality agricultural education curriculum.
2. Recruit and retain a diverse membership.
3. Inform every student about the diverse opportunities in FFA.
4. Elect capable officers and train them well.
5. Ensure that all members share responsibilities and have access to leadership and other opportunities.
6. Formulate a workable constitution and bylaws.
7. Develop a challenging program of activities.
8. Secure adequate financing.
9. Build school and community support.
10. Conduct fun, well-planned, regularly-scheduled chapter meetings.
11. Maintain proper equipment and records. (p. 3-1)
Appendix D

LPS Steps to Success: Partnerships

1. Identify potential partners.
2. Identify benefits of involvement for partners.
3. Present benefits to potential partners.
4. Establish a plan for involving core partners.
5. Reward partners by recognizing their contributions and support. (p. 4-1)
Appendix E

LPS Steps to Success: Marketing

1. Identify key customers:
   - General Community
   - Administration/School
   - Students
   - Parents

2. And establish a plan to:
   - Ask
   - Involve
   - Recognize
   - Report
   (p. 5-1)
Appendix F

LPS Steps to Success: Professional Growth

1. Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.
2. Commit to lifetime learning.
3. Revitalize the profession and you program. Recruit students you think would be good teachers. (p. 6-1)
### Appendix G

Standards for Quality Vocational Programs in Agricultural/Agribusiness Education, (1977)
Agricultural Education Department
Iowa State University
Ames, Iowa

<table>
<thead>
<tr>
<th>Number of Standards</th>
<th>Type of Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>Standards common to all programs</td>
</tr>
<tr>
<td>9</td>
<td>Production Agriculture- Secondary</td>
</tr>
<tr>
<td>6</td>
<td>Production Agriculture- Postsecondary</td>
</tr>
<tr>
<td>16</td>
<td>Agricultural Supplies and Services- Secondary</td>
</tr>
<tr>
<td>15</td>
<td>Agricultural Supplies and Services- Postsecondary</td>
</tr>
<tr>
<td>16</td>
<td>Agricultural Mechanics- Secondary</td>
</tr>
<tr>
<td>22</td>
<td>Agricultural Mechanics- Postsecondary</td>
</tr>
<tr>
<td>15</td>
<td>Agricultural Products-Secondary</td>
</tr>
<tr>
<td>13</td>
<td>Agricultural Products- Postsecondary</td>
</tr>
<tr>
<td>10</td>
<td>Ornamental Horticulture- Secondary</td>
</tr>
<tr>
<td>11</td>
<td>Ornamental Horticulture- Postsecondary</td>
</tr>
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<td>5</td>
<td>Agricultural Resources- Secondary</td>
</tr>
<tr>
<td>5</td>
<td>Agricultural Resources- Postsecondary</td>
</tr>
<tr>
<td>3</td>
<td>Forestry- Secondary</td>
</tr>
<tr>
<td>6</td>
<td>Forestry- Postsecondary</td>
</tr>
<tr>
<td>38</td>
<td>Administration and Supervision</td>
</tr>
<tr>
<td>97</td>
<td>Teacher education</td>
</tr>
<tr>
<td>22</td>
<td>Adult Education in Agriculture/Agribusiness</td>
</tr>
</tbody>
</table>
Appendix H

Effective Teacher Characteristics
Rosenshine and Furst (1971)

1. Clarity…
2. Variability…
3. Enthusiasm…
4. Task-oriented and/or businesslike behaviors…
5. Student opportunity to learn the criterion material…
6. Use of student ideas and general indirectness…
7. Criticism…
8. Use of structuring components…
9. Types of questions…
10. Probing…
11. Level of difficulty of instruction… (p 44-54 )
Appendix I

Principles of Teaching and Learning
Newcomb, McCracken, Warmbrod, and Whittington (2004)

1. When the subject matter to be learned possesses meaning, organization, and structure that is clear to students, learning proceeds more rapidly and is retained longer.…

2. Readiness is a prerequisite for learning. Subject matter and learning experiences must be provided that begin where the learner is.…

3. Students must be motivated to learn. Learning activities should be provided that reflect the wants, needs, interests, and aspirations of students.…

4. Students are motivated through their involvement in setting goals and planning learning activities.…

5. Success is a strong motivating force.…

6. Students are motivated when they attempt tasks that fall in a range of challenge such that success is perceived to be possible but not certain.…

7. When students have knowledge of their learning progress, performance will be superior to what it would have been without such knowledge.…

8. Behaviors that are reinforced (rewarded) are more likely to be learned.…

9. To be most effective, reward (reinforcement) must follow as immediately as possible the desired behavior and be clearly connected with that behavior by the student.…

10. Directed learning is more effective that undirected learning.…

11. To maximize learning, students should *inquire into* rather than *be instructed in* the subject matter. Problem-oriented approaches to teaching improve learning.…

12. Students learn what they practice.…

13. Supervised practice that is most effective occurs in a functional educational experience.…(p. 46-48)
Appendix J

Necessary Characteristics
Phipps and Osborne (1988)

_Agriculture_- Persons who plan to teach agriculture should have a background of experience in their teaching specialty in agriculture.…

_Character and Personality_- Unquestionable character is essential for every successful teacher.…

_Appreciation of the Breadth and Diversity of the Agricultural Industry_- Teachers of agriculture can do much to inform the public of the significance of the agricultural industry to the nation.…

_Leadership_- One of the most important qualifications of teachers of agriculture is leadership.…

_Commitment to Teaching_- To be successful, teachers must believe in their work.…

_Commitment to Students_- Above all, teachers must remember that their primary role in the public school is to nurture and contribute to the educational, social, and personal development of people.…

_Creativity and Enthusiasm_- “Bright ideas” often result from problem-solving activities, and problem-solving efforts are usually undertaken by energetic and enthusiastic people.…

_Confidence_- Some teachers are well trained and know their subject matter, but because of their lack of confidence they are unable to do good jobs.…

_Neatness_- Teachers of agriculture must dress properly for all occasions.…

_Courtesy and Manners_- Teachers are professionals, and professionals are expected to be courteous.…

_Correct Attitude_- Teachers must have the proper attitude not only toward their work but also toward others in the school system.…

_Willingness to Cooperate_- Teachers must be willing to cooperate with the school officials at all times.…

_Professional Ethics_- …
Willingness to Work- Teachers of agriculture, to be successful, must be willing to work.…

Intelligence- Teachers of agriculture do not have to be geniuses, but they need plenty of good, practical judgment and common sense.…

Emotional Maturity- Teachers of agriculture must be secure individuals.…

Health- Teachers of agriculture must have stamina, which requires good health.…

General Education- Teachers of agriculture are educational leaders. Therefore, they need to be educated persons, speaking in the broadest sense.…

Broad Interest- To be successful in teaching, instructors must start with the present interest of their students and develop the students’ interests from there. (p. 133-137)
### Appendix K

Characteristics and Level of Agreement  
Roberts and Dyer (2004)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percent Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cares for students</td>
<td>100.00</td>
</tr>
<tr>
<td>Effectively plans for instruction</td>
<td>100.00</td>
</tr>
<tr>
<td>Is honest, moral, and ethical</td>
<td>100.00</td>
</tr>
<tr>
<td>Has a sound knowledge of FFA, actively advises the FFA chapter, and effectively prepares students for CDEs and other FFA activities</td>
<td>100.00</td>
</tr>
<tr>
<td>Communicates well with others</td>
<td>100.00</td>
</tr>
<tr>
<td>Effectively manages, maintains an improves laboratories</td>
<td>100.00</td>
</tr>
<tr>
<td>Effectively recognizes achievements</td>
<td>100.00</td>
</tr>
<tr>
<td>Effectively motivates students</td>
<td>96.67</td>
</tr>
<tr>
<td>Has a love of agriculture (passionate for subject matter)</td>
<td>96.67</td>
</tr>
<tr>
<td>Effectively manages student behavior; maintains discipline in class</td>
<td>96.67</td>
</tr>
<tr>
<td>Works well with other teachers and administrators in his/her school</td>
<td>96.67</td>
</tr>
<tr>
<td>Works well with parents</td>
<td>96.67</td>
</tr>
<tr>
<td>Effectively manages, operates and evaluates the Ag program on a continuous basis</td>
<td>96.67</td>
</tr>
<tr>
<td>Is motivated</td>
<td>93.55</td>
</tr>
<tr>
<td>Is resourceful</td>
<td>93.55</td>
</tr>
<tr>
<td>Has a sound SAE knowledge, actively supervises and encourages SAE projects</td>
<td>93.55</td>
</tr>
<tr>
<td>Puts in extra hours; is dedicated to doing a good job</td>
<td>93.55</td>
</tr>
<tr>
<td>Displays a positive/professional image</td>
<td>93.55</td>
</tr>
<tr>
<td>Encourages, counsels, and advises students</td>
<td>90.32</td>
</tr>
<tr>
<td>Effectively determines student needs</td>
<td>90.32</td>
</tr>
<tr>
<td>Enjoys teaching and exhibits a positive attitude towards the teaching profession</td>
<td>90.32</td>
</tr>
</tbody>
</table>
Uses a variety of teaching techniques
Incorporates science and other areas of the school curriculum into the agriculture program
Has excellent knowledge of the subject matter
Improves professionally by seeking opportunities for continued learning
Establishes and maintains good community relations
Effectively manages finances, grants, and special projects
Is innovative; uses technology in the classroom; adapts well to change
Is capable of solving problems and handling many different tasks at the same time
Is enthusiastic
Maintains an effective public relations program
Is self-confident
Is knowledgeable of teaching and learning theory
Take actions to prevent burnout and to re-energize himself/herself
Effectively recruits new students
Is well organized; has excellent time management skills
Has an understanding and supportive spouse/family
Works well with alumni and advisory groups
Is open-minded
Is creative
Is involved in professional organizations and demonstrates leadership in the profession

(p. 89-91)
## Appendix L

Categorized Characteristics of an Effective Agriculture Teacher
Roberts and Dyer (2004)

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Effectively plans for instruction</td>
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<tr>
<td></td>
<td>Effectively evaluates student achievement</td>
</tr>
<tr>
<td></td>
<td>Communicates well with others</td>
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<td>Effectively motivates students</td>
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<td></td>
<td>Has a love for agriculture (passionate for subject matter)</td>
</tr>
<tr>
<td></td>
<td>Effectively manages student behavior; maintains disciplines in class</td>
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<td></td>
<td>Effectively determines student needs</td>
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<td>Uses a variety of teaching techniques</td>
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<tr>
<td></td>
<td>Incorporates science and other areas of the school curriculum into the school curriculum</td>
</tr>
<tr>
<td></td>
<td>Has excellent knowledge of the subject matter</td>
</tr>
<tr>
<td></td>
<td>Is innovative; uses technology in the classroom; adapts well to change</td>
</tr>
<tr>
<td></td>
<td>Is capable of solving problems and handling many different tasks at the same time</td>
</tr>
<tr>
<td></td>
<td>Is knowledgeable of teaching and learning theory</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
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<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>FFA</td>
<td>Has a sound knowledge of FFA, actively advises the FFA chapter, and effectively prepares students for CDEs and other FFA activities.</td>
</tr>
<tr>
<td>SAE</td>
<td>Has a sound SAE knowledge, actively supervises, and encourages SAE projects.</td>
</tr>
<tr>
<td>Community Relations</td>
<td>Works well with parents. Establishes and maintains good community relations. Works well with alumni and advisory groups.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Works well with other teachers and administrators in his/her school. Maintains an effective public relations program. Effectively recruits new students.</td>
</tr>
<tr>
<td>Professionalism/Professional Growth</td>
<td>Puts in extra hours; is dedicated to doing a good job. Displays a positive/professional image. Enjoys teaching and exhibits a positive attitude towards the teaching profession. Improves professionally by seeking opportunities for continued learning. Takes action to prevent burnout and to re-</td>
</tr>
</tbody>
</table>

93
energize himself/herself

Program Planning/Management
Effectively manages, maintains, and improves laboratories
Effectively manages, operates and evaluates the agriculture program on a continuous basis
Effectively manages finances, grants, and special projects

Personal Qualities
Cares for students
Is motivated
Is enthusiastic
Is self-confident
Has an understanding and supportive spouse/family
Is honest, moral, and ethical
Is open-minded
Is well organized; has excellent time management skills
Is resourceful

(p. 91-93)
Appendix M

Competencies and Traits of Successful Agricultural Science Teachers
Roberts, Harlin, Dooley, Murphrey (2006)

Program Planning and Management

Visioning/strategic planning

Instructional Knowledge

Content specialization
Broad knowledge of agriculture

Instructional Skills

Instructional/teaching skills
Classroom management
Ability to motivate and persuade others
Facilitation skills

Instructional Attributes

Recognize individual differences
Multi-tasking skills
Decisiveness/decision-making skills
Conflict resolution
Mentoring skills

Student Organization

Working with teams

Supervised Experience

Record book skills
Experience showing/working with animals

School and Community Relations

Community involvement
Educating and communicating with others
Professionalism

- Lifelong learning
- Commitment/willingness to work for after hours

Personal Traits

- Responsibility
- Internal motivation
- Creativity
- Enthusiasm
- Time Management
- Patience
- Caring/ understanding
- Planning/organizing skills
- Resourceful
- Open-mindedness
- People skills

(p. 5-9)
Integral Relationship- FFA and SAE are integral components of the total agriculture program, which provided opportunities for all agriculture students to become active members and participate in the local FFA chapter. Chapters should strive for 100 percent FFA membership while supporting members’ efforts to develop and implement their own entrepreneurial, placement, exploratory or research SAEs.

FFA knowledge- Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the FFA Student Handbook, at ffa.org or in other FFA publications.

Diversity of Membership- Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross section of students is an opportunity and a responsibility which includes student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community, broader spectrum of community support and a more creative program plan through diverse input.

All Members Share Responsibilities- When all members are active, the entire chapter benefits. Providing leadership should be everyone’s role, not just that of the officers. The Program of Activities (POA) ensures that each member has specific duties in the chapter.

Capable Officers- Students nominated and elected to the officer positions must have the talent and dedication necessary to lead the chapter. Chapters should hold open elections and officers should serve as role models.
Challenging Program of Activities (POA) – A chapter should plan goals and activities that will utilize members’ talents and meet the needs of the community. Every member is to be included in the POA.

Workable Constitution and Bylaws- These should provide flexibility to allow progress, yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

Proper Equipment and Records- The chapter should acquire the equipment necessary for officers, as well as secretary and treasurer books in which to keep complete financial, historical and membership records.

Well Planned Regularly Held Chapter Meetings- Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings are excellent learning and teaching tools.

Adequate Financing- Fundraising projects are essential in FFA. Yearly earnings will contribute to the creativity and growth of the chapter by funding important activities and projects.

School and Community Support- The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities operate depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food For America. An FFA alumni affiliate will provide organized community support and service.

(p. 15-16)
Appendix O

Telephone Script

Name: ________________________ □ Teach Ed. □ State Staff □ H.S. Teacher
Date: ________________________ □ Participate □ Not Part. □ Left Message

My name is Cord Jenkins and I am a graduate student in the Agricultural Education Program within the department of Community and Leadership Development at the University of Kentucky. My faculty advisor is Dr. Tracy Kitchel and for my thesis, I am conducting a national study utilizing the Delphi technique. The Delphi technique is used to gather responses from an expert panel and combine the responses into one useful statement.

The purpose of my thesis is to determine what constitutes a quality high school agriculture program. More specifically, I want to identify the quality indicators for instruction, Supervised Agricultural Experience (SAE), and Future Farmers of America (FFA) according to experts across the United States.

The expert panel for this study will consist of 36 members comprised of the following three groups: 12 teacher educators, 12 state instructional staff, and 12 secondary high school agriculture teachers. Based on your leadership roles as ____________, you have been identified as an expert in your field.

Data for this study will be collected in three or four rounds. Each round will consist of an electronic questionnaire and participants will have one week to complete each questionnaire. Round one will consist of the three open ended questions and will take approximately 20 minutes to complete. The questionnaires in rounds two, three, and four will take approximately 10 minutes to complete.

The first round is scheduled to start on April 18 and the final round will be completed in mid June.

Would you be willing to serve as an expert for this Delphi study?

I appreciate your willingness to serve as an expert. I would like to verify your contact information:

**Mailing Address:** ________________________ Changes: ________________________
______________________________
______________________________
______________________________

**Email Address:** ________________________ Changes: ________________________
Appendix P

Introduction Letter

April 16, 2007

[Name]
[Title]
[School/State Department]
[Address]
[City, State Zip]

[Prefix] [Name]:

My name is Cord Jenkins and I am a graduate student at the University of Kentucky in the Agricultural Education Program. My faculty advisor is Dr. Tracy Kitchel and for my thesis, I am conducting a national study utilizing the Delphi technique. I appreciate your willingness to serve as an expert in this national Delphi study. The purpose of my thesis is to determine what constitutes a quality high school agriculture program. More specifically, I want to identify the quality indicators for instruction, Supervised Agricultural Experience (SAE), and Future Farmers of America (FFA) according to experts across the United States.

The expert panel for this study will consist of 36 members comprised of the following three groups: 12 teacher educators, 12 state instructional staff, and 12 secondary high school agriculture teachers. Based on your leadership roles, you have been identified as an expert in your field.

Data for this study will be collected in four rounds. Each round will consist of an electronic questionnaire and participants will have one week to complete each questionnaire. Round one will consist of the three open-ended questions and will take approximately 20 minutes to complete. The questionnaires in rounds two, three, and four will take approximately 10 minutes to complete. The first round is scheduled to start on April 18 and the final round will be completed in mid-June.

In accordance with Institutional Review Board (IRB) requirements, you should know that your participation in this study is strictly voluntary, and that although someone from the University of Kentucky may see your questionnaire, your identity will remain confidential. None of your information will be reported individually; all data are to be summated. If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428.

If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via email at cord.jenkins@uky.edu. Again, I truly appreciate your willingness to serve as an expert for this national Delphi study.
Sincerely,

Cord Jenkins  Tracy Kitchel
Graduate Assistant  Assistant Professor
Appendix Q

Round 1 Prenotice Email

[Prefix][Last Name]:

Thank you for agreeing to participate in this national Delphi study. On Wednesday, April 25, 2007, I will send you an email containing a web link for the round 1 questionnaire. This questionnaire will take approximately 20 minutes to complete. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via e-mail at cord.jenkins@uky.edu.

Thank you,

Cord Jenkins
Graduate Assistant
Appendix R

Round 2 Prenotice Email

[Prefix][Last Name]:

Thank you for your responses to round 1. On Wednesday of this week, I will send you an email containing a web link for the round 2 questionnaire. This questionnaire will take approximately 15 minutes to complete. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via e-mail at cord.jenkins@uky.edu.

Sincerely,

Cord Jenkins
Graduate Assistant
Appendix S

Round 3 Prenotice Email

[Prefix][Last Name]:

Thank you for your responses to Round 2. On Wednesday of this week (Pending IRB approval), I will send you an email containing a web link for the Round 3 questionnaire. This questionnaire will take approximately 15 minutes to complete. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via e-mail at cord.jenkins@uky.edu.

Sincerely,

Cord Jenkins
Graduate Assistant
Appendix T

Round 4 Prenotice Email

[Prefix][Last Name]:

Thank you for your responses to Round 3. On Wednesday of this week, I will send you an email containing a web link for the Round 4 questionnaire. This is the final questionnaire and it should take approximately 5 minutes to complete. If you have any questions, please feel free to contact me via telephone at 573-578-0856 or via e-mail at cord.jenkins@uky.edu.

Sincerely,

Cord Jenkins
Graduate Assistant
Appendix U

Round 1 Questionnaire Email

[Prefix][Last Name]:

Below is the web link for the round 1 questionnaire. To access questionnaire, click on the hyperlink below. If the questionnaire does not open, open your web browser and copy the web link in the address bar. Please complete the questionnaire by Wednesday, May 2, 2007. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via email at cord.jenkins@uky.edu.

Round 1 Questionnaire link: http://ces.ca.uky.edu/cld/round1.htm

Sincerely,

Cord Jenkins
Graduate Assistant
Appendix V

Round 2 Questionnaire Email

[Prefix][Last Name]:

Below is the web link for the Round 2 questionnaire. To access the questionnaire, click on the hyperlink below. If the questionnaire does not open, access your web browser and copy the web link in the address bar. Please complete the questionnaire by **Wednesday, May 30, 2007.** Due to the variety of Round 1 responses from the expert panel, we grouped items to keep the length of the instrument reasonable. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via email at cord.jenkins@uky.edu. Thank you.

Round 2 Questionnaire link: [http://ces.ca.uky.edu/cld/round2.htm](http://ces.ca.uky.edu/cld/round2.htm)

Sincerely,

Cord Jenkins
Graduate Assistant - University of Kentucky
Appendix W

Round 3 Questionnaire Email

[Prefix][Last Name]:

Below is the web link for the Round 3 questionnaire. To access the questionnaire, click on the hyperlink below. If the questionnaire does not open, access your web browser and copy the web link in the address bar. Please complete the questionnaire by **Wednesday, June 20, 2007**. Items from Round 2 that received a score of 4 (Agree) or 5 (Strongly Agree) by 100% of the respondents have reached consensus and have been identified as quality indicators. Items from Round 2 that received less than 75% of the respondents scoring the item as a 4 or 5 have been removed from the study. Therefore, the items on the Round 3 questionnaire are those items that have not reached consensus, but more than 75% of respondents scored the items as a 4 or 5. If you have any questions, please feel free to contact me via telephone at 859-257-3153 or via email at cord.jenkins@uky.edu. Thank you.

Round 3 Questionnaire link: [http://ces.ca.uky.edu/cld/round3.htm](http://ces.ca.uky.edu/cld/round3.htm)

Sincerely,

Cord Jenkins
Graduate Assistant - University of Kentucky
Appendix X

Round 4 Questionnaire Email

[Prefix][Last Name]:

Below is the web link for the Round 4 questionnaire. To access the questionnaire, click on the hyperlink below. If the questionnaire does not open, access your web browser and copy the web link in the address bar. Please complete the questionnaire by **Wednesday, July 18, 2007**. If you have any questions, please feel free to contact me via telephone at 573-458-0150 or via email at cord.jenkins@uky.edu. Thank you.

Round 4 Questionnaire link: [http://ces.ca.uky.edu/cld/round4.htm](http://ces.ca.uky.edu/cld/round4.htm)

Sincerely,

Cord Jenkins
Graduate Assistant - University of Kentucky
Appendix Y

Round 1 Questionnaire

A Quality Agricultural Education Program:
A National Delphi Study
Round 1

INTRODUCTION
The purpose of this study is to determine quality indicators for instruction, Supervised Agricultural Experience (SAE), and the Future Farmers of America (FFA) according to experts (agricultural teacher educators, state instructional staff, and high school teachers) across the United States. This particular questionnaire is the first of four and should take approximately 15-20 minutes to complete.

INSTRUCTIONS:
Please answer the following open-ended questions in either paragraph or bullet format. When you have completed the questionnaire, click the “submit” button to submit your responses. All responses will be confidential. None of your data will be reported individually; all data are to be summated.

Thank you for your time and your ideas!

What are specific indicators of quality instruction in a school based Agricultural Education program?

What are specific indicators of quality SAE in a school based Agricultural Education program?

http://ces.ca.uky.edu/cld/round1.htm

What are specific indicators of quality FFA in a school based Agricultural Education program?

Thank you for your participation!
Please click the submit button when you are finished.

Submit Survey  Reset survey values

Any questions please contact:

Cord Jenkins, Graduate Research Assistant
Department of Community and Leadership Development
307 Garrigus Building
Lexington, Kentucky 40546-0215
Phone: 859-257-2153
E-mail: cord.jenkins@uky.edu

Appendix Z

Round 2 Questionnaire

A Quality Agricultural Education Program:
A National Delphi Study
Round 2

INTRODUCTION

The purpose of this study is to determine quality indicators for instruction, Supervised Agricultural Experience (SAE), and FFA according to experts (agricultural teacher educators, state instructional staff, and high school teachers) across the United States. This particular questionnaire is the first of four and should take approximately 10-15 minutes to complete.

INSTRUCTIONS

Please indicate, for each statement, your extent of agreement by selecting the coordinating button. When you have completed the questionnaire, click the 'submit' button to submit your responses. All responses will be confidential. None of your data will be reported individually; all data are to be summated.

Thank you for your time and your ideas!

EXAMPLE

To what extent do you agree that the following statement is an indicator of quality instruction? Strongly Disagree Disagree Uncertain Agree Strongly Agree

1. The instructor uses red ink to grade student’s work

This respondent strongly disagrees with the statement that an instructor who uses red ink to grade student’s work is an indicator of quality instruction.

Quality of instruction

To what extent do you agree that the following statement is an indicator of quality instruction?

Choose the response you agree with the most Strongly Disagree Disagree Uncertain Agree Strongly Agree

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The curriculum is up-to-date</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The curriculum is relevant to the local community</td>
<td></td>
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</tr>
<tr>
<td>3. The curriculum is planned in advance</td>
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</tr>
</tbody>
</table>

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6/6/2007
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<table>
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</thead>
<tbody>
<tr>
<td>4. The curriculum is industry (skill set) driven</td>
<td></td>
</tr>
<tr>
<td>5. The curriculum is contextual</td>
<td></td>
</tr>
<tr>
<td>6. The curriculum applies to complex situations</td>
<td></td>
</tr>
<tr>
<td>7. Lesson plans are based on appropriate instructional objectives</td>
<td></td>
</tr>
<tr>
<td>8. A rigorous curriculum is in use</td>
<td></td>
</tr>
<tr>
<td>9. Instruction supported by appropriate resources (financial, personnel, and community)</td>
<td></td>
</tr>
<tr>
<td>10. Curriculum integrates academic content with agricultural content</td>
<td></td>
</tr>
<tr>
<td>11. Curriculum meets the needs of students</td>
<td></td>
</tr>
<tr>
<td>12. A comprehensive plan that includes completion standards</td>
<td></td>
</tr>
<tr>
<td>13. The local program curriculum is in compliance with all local and state requirements</td>
<td></td>
</tr>
<tr>
<td>14. Instructional materials including textbooks, workbooks, visuals, etc. are up-to-date</td>
<td></td>
</tr>
<tr>
<td>15. The curriculum serves multiple purposes (career preparation, college preparation, etc.)</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
</tr>
<tr>
<td>16. Student composition in classes is representative of the school's student body (race, gender, special needs, etc.)</td>
<td></td>
</tr>
<tr>
<td>17. Enrollment in classes is appropriate (not too large or too small)</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>18. Instruction provides students with communication skills</td>
<td></td>
</tr>
<tr>
<td>19. Instruction provides students with the ability to function as a member of a team</td>
<td></td>
</tr>
<tr>
<td>20. Instruction that includes technical skills</td>
<td></td>
</tr>
<tr>
<td>21. Instruction in personal development</td>
<td></td>
</tr>
<tr>
<td>22. Instruction incorporates leadership development</td>
<td></td>
</tr>
<tr>
<td>23. Instruction helps to build multiple relationships (e.g. with school, community, and adults)</td>
<td></td>
</tr>
<tr>
<td>24. Instruction is competency based</td>
<td></td>
</tr>
<tr>
<td>25. Instruction includes career development, exploration, awareness and preparation</td>
<td></td>
</tr>
<tr>
<td>26. Program is in process of development of program of study for agriculture, food, and natural resources that spans 9-14th grade levels</td>
<td></td>
</tr>
<tr>
<td>27. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses</td>
<td></td>
</tr>
<tr>
<td>28. All Agricultural Education students have individual career plans</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>29. Holding students accountable and making them strive to meet a higher standard</td>
<td></td>
</tr>
<tr>
<td>30. Student work is recorded</td>
<td></td>
</tr>
<tr>
<td>31. Assessment is authentic</td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>Yes</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Assessment is based on the instructional objectives</td>
<td>☐</td>
</tr>
<tr>
<td>Students receive timely feedback on their performance</td>
<td>☐</td>
</tr>
<tr>
<td>Instructor</td>
<td>☐</td>
</tr>
<tr>
<td>A qualified certified Agricultural Instructor</td>
<td>☐</td>
</tr>
<tr>
<td>Teacher is a member of professional organizations</td>
<td>☐</td>
</tr>
<tr>
<td>Teacher pursues or has advanced degrees</td>
<td>☐</td>
</tr>
<tr>
<td>Teacher is involved in professional development</td>
<td>☐</td>
</tr>
<tr>
<td>Instructor has a healthy relationship with others</td>
<td>☐</td>
</tr>
<tr>
<td>Teacher(s) who have a passion for teaching and working with youth</td>
<td>☐</td>
</tr>
<tr>
<td>The teacher is organized and prepared</td>
<td>☐</td>
</tr>
<tr>
<td>A teacher that is personable</td>
<td>☐</td>
</tr>
<tr>
<td>A teacher that is dedicated</td>
<td>☐</td>
</tr>
<tr>
<td>Teacher recognition for quality teaching</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers have adequate time to plan instructional activities</td>
<td>☐</td>
</tr>
<tr>
<td>The instructor has an archive of lesson plans</td>
<td>☐</td>
</tr>
<tr>
<td>The instructor has a well-planned teaching calendar</td>
<td>☐</td>
</tr>
<tr>
<td>Support</td>
<td>☐</td>
</tr>
<tr>
<td>The program has community and parent/volunteer support</td>
<td>☐</td>
</tr>
<tr>
<td>There is an alumni association or other support group</td>
<td>☐</td>
</tr>
<tr>
<td>The program has a supportive faculty</td>
<td>☐</td>
</tr>
<tr>
<td>The program has a supportive administration</td>
<td>☐</td>
</tr>
<tr>
<td>An active industry advisory committee that meets at least twice per year to review curriculum, program priorities, and program management</td>
<td>☐</td>
</tr>
<tr>
<td>Practices</td>
<td>☐</td>
</tr>
<tr>
<td>Balance between other components (SAE and FF.A)</td>
<td>☐</td>
</tr>
<tr>
<td>Students enrolled in Agricultural Education classes are required to be FF.A members</td>
<td>☐</td>
</tr>
<tr>
<td>Classroom management practices maximize time on task and minimize disruptive behaviors</td>
<td>☐</td>
</tr>
<tr>
<td>An advisory committee is in use</td>
<td>☐</td>
</tr>
<tr>
<td>Students have access to a course syllabus/guides curriculum</td>
<td>☐</td>
</tr>
<tr>
<td>There is a website for the agriculture program</td>
<td>☐</td>
</tr>
<tr>
<td>The teacher emphasizes safety</td>
<td>☐</td>
</tr>
<tr>
<td>A system for conducting graduate follow-up activities for students who are program completers</td>
<td>☐</td>
</tr>
<tr>
<td>A defined mission, goals, and vision for the program</td>
<td>☐</td>
</tr>
<tr>
<td>Student progress toward attainment of competencies is well documented</td>
<td>☐</td>
</tr>
<tr>
<td>Enrollment policies allow easy entry and easy exit from the agriculture program</td>
<td>☐</td>
</tr>
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<tr>
<td></td>
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</tr>
<tr>
<td>53.</td>
<td>The instructional program is articulated with post-secondary programs</td>
</tr>
<tr>
<td>54.</td>
<td>Instruction that is hands on learning</td>
</tr>
<tr>
<td>55.</td>
<td>The instructional program uses community-based resources</td>
</tr>
<tr>
<td>56.</td>
<td>Evidence of use of a variety of instructional strategies/materials</td>
</tr>
<tr>
<td>57.</td>
<td>The teacher uses a lesson plan</td>
</tr>
<tr>
<td>58.</td>
<td>Teaching is geared toward the learning style and capabilities of the students</td>
</tr>
<tr>
<td>59.</td>
<td>The teacher actively engages students</td>
</tr>
<tr>
<td>60.</td>
<td>Appropriate technology is used with instruction</td>
</tr>
<tr>
<td>61.</td>
<td>A mix of classroom and laboratory instruction is used</td>
</tr>
<tr>
<td>62.</td>
<td>Instruction is student centered</td>
</tr>
<tr>
<td>63.</td>
<td>Out of class instructional activities (such as homework, projects, meetings, etc.) are required</td>
</tr>
</tbody>
</table>

**Methods**

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<table>
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**Outcomes**

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<tr>
<td>54.</td>
<td>Student performance mastery of topics taught</td>
<td></td>
<td></td>
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<tr>
<td>55.</td>
<td>All Agricultural Education students maintain a SAE</td>
<td></td>
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<tr>
<td>56.</td>
<td>Students take notes (have notebooks)</td>
<td></td>
<td></td>
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<tr>
<td>57.</td>
<td>Instructional success based on the number of high achieving students in the program</td>
<td></td>
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<tr>
<td>58.</td>
<td>Success based on the number of concentrators or completers of the agriculture program</td>
<td></td>
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<tr>
<td>59.</td>
<td>Success based on the number of students enrolled in the program</td>
<td></td>
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</tr>
<tr>
<td>60.</td>
<td>Instruction success based on the percentage of students pursuing agricultural careers or college degree</td>
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</table>

**Satisfaction**

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</tr>
<tr>
<td>54.</td>
<td>Students are satisfied with instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>School administrators are satisfied with instruction</td>
<td></td>
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</tr>
<tr>
<td>56.</td>
<td>The advisory committee is satisfied with instruction</td>
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<tr>
<td>57.</td>
<td>Teacher performance is assessed at an acceptable level by administration or peers</td>
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**Staff/Budget**

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<tr>
<td>58.</td>
<td>Instruction occurs in appropriate facilities</td>
<td></td>
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<tr>
<td>59.</td>
<td>Reference materials are maintained on file in the department</td>
<td></td>
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</tr>
<tr>
<td>60.</td>
<td>An adequate budget is provided</td>
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</tbody>
</table>

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116
## To what extent do you agree that the following statement is an indicator of quality SAE?

<table>
<thead>
<tr>
<th>Choose the response you agree with the most</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student has up-to-date records on SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2. A quality computerized record book is in use</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3. A quality record keeping implementation program is in operation</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4. Recordkeeping time is allocated during class</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5. Each student maintains a portfolio of their experiences with SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>6. Students write a detailed SAE report</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

### Supervision

<table>
<thead>
<tr>
<th>Choose the response you agree with the most</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Parents are involved with their child(ren)'s SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>8. SAE is supervised by the instructor</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9. SAE is supervised year-round</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10. SAEs are Insured (in the planning process) by instructor, parents, employers and other partners</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>11. Agriculture teachers maintain accurate records of all SAE supervision</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>12. Teacher has supervision time for SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>13. Students have SAEs that reflect the community</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>14. Students are provided aid (e.g., funding, connecting with professionals, etc.) to help increase SAE growth</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

### Satisfaction

<table>
<thead>
<tr>
<th>Choose the response you agree with the most</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. School administrators are satisfied with SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>16. Advisory committee is satisfied with SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>17. Student in satisfied with SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>18. SAE is viewed as a program versus a project</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

### SAE Characteristics

<table>
<thead>
<tr>
<th>Choose the response you agree with the most</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. A diversity/variety of SAE types is promoted</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>20. All students are engaged in (have a) SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>21. Student has your own SAE</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>22. SAE program has evidence of growth</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>23. Training plan is used for placement SAEs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>24. A student's first year SAE should be designed to help students explore careers in agriculture</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>25. SAE is in depth, encompassing all aspects of the project area</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>26. SAE involve goal-setting</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>27. Signed SAE agreements are on file</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>28. All students have an investment of time, energy and/or money</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>29. A plan for career development must be</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Program of Activities (POA)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Support is present from administrators, other teachers, advisory committees, parents, partners, alumni, etc.</td>
</tr>
<tr>
<td>2</td>
<td>FFA members are involved in the planning and implementation of a challenging Program of Activities (POA) Program of</td>
</tr>
<tr>
<td></td>
<td>Work (POW)</td>
</tr>
<tr>
<td>3</td>
<td>The Program of activities includes activities in the following areas: member development, chapter development and community</td>
</tr>
<tr>
<td></td>
<td>development activism events</td>
</tr>
<tr>
<td>4</td>
<td>The POA is distributed &quot;widely&quot; (to each member, administration, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Activities/Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Well-planned FFA chapter business meetings are held</td>
</tr>
<tr>
<td>6</td>
<td>Regularly scheduled FFA chapter business meetings are held</td>
</tr>
<tr>
<td>7</td>
<td>The FFA chapter plans and conducts award and recognition programs</td>
</tr>
<tr>
<td>8</td>
<td>All students participate in activities/events of the student organization</td>
</tr>
<tr>
<td>9</td>
<td>FFA members have opportunities to develop communications (oral and verbal) skills</td>
</tr>
<tr>
<td>10</td>
<td>FFA members participate in FFA activities above the chapter level</td>
</tr>
<tr>
<td>11</td>
<td>Chapter members attend their state FFA convention</td>
</tr>
<tr>
<td>12</td>
<td>The Chapter provides community service opportunities for members</td>
</tr>
<tr>
<td>13</td>
<td>High number of CDEs are entered and the FFA member's placing in those CDEs</td>
</tr>
<tr>
<td>14</td>
<td>The chapter conducts a high number of extra-curricular activities</td>
</tr>
<tr>
<td>15</td>
<td>Chapter activities include areas of agricultural issues and events</td>
</tr>
<tr>
<td>16</td>
<td>Chapter activities include areas of social activities</td>
</tr>
<tr>
<td>17</td>
<td>Large number of members run for Chapter officers</td>
</tr>
<tr>
<td>18</td>
<td>All FFA members participate in one or more of the following proficiency awards program, career development events, FFA</td>
</tr>
<tr>
<td></td>
<td>degree program, financial activities (fundraising, etc.), community development activities that promote safety, health, etc.</td>
</tr>
<tr>
<td>19</td>
<td>FFA members involved in activities that promote leadership development</td>
</tr>
<tr>
<td>20</td>
<td>Leadership development skills, as defined by the 16 Life/Knowledge Precepts, are developed for every student, every class, every day</td>
</tr>
<tr>
<td>21</td>
<td>FFA members involved with support groups such as FFA Alumni and Booster Parent Clubs</td>
</tr>
<tr>
<td>22</td>
<td>A least one FFA member attends National Convention</td>
</tr>
<tr>
<td>23</td>
<td>Members serve as officers at local, regional, area, state and national levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>The FFA chapter has the financial resources to support the POA</td>
</tr>
<tr>
<td>25</td>
<td>The FFA chapter maintains accurate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Practice/Requirements</th>
<th>Diversity</th>
<th>Student/Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Chapter budget is communicated to members and administration as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. FFA activities/events relate to the courses and topics included in the instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Teacher provides instruction about FFA in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Instruction in personal and leadership development is provided for all FFA members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Grade in Ag Education course is reflective of participation in FFA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. FFA serves as a connecting activity for SAE and instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Students learn how to apply for various awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. The latest of promotional literature, instructional materials, and personnel are involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. The FFA chapter assists students to see and build relations with school, community, alumni, and other students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. All FFA members have a progressive growth plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. The local FFA chapter is in good standing with the state and national associations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. The chapter has an accurate constitution and bylaws that are reviewed regularly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Chapter has student recruitment program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. The chapter has a capable and trained officer team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. The local FFA chapter is student led</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. The FFA chapter provides competition at the classroom level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Chapter officers are elected annually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Chapter officers and advisor meet periodically to plan the work of the organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Chapter maintains accurate minutes of all meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Chapter uses a committee structure to plan and conduct its activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Member dues are collected and submitted to the state association by the published deadline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Chapter maintains an active public relations/public awareness program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Mentoring exists from older to younger members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. The chapter is involved in the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Chapter maintains high standards for its members no matter what their situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Chapter builds traditions so students feel they belong to a historically great organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. The chapter has diverse representation of membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Activities are designed to meet the needs of a diverse membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. All students enrolled in the Agricultural Education program are members of the FFA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>61. All Agricultural Education students who wish to participate in FFA are accepted as members, no matter if there is an inability to pay dues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. All members successfully apply for their Chapter FFA Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Every FFA member being active in committee work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Every FFA member attending meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. Pride of membership is evident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation!

Please click the submit button when you are finished.

Submit Survey  Reset survey values

Any questions please contact:

Cord Jemina, Graduate Research Assistant
Department of Community and Leadership Development 577 Southwick Building
Lexington, Kentucky 40546-0216
Phone: 606-257-1153
E-mail: cord.jemina@uky.edu

UNIVERSITY OF KENTUCKY
College of Agriculture
Appendix AA
Round 3 Questionnaire

A Quality Agricultural Education Program:
A National Delphi Study
Round 3

INTRODUCTION
The purpose of this study is to determine quality indicators for instruction, Supervised Agricultural Experience (SAE), and FFA according to experts (agricultural teacher educators, state instructional staff, and high school teachers) across the United States. This particular questionnaire is the third of four and should take approximately 10-15 minutes to complete.

INSTRUCTIONS
Please indicate whether you agree or disagree with each statement. To aid in your decision, I have included your response from Round 2, the group mean score, and the standard deviation for each item. When you have completed the questionnaire, click the "submit" button to submit your responses. All responses will be confidential. None of your data will be reported individually, all data are to be summed.

Thank you for your time and your ideas!

EXAMPLE
Please indicate whether you agree or disagree that the following statement is an indicator of quality instruction.

<table>
<thead>
<tr>
<th>Your Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 2 Response</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The instructor uses red ink to grade student's work
4 4.25 .72 # 0
This respondent agreed with the statement from Round 2. After viewing the group's mean score and the standard deviation for the item, this respondent will agree with the item.

Quality of Instruction
Please indicate whether you agree or disagree that the following statements are indicators of quality instruction.
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The curriculum is relevant to the local community.</td>
<td>4</td>
<td>4.45</td>
<td>.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The curriculum is contextual.</td>
<td>4</td>
<td>4.35</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The curriculum applies to complex situations.</td>
<td>4</td>
<td>4.10</td>
<td>.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A rigorous curriculum is in use.</td>
<td>4</td>
<td>4.22</td>
<td>.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Curriculum integrates academic content with agriculture content</td>
<td>5</td>
<td>4.58</td>
<td>.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Curriculum meets the needs of students.</td>
<td>4</td>
<td>4.50</td>
<td>.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The local program's curriculum is in compliance with all local and</td>
<td>5</td>
<td>4.48</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>state requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Instruction materials including textbooks, workbooks, visuals, etc.</td>
<td>4</td>
<td>4.42</td>
<td>.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are up-to-date.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The curriculum serves multiple purposes (career preparation, college</td>
<td>4</td>
<td>4.74</td>
<td>.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Your Round 2 Response</td>
<td>Group Mean Response</td>
<td>Standard Deviation</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>17. Enrollment in classes is appropriate (not too large or too small).</td>
<td>4</td>
<td>4.19</td>
<td>.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Your Round 2 Response</td>
<td>Group Mean Response</td>
<td>Standard Deviation</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>18. Instruction provides students with communication skills.</td>
<td>5</td>
<td>4.61</td>
<td>.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Instruction provides students with the ability to function as a</td>
<td>4</td>
<td>4.48</td>
<td>.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>member of a team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Instruction is personalized development.</td>
<td>4</td>
<td>4.45</td>
<td>.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Instruction incorporates leadership development.</td>
<td>4</td>
<td>4.42</td>
<td>.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Instruction helps to build multiple relationships (e.g. with school,</td>
<td>4</td>
<td>4.19</td>
<td>.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community, and adults).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Instruction is competency based.</td>
<td>4</td>
<td>3.97</td>
<td>.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Instruction includes career development, exploration, awareness,</td>
<td>4</td>
<td>4.27</td>
<td>.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses</td>
<td>4</td>
<td>4.39</td>
<td>.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Your Round 2 Response</td>
<td>Group Mean Response</td>
<td>Standard Deviation</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>29. Holding students accountable and making them strive to reach a higher</td>
<td>4</td>
<td>4.35</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>standard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Student work is recorded.</td>
<td>4</td>
<td>4.39</td>
<td>.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>Your Round 2 Response</td>
<td>Group Mean Response</td>
<td>Standard Deviation</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>38. Teacher is a member of professional organization.</td>
<td>4</td>
<td>4.52</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Instructor has a healthy relationship with others.</td>
<td>4</td>
<td>4.52</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Teacher(s) who have a passion for teaching and working with youth</td>
<td>4</td>
<td>4.61</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://ces.ca.uky.edu/eld/round3a.htm 6/12/2007
### Support

<table>
<thead>
<tr>
<th>Item</th>
<th>Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 A teacher that is personable</td>
<td>4</td>
<td>4.26</td>
<td>0.66</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>42 A teacher that is dedicated</td>
<td>4</td>
<td>4.40</td>
<td>0.51</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>43 Teacher recognition for quality teaching</td>
<td>4</td>
<td>4.19</td>
<td>0.87</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>44 Teachers have adequate time to plan instructional activities</td>
<td>4</td>
<td>4.52</td>
<td>0.57</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>45 The instructor has an archive of lesson plans</td>
<td>4</td>
<td>3.97</td>
<td>0.75</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Practices

<table>
<thead>
<tr>
<th>Item</th>
<th>Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 There is an alumni association or other support group</td>
<td>4</td>
<td>3.67</td>
<td>0.81</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>47 The program has a supportive faculty</td>
<td>2</td>
<td>4.29</td>
<td>0.68</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>48 The program has a supportive administration</td>
<td>2</td>
<td>4.50</td>
<td>0.60</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>61 An active industry advisory committee that meets at least twice per year to review curriculum, program priorities, and program management</td>
<td>4</td>
<td>4.52</td>
<td>0.63</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Methods

<table>
<thead>
<tr>
<th>Item</th>
<th>Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 Instructions that is hands-on learning</td>
<td>4</td>
<td>4.38</td>
<td>0.57</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>65 The instructional program uses community-based resources</td>
<td>4</td>
<td>4.47</td>
<td>0.57</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>66 The teacher uses a lesson plan</td>
<td>4</td>
<td>4.26</td>
<td>0.77</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>67 Teaching is geared toward the learning style and capabilities of the students</td>
<td>4</td>
<td>4.42</td>
<td>0.73</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>68 Instruction is student centered</td>
<td>4</td>
<td>3.38</td>
<td>0.58</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>73 Out of class instructional activities (such as homework, projects, meetings, etc.) are required</td>
<td>4</td>
<td>4.10</td>
<td>0.91</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Outcomes

<table>
<thead>
<tr>
<th>Item</th>
<th>Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 Student performance mastery of topics taught</td>
<td>4</td>
<td>4.13</td>
<td>0.84</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>75 All Agricultural Education students maintain a SAE</td>
<td>2</td>
<td>4.16</td>
<td>1.01</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>76 Students take notes (have notebooks)</td>
<td>4</td>
<td>4.06</td>
<td>1.00</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

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http://ces.ca.uky.edu/cld/round3a.htm  6/12/2007

123
<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>61. Students are satisfied with instruction</td>
<td>4</td>
<td>4.10</td>
<td>.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. School administrators are satisfied with instruction</td>
<td>4</td>
<td>4.29</td>
<td>.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. The advisory committee is satisfied with instruction</td>
<td>4</td>
<td>4.06</td>
<td>.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Teacher performance is assessed at an acceptable level by administration or peers</td>
<td>4</td>
<td>4.36</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools/Budget</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>65. Instruction occurs in appropriate facilities</td>
<td>4</td>
<td>4.42</td>
<td>.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Reference materials are maintained on file in the department</td>
<td>4</td>
<td>4.19</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quality of SAE**

Please indicate whether you agree or disagree that the following statements are indicators of quality SAE.

<table>
<thead>
<tr>
<th>Records</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student has up-to-date records on SAE</td>
<td>-</td>
<td>4.41</td>
<td>.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A quality records keeping implementation program is in operation</td>
<td>-</td>
<td>4.30</td>
<td>.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recordkeeping is allocated during class</td>
<td>-</td>
<td>4.23</td>
<td>.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Each student maintains a portfolio of their experiences with SAE</td>
<td>-</td>
<td>4.27</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Parents are involved with their children’s SAE</td>
<td>-</td>
<td>4.33</td>
<td>.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SAE is supervised year-round</td>
<td>-</td>
<td>4.40</td>
<td>.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Agriculture teacher maintains accurate records of all SAE supervision</td>
<td>-</td>
<td>4.30</td>
<td>.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher has supervision time for SAE</td>
<td>-</td>
<td>4.41</td>
<td>.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. School administrators are satisfied with SAEs</td>
<td>-</td>
<td>4.10</td>
<td>.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Advisory committee is satisfied with SAEs</td>
<td>-</td>
<td>4.13</td>
<td>.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. SAE is viewed as a program versus a project</td>
<td>-</td>
<td>4.30</td>
<td>.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAE Characteristics</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

http://ces.ca.uky.edu/eld/round3a.htm  6/12/2007
<table>
<thead>
<tr>
<th>Instruction</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A diversity/vary of SAE types is promoted</td>
<td>-</td>
<td>4.63</td>
<td>0.6</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>22. SAE students are engaged in one or more SAEs</td>
<td>-</td>
<td>4.33</td>
<td>1.01</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>23. Training plans are used for placement SAEs</td>
<td>-</td>
<td>4.34</td>
<td>0.71</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. SAEs involve goal-setting</td>
<td>-</td>
<td>4.40</td>
<td>0.56</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>27. Signed SAE agreements are on file</td>
<td>-</td>
<td>4.10</td>
<td>1.00</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>28. All students have an investment of time, energy, and/or money</td>
<td>-</td>
<td>4.21</td>
<td>0.90</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. Opportunities exist for SAEs to be showcased</td>
<td>-</td>
<td>4.09</td>
<td>0.65</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. SAE includes skill development</td>
<td>-</td>
<td>4.30</td>
<td>0.72</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>33. SAE planning is based on agricultural content standards</td>
<td>-</td>
<td>4.14</td>
<td>0.69</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. SAE involves continuous instruction</td>
<td>-</td>
<td>4.92</td>
<td>1.02</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. SAE is taught as part of the curriculum</td>
<td>-</td>
<td>4.37</td>
<td>0.72</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>40. By end of second grading period, all students should be engaged in SAEs</td>
<td>-</td>
<td>3.90</td>
<td>1.06</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>41. Teacher is enthusiastic and informed about SAE</td>
<td>-</td>
<td>4.50</td>
<td>0.66</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition/Awards</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. Students apply for related awards</td>
<td>-</td>
<td>4.13</td>
<td>0.68</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Quality of FFA**

Please indicate whether you agree or disagree that the following statements are indicators of quality FFA.

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extended contract for FFA advisor</td>
<td>4</td>
<td>4.32</td>
<td>0.79</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6. Chapter advisor provides assistance to members in completing chapter and individual applications and reports, but does not complete the applications and reports for them</td>
<td>4</td>
<td>4.39</td>
<td>0.22</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. FFA members are satisfied with the FFA chapter</td>
<td>4</td>
<td>4.45</td>
<td>0.57</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program of Activities (POA)</th>
<th>Your Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. FFA members are involved in the planning and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://ces.ca.uky.edu/cld/round3a.htm  6/12/2007
<table>
<thead>
<tr>
<th>Activities/Events</th>
<th>Your Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Program of activities includes activities in the following areas: member development, chapter development and community development activities/events</td>
<td>5</td>
<td>4.50</td>
<td>.90</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>10. The POA is distributed “widely” (to each member, administration, etc.)</td>
<td>4</td>
<td>4.32</td>
<td>.65</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities/Events</th>
<th>Your Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Regularly scheduled FFA chapter business meetings are held</td>
<td>4</td>
<td>4.42</td>
<td>.81</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>13. The FFA chapter plans and conducts awards and recognition programs</td>
<td>4</td>
<td>4.43</td>
<td>.57</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>14. All students participate in activities/events of the student organization.</td>
<td>4</td>
<td>4.03</td>
<td>.91</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>19. The Chapter provides community service opportunities for members</td>
<td>4</td>
<td>4.42</td>
<td>.81</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>22. Chapter activities include areas of social activities</td>
<td>4</td>
<td>3.84</td>
<td>.85</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>24. All FFA members participate in one or more of the following: proficiency awards program, career development events, FFA degree program, financial activities (fund-raising, etc.), community development, and activities that promote food and health, etc.</td>
<td>4</td>
<td>3.93</td>
<td>1.05</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>29. Members serve as officers at local, regional, state, and national levels.</td>
<td>4</td>
<td>4.06</td>
<td>.77</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget</th>
<th>Your Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. The FFA chapter has the financial resources to support the POA</td>
<td>4</td>
<td>4.43</td>
<td>.57</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. Chapter budget is communicated to members and administration as appropriate</td>
<td>4</td>
<td>4.43</td>
<td>.62</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Your Round 2 Response</th>
<th>Group Mean</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. FFA activities/events relate to the courses and topics included in the instruction</td>
<td>2</td>
<td>4.39</td>
<td>.99</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>34. Teacher provides instruction about FFA in the classroom</td>
<td>4</td>
<td>4.37</td>
<td>.84</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. Instruction in personal and leadership development is provided for all FFA members</td>
<td>4</td>
<td>4.61</td>
<td>.56</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>37. FFA serves as a connecting activity for SAE and instruction</td>
<td>4</td>
<td>4.35</td>
<td>.55</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>40. The FFA chapter assists students to see and build relations with school, community, adults, and other students</td>
<td>4</td>
<td>4.16</td>
<td>.78</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<p>| Practice/Requirements                                                           | Your Group Mean | Standard | Agree | Disagree |</p>
<table>
<thead>
<tr>
<th></th>
<th>Round 2 Response</th>
<th>Response</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. The local FFA chapter is in good standing with the state and national associations.</td>
<td>4</td>
<td>4.55</td>
<td>07</td>
</tr>
<tr>
<td>43. The chapter has an accurate constitution and/or bylaws that is reviewed regularly</td>
<td>4</td>
<td>4.32</td>
<td>03</td>
</tr>
<tr>
<td>44. Chapter has student recruitment program</td>
<td>4</td>
<td>4.39</td>
<td>04</td>
</tr>
<tr>
<td>45. The local FFA chapter is student led</td>
<td>4</td>
<td>4.80</td>
<td>14</td>
</tr>
<tr>
<td>46. Chapter officers are elected annually</td>
<td>4</td>
<td>4.32</td>
<td>03</td>
</tr>
<tr>
<td>47. Chapter uses a committee structure to plan and conduct its activities</td>
<td>4</td>
<td>4.36</td>
<td>06</td>
</tr>
<tr>
<td>52. Member dues are collected and submitted to the state association by the published deadline</td>
<td>4</td>
<td>4.32</td>
<td>03</td>
</tr>
<tr>
<td>53. Chapter maintains an active public relations/public awareness program</td>
<td>4</td>
<td>4.32</td>
<td>03</td>
</tr>
<tr>
<td>54. Chapter maintains an active public relations/public awareness program</td>
<td>4</td>
<td>4.32</td>
<td>03</td>
</tr>
<tr>
<td>55. Chapter maintains high standards for its members' behavior</td>
<td>4</td>
<td>4.35</td>
<td>01</td>
</tr>
<tr>
<td>56. Chapter builds traditions so students feel they belong to a historically great organization</td>
<td>4</td>
<td>4.23</td>
<td>06</td>
</tr>
</tbody>
</table>

**Diversity**

<table>
<thead>
<tr>
<th></th>
<th>Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. The chapter has a diverse representation of membership</td>
<td>4</td>
<td>4.23</td>
<td>02</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Students/Members**

<table>
<thead>
<tr>
<th></th>
<th>Round 2 Response</th>
<th>Group Mean Response</th>
<th>Standard Deviation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. Pride of membership is evident</td>
<td>4</td>
<td>4.39</td>
<td>04</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for your participation!*

*Please click the submit button when you are finished.*

[Submit Survey]  [Reset survey values]

*Any questions please contact:*

Cord Jenkins, Graduate Research Assistant
Department of Community and Leadership Development
207 Guthrie Building
Lexington, Kentucky 40546-0216
Phone: 903-287-2186
E-mail: cordjenkins@uky.edu

Appendix BB

Round 4 Questionnaire

A Quality Agricultural Education Program:
A National Delphi Study
Round 4

INTRODUCTION

The purpose of this study is to determine quality indicators for instruction, Supervised Agricultural Experience (SAE), and FFA according to experts (agricultural teacher educators, state instructional staff, and high school teachers) across the United States. This particular questionnaire is the last one and should take approximately 10-15 minutes to complete.

INSTRUCTIONS

Below are the statements you disagreed with in round three. If you could change the way the statement is written, would you change your answer to agree? If not, indicate below and no further action is needed. However, if changing the wording of the statement would change your response, please provide your changes in the space provided. When you have completed the questionnaire, click the "submit" button to submit your responses. All responses will be confidential. None of your data will be reported individually; all data are to be summarized.

Thank you for your time and your ideas!

EXAMPLE A

<table>
<thead>
<tr>
<th>If you could change the way this statement is written, would you change your answer to agree?</th>
<th>Yes</th>
<th>No</th>
<th>If you answered yes, please indicate your changes to the statement below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor uses only red ink to grade student's work</td>
<td>☐</td>
<td>☑</td>
<td>If the word &quot;only&quot; was removed I would ☐</td>
</tr>
</tbody>
</table>

This respondent indicated they would change their answer if they could change the way the statement is written. Therefore, they have indicated their changes in the space provided.

EXAMPLE B

<table>
<thead>
<tr>
<th>If you could change the way this statement is written, would you change your answer to agree?</th>
<th>Yes</th>
<th>No</th>
<th>If you answered yes, please indicate your changes to the statement below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor uses only red ink to grade student's work</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

This respondent indicated they would not change their answer if they could change the way the statement is written. Therefore, no further action is needed.

### Quality of Instruction

Below are the statements you disagreed with from round three. If you would agree with the statement after changing the way it is written, please express those changes in the space provided.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>If you could change the way this statement is written, would you change your answer to agree?</th>
<th>Yes</th>
<th>No</th>
<th>If you answered yes, please indicate your changes to the statement below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>The instructor has an archive of lesson plans</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

### Quality of SAE

Below are the statements you disagreed with from round three. If you would agree with the statement after changing the way it is written, please express those changes in the space provided.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>If you could change the way this statement is written, would you change your answer to agree?</th>
<th>Yes</th>
<th>No</th>
<th>If you answered yes, please indicate your changes to the statement below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>By end of second grading period, all students should be engaged in SAEs</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

### Quality of FFA

Below are the statements you disagreed with from round three. If you would agree with the statement after changing the way it is written, please express those changes in the space provided.

<table>
<thead>
<tr>
<th>Activities/Events</th>
<th>If you could change the way this statement is written, would you change your answer to agree?</th>
<th>Yes</th>
<th>No</th>
<th>If you answered yes, please indicate your changes to the statement below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Chapter activities include areas of social activities</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation!
Please click the submit button when you are finished.

Any questions please contact:

Cord Jenkins, Graduate Research Assistant
Department of Community and Leadership Development
307 Garrigus Building
Lexington, Kentucky 40546-0215
Phone: 859-257-3153
E-mail: cord.jenkins@uky.edu
Appendix CC

Round One Quality Instruction Statements

Curriculum
1. The curriculum is up-to-date
2. The curriculum is relevant to the local community
3. The curriculum is planned in advance
4. The curriculum is industry (skill sets) driven
5. The curriculum is contextual
6. The curriculum applies to complex situations
7. Lesson plans are based on appropriate instructional objectives
8. A rigorous curriculum is in use
9. Instruction supported by appropriate resources (financial, personnel, and community)
10. Curriculum integrates academic content with agriculture content
11. Curriculum meets the needs of students
12. A comprehensive plan that includes completion standards is in use
13. The local program/curriculum is in compliance with all local and state requirements
14. Instructional materials including textbooks, workbooks, visuals, etc. are up to date
15. The curriculum serves multiple purposes (career preparation, college preparation, etc)

Diversity
16. Student composition in classes is representative of the school’s student body (race, gender, special needs, etc.)
17. Enrollment in classes is appropriate (not too large or too small)

Content
18. Instruction provides students with communication skills
19. Instruction provides students with the ability to function as a member of a team
20. Instruction that includes technical skills
21. Instruction in personal development
22. Instruction incorporates leadership development
23. Instruction helps to build multiple relationships (e.g. with school, community and adults)
24. Instruction is competency based
25. Instruction includes career development, exploration, awareness and preparation
26. Program is in process of development of program of study for agriculture, food, natural resources that spans 9-14 grade levels.
27. Program includes opportunities for including Supervised Agricultural Experiences for all students in all courses
28. All Agricultural Education students have individual career plans
Assessment
29. Assessment is holding students accountable and making them strive to reach a higher standard
30. Student work is recorded
31. Assessment is authentic
32. Assessment is based on the instructional objectives
33. Students receive timely feedback on their performance

Instructor
34. A qualified/certified Agricultural Instructor
35. The teacher is a member of professional organizations
36. The teacher is pursuing or has advanced degrees
37. The teacher is involved in professional development
38. The instructor has a healthy relationship with others
39. The teacher has a passion for teaching and working with youth
40. The teacher is organized and prepared
41. A teacher who is personable
42. A teacher who is dedicated
43. A teacher who has been recognized for quality teaching
44. Teacher has adequate time to plan instructional activities
45. The teacher has an archive of lesson plans
46. The teacher has a well planned teaching calendar

Support
47. The program has community and parent/volunteer support
48. There is an alumni association or other support group
49. The program has a supportive faculty
50. The program has a supportive administration
51. An active industry advisory committee that meets at least twice per year to review curriculum, program priorities, and program management

Practices
52. Balance between other components (SAE and FFA)
53. Student enrolled in Agricultural Education classes are required to be FFA members
54. Classroom management practices maximize time on task and minimize disruptive behaviors
55. An advisory committee is in use
56. Students have access to a course syllabus/guide/curriculum
57. There is a web site for the agriculture program
58. The teacher emphasizes safety
59. A system for conducting graduate follow up activities for students who are program completers
60. A defined mission, goals, and vision for the program
61. Student progress toward attainment of competencies is well documented
62. Enrollment policies allow easy entry and easy exit from the agriculture program (enroll one semester/ year, but not the next or vice versa)
63. The instructional program is articulated with post-secondary programs

Methods
64. Instruction that is hands on learning
65. The instructional program uses community-based resources
66. Evidence of use of a variety of instructional strategies/ materials
67. The teacher uses a lesson plan
68. Teaching is geared toward the learning style and capabilities of the students
69. The teacher actively engages students
70. Appropriate technology is used with instruction
71. A mix of classroom and laboratory instruction is used
72. Instruction is student centered
73. Out of class instructional activities (such as homework, projects, meetings, etc) are required

Outcomes
74. Student performance/mastery of topics taught
75. All Agricultural Education students maintain an SAE
76. Students take notes (have notebooks)
77. Instructional success based on the number of high achieving students in the program
78. Success based on the number of concentrators or completers of the agriculture program
79. Success based on the number of students enrolled in the programs
80. Instruction success based on the percentage of students pursuing agriculture careers or college degrees

Satisfaction
81. Students are satisfied with instruction
82. School administrators are satisfied with instruction
83. The advisory committee is satisfied with instruction
84. Teacher performance is assessed at an acceptable level by administration or peers

Tools/Budget
85. Instruction occurs in appropriate facilities
86. Reference materials are maintained on file in the department
87. An adequate budget is provided
Appendix DD

Round One Quality SAE Statements

Records
1. Student has up-to-date records on SAE
2. A quality computerized record book is in use
3. A quality records keeping implementation program is in operation
4. Recordkeeping time is allocated during class
5. Each student maintains a portfolio of their experiences with SAE
6. Students with paid placement or entrepreneurial SAEs compute tax records

Supervision
7. Parents are involved with their child(ren)’s SAE
8. SAE is supervised by the instructor
9. SAE is supervised year-round
10. SAEs are assisted (e.g. in the planning process) by instructor, parents, employers and other partners
11. Agriculture teacher maintains accurate records of all SAE supervision
12. Teacher has supervision time for SAE
13. Students have SAEs that reflect the community
14. Students are provided aid (e.g. finding funds, connecting with professionals, etc)

Satisfaction
15. School administrators are satisfied with SAEs
16. Advisory committee is satisfied with SAEs
17. Student is satisfied with SAE
18. SAE is viewed as a program versus a project

SAE Characteristics
19. A diversity/variety of SAE types is promoted
20. All students are engaged in (have a) SAE
21. Students have year round SAEs
22. SAE program has evidence of growth 4, 19, 21, 26, 11, 14, 27
23. Training plans are used for placement SAEs
24. A student’s first year SAE should be designed to help students explore careers in Agriculture
25. SAE is in depth, encompassing all aspects of the project area
26. SAEs involve goal-setting
27. Signed SAE agreements are on file
28. All Students have an investment of time, energy and/or money
29. A plan for career development must be developed that utilizes SAE
30. Opportunities exists for SAE’s to be showcased
31. SAE is documented with pictures
32. SAE includes skill development
33. SAE planning is based on agricultural content standards
Instruction
34. SAE involves continuous instruction
35. Students independently manage their SAE programs
36. SAE is a factor in determining student grades
37. SAE is taught as part of the curriculum
38. Interest surveys should be conducted for SAEs
39. By end of first grading period, a plan for SAE should be in place for all students
40. By end of second grading period, all students should be engaged in SAEs
41. Teacher is enthusiastic and informed about SAE
42. SAE’s should encourage the student to consider entrepreneurship as a career

Recognition/Awards
43. SAE is leading to some type of recognition
44. Students apply for related awards
45. SAE success based on number of FFA degree applicants and recipients
46. SAE success based on number of FFA proficiency application and recipients
Appendix EE
Round One Quality FFA Statements

Advisor
1. Extended Contract for FFA advisor
2. A dedicated and knowledgeable FFA advisor
3. Advisor is an active and certified teacher of agricultural education
4. Chapter advisor(s) are trained in leadership development
5. Chapter advisor provides assistance to members in completing chapter and individual applications and reports, but does not complete the applications and reports for them

Support
6. FFA members are satisfied with the FFA chapter
7. Support is present from administrators, other teachers, advisory committee, Parents, partners, alumni, etc.

POA
8. FFA members are involved in the planning and implementation of a challenging Program of Activities (POA)/ Program of Work (POW)
9. The Program of activities includes activities in the following areas: member development, chapter development and community development activities/events
10. The POA is distributed "widely" (to each member, administration, etc)

Activities/Events
11. Well-planned FFA chapter business meetings are held
12. Regularly scheduled FFA chapter business meetings are held
13. The FFA chapter plans and conducts award and recognition programs
14. All students participate in activities/events of the student organization
15. FFA members have opportunities to develop communication (oral and verbal) skills
16. FFA members participate in FFA activities above the chapter level
17. Chapter members attend their state FFA convention
18. The Chapter provides community service opportunities for members
19. High number of CDEs are entered and the FFA member’s placing in those CDEs
20. The chapter conducts a high number of extra curricular activities
21. Chapter activities include areas of agricultural issues and events
22. Chapter activities include areas of social activities
23. Large number of members run for chapter offices
24. All FFA members participate in one or more of the following: proficiency awards program, career development events, FFA degree program, financial activities (fund-raising, etc.), community development, activities that promote safety/health, etc.
25. FFA members involved in activities which promote leadership development
26. Leadership development skills, as defined by the 16 LifeKnowledge precepts, are
developed for every student, every class, every day.
27. FFA members involved with support groups such as FFA Alumni and Booster/parent clubs
28. At least one FFA member attends National Convention
29. Members serve as officers at local, regional/area, state and national levels

Budget
30. The FFA chapter has the financial resources to support the POA
31. The FFA chapter maintains accurate financial records
32. Chapter budget is communicated to members and administration as appropriate

Instruction
33. FFA activities/events relate to the courses and topics included in the instruction
34. Teacher provides instruction about FFA in the classroom
35. Instruction in personal and leadership development is provided for all FFA members
36. Grade in Ag Education course is reflective of participation in FFA
37. FFA serves as a connecting activity for SAE and Instruction
38. Students learn how to apply for various awards
39. The latest promotional literature, instructional materials, and personnel are involved
40. The FFA chapter assists students to see and build relations with school, community, adults, and other students
41. All FFA members have a progressive growth plan

Practice/Requirements
42. The local FFA chapter is in good standing with the state and national associations
43. The chapter has an accurate constitution and/or bylaws that is reviewed regularly
44. Chapter has student recruitment program
45. The chapter has a capable and trained officer team
46. The local FFA chapter is student led
47. The FFA chapter provides competition at the classroom level
48. Chapter officers are elected annually
49. Chapter officers and advisor meet periodically to plan the work of the organization
50. Chapter maintains accurate minutes of all meetings
51. Chapter uses a committee structure to plan and conduct its activities
52. Member dues are collected and submitted to the state association by the published deadline
53. Chapter maintains an active public relations/public awareness program
54. Mentoring exists from older to younger members
55. The chapter is involved in the school
56. Chapter keeps high standards for its members no matter what the situation
57. Chapter builds tradition so students feel they belong to a historically great organization
Diversity
58. The chapter has a diverse representation of membership
59. Activities are designed to meet the needs of a diverse membership

Students/Members
60. All students enrolled in the Agricultural Education program are members of the FFA
61. All Agricultural Education students who wish to participate in FFA are accepted as members, no matter if there is an inability to pay dues.
62. All members successfully apply for their Chapter FFA Degree
63. Every FFA member being active in committee work
64. Every FFA member attending meetings
65. Pride of membership is evident
References


Wilson, E., & Moore, G. E. (2006). *Walking the talk: Factors related to the motivation of teachers to conduct the SAE component of the high school Agricultural Education program*. Paper presented at the meeting of the Southern Region American Association for Agricultural Educators, Orlando, FL.

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