

California Agricultural Teachers' Association

Outstanding Post Secondary Ag Program Award - Application Scoring Rubric

Scoring Instructions: For each evaluation criteria category, please assign the point value you feel is appropriate for the applicant.
After evaluation of each criteria category, please total the point values and rank all applicants.

Points Possible (5)	1	2	3	4	5
Overview Brief description of your agricultural education program/department and the post-secondary community in which your program exists. Include a comparison of the demographics of your department to the demographics of your college/university. Young farmers' and adult ag ed programs may provide a comparison of the community in which they exist.	Overview lacked a relevant description of department/program and did not include comparison demographics of the ag department/program to the total college/university population. Historical information may or may not have been provided as context and background information for the department/program.	Overview may or may not have included a description of department/program and may or may not have included a comparison of demographics of the ag department/program to the total school population. Historical information may or may not have been provided as context and background information for the department/program.	Overview included description of department/program and may or may not have included a comparison of demographics of the ag department/program to the total college/university population. Young farmers' and adult ag ed may or may not have compared to the community in which the program exists. Historical information may or may not have been provided as context and background information for the department/program.	Overview included description of department/program with a comparison of demographics of the ag department/program to the total college/university population. Young farmers' and adult ag ed may have compared to the community in which the program exists. Relevant historical information may not have been provided as context the department/program.	Overview included description of department/program with a comparison of demographics of the ag department/program to the total college/university population. Young farmers' and adult ag ed may have compared to the community in which the program exists. Relevant historical information was provided as context and background information for the department/program.
Points Possible (20)	1-4	5-8	9-12	13-16	17-20
Program Mission & Goals Provide 3-5 program goals that have been used to guide the design and development of the department/program over the last five years.	May not have provided 3-5 department/program goals. The goals were not outlined using the SMART goals. Explanation of the goals and specific examples of how the department/program worked to accomplish the goals were not included.	Provided 3-5 program goals that have been used to guide the design and development of the department/program over the last 5 years. The goals were not outlined using the SMART goals. Explanation of the goals and specific examples of how the department/program worked to accomplish the goals were not included.	Provided 3-5 program goals that have been used to guide the design and development of the department/program over the last 5 years. The goals may or may not have been outlined using the SMART goals. May or may not have provided explanation for the goals. May or may not have provided specific examples of how the department/program worked to accomplish each of the goals listed.	Provided 3-5 program goals that have been used to guide the design and development of the department/program over the last 5 years. The goals were outlined using the SMART goals. Provided explanation but may or may not have provided specific examples of how the department/program worked to accomplish each of the goals listed.	Provided 3-5 program goals that have been used to guide the design and development of the department/program over the last 5 years. The goals were outlined using the SMART goals. Provided explanation and specific examples of how the department/program worked to accomplish each of the goals listed.
Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Program Instruction (Curriculum) Provide 3-5 examples of your effective classroom and laboratory instruction over the last 5 years. Including description of classes offered, teaching methods used, how courses are aligned to standards etc.	May not have provided 3-5 examples of effective classroom and laboratory instruction over the last 5 years. Description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc. over the last 5 years were not included.	Provided 3-5 examples of effective classroom and laboratory instruction over the last 5 years. May or may not have included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc. over the last 5 years.	Provided 3-5 examples of effective classroom and laboratory instruction over the last 5 years. May or may not have included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc. over the last 5 years.	Provided 3-5 examples of effective classroom and laboratory instruction over the last 5 years. Also included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc.	Provided 3-5 examples of effective classroom and laboratory instruction including description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc. over the last 5 years.

Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Experiential Learning Provide 3-5 examples of your department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career-focused learning experiences over the last five years.	May not have provided 3-5 examples of the department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career-focused learning experiences over the last five years. Explanation of how the examples related to the overall department/program goals may or may not have been included. Examples of motivation and recognition of students who complete experiential learning projects may or may not have been highlighted.	Provided 3-5 examples of the department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career focused learning experiences over the last five years. Explanation of how the examples related to the overall department/program goals was not included. Examples of motivation and recognition of students who complete experiential learning projects may or may not have been highlighted.	Provided 3-5 examples of the department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career-focused learning experiences over the last five years. Explanation of how the examples related to the overall department/program goals may or may not have been provided. Examples of motivation and recognition of students who complete experiential learning projects may or may not have been highlighted.	Provided 3-5 examples of the department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career-focused learning experiences over the last five years. Provided explanation of how the examples related to the overall department/program goals. Examples of motivation and recognition of students who complete experiential learning projects were also highlighted..	Provided 3-5 examples of the department/program's accomplishments in getting students involved in work-based learning such as cooperative education, internships, and other career-focused learning experiences over the last five years. Provided relevant explanation of how the examples related to the overall department/program goals. Examples of motivation and recognition of students who complete experiential learning projects were also highlighted.
Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Leadership Development Provide 3-5 examples of leadership skills that your department/program prioritized over last five years for student leadership development. Program's participation in student organization activities, including collegiate FFA, Sigma Alpha, PAS, NYFEA, Ag Ed specific organizations and other student organizations may also be included.	May not have provided at least 3-5 examples of leadership skills that the department/program prioritized over the last five years for student leadership development. Explanation and examples of how the skills were emphasized in the department/program were not included. May or may not have included how they related to the overall department/program goals.	Provided 3-5 leadership skills that the department/program prioritized over the last five years for student leadership development. Explanation and examples of how the skills were emphasized in the department/program were not included. May or may not have included how they related to the overall department/program goals.	Provided 3-5 leadership skills that the department/program prioritized over the last five for student leadership development. May or may not have provided explanation and examples of how the skills were emphasized in the department/program. May or may not have included how they related to the overall department/program goals.	Provided 3-5 leadership skills that the department/program prioritized over the last five for student leadership development. Provided explanation and examples of how the skills were emphasized in the department/program. May or may not have included how they related to the overall department/program goals.	Provided 3-5 leadership skills that the department/program prioritized over the last five years for student leadership development. Provided relevant explanation and examples of how the skills were emphasized in the department/program and how they related to the overall department/program goals.
Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Partnerships Provide 3-5 examples of your department/program's relationships with partners such as volunteers, school and community leaders, industry leaders and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards over the last five years.	May not have provided 3-5 examples of the department/program's relationships over the last five years with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards. Explanations of how the relationship benefited the department/program and overall department/program goals may or may not have been included.	Provided 3-5 of the department/program's relationships over the last five years with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards. Explanations of how the relationship benefited the department/program and overall department/program goals were not included.	Provided 3-5 of the department/program's relationships over the last five years with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards. May or may not have provided explanation of how the relationship benefited the department/program and overall department/program goals.	Provided a minimum of 3-5 of the department/program's relationships over the last five years with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards. Provided explanation of how the relationship benefited the department/program and overall program goals.	Provided 3-5 of the department/program's relationships over the last five years with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education department/program including FFA Alumni chapters and advisory boards. Provided relevant explanation of how the relationship benefited the department/program and overall department/program goals.

Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Marketing Provide 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years.	May not have provided 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years. Explanation of how the marketing and promotion benefited the department/program and overall department/program goals.	Provided 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years. Explanation of how the marketing and promotion benefited the department/program and overall department/program goals may or may not have been included.	Provided 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years. Explanation of how the marketing and promotion benefited the department/program and overall department/program goals as written in 2b. may or may not have been included.	Provided 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years. Provided explanation of how the marketing and promotion benefited the department/program and overall department/program goals.	Provided 3-5 examples of how your department/program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years. Provided relevant explanation of how the marketing and promotion benefited the department/program and overall department/program goals.
Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Professional Growth Provide examples of how teachers within your department/program stay professionally prepared and up to date in teaching techniques and technical content including information regarding each teachers participation in professional organizations such as NAAE and department/programs sponsored by NAAE including Communities of Practice over the last five years.	Provided examples of how the teachers within your department/program stayed professionally prepared and up to date in teaching techniques and technical content over the last five years including information regarding each teachers' participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Explanation of how the professional development benefited the teachers and department/program, and overall department/program goals was not included.	Provided examples of how the teachers within your department/program stayed professionally prepared and up to date in teaching techniques and technical content over the last five years including information regarding each teachers' participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Explanation of how the professional development benefited the teachers and department/program, and overall department/program goals was not included.	Provided examples of how the teachers within your department/program stayed professionally prepared and up to date in teaching techniques and technical content over the last five years including information regarding each teachers' participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. May or may not have provided explanation of how the professional development benefited the teachers and department/program and overall department/program goals.	Provided examples of how the teachers within your department/program stayed professionally prepared and up to date in teaching techniques and technical content over the last five years including information regarding each teachers' participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Provided explanation of how the professional development benefited the teachers and department/program and overall department/program goals.	Provided examples of how the teachers within your department/program stayed professionally prepared and up to date in teaching techniques and technical content over the last five years including information regarding each teachers' participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Provided relevant explanation of how the professional development benefited the teachers and department/program and overall department/program goals.