Agriculture Leadership & Communications Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Agriculture, Food and Natural Resources (AFNR) Ag Leadership & Communications Program Standards[[1]](#footnote-1)

**Publisher information**

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard ALC.1.0: APPLIED COMMUNICATIONS AND LEADERSHIP THROUGH AGRICULTURAL EDUCATION

### Performance Standard CTE ALC.1.1 Applying Communication Skills through Agricultural Education

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.1.1.1 Participate in one of the following communications-related Leadership Development Events (LDE): extemporaneous speaking, prepared public speaking, agricultural issues forum, marketing plan, or agricultural communications at the local level or higher. |  |
| CTE ALC.1.1.2 Effectively demonstrate the ability to communicate in a group setting through participation in the chapter conduct of meetings or parliamentary procedure Leadership Development Events (LDE) at the local level or higher. |  |

**Performance Standard CTE ALC.1.2 Applying Leadership Skills through Agricultural Education**

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.1.2.1 Expand leadership experience by facilitating a FFA chapter activity |  |
| CTE ALC.1.2.2 Participate in a career development event (CDE) at a local level or higher. |  |
| CTE ALC.1.2.3 Develop a personal leadership plan (Leadership Self-Assessment, Goals, Action Plan etc.). |  |
| CTE ALC.1.2.4 Demonstrate servant leadership through a school or community improvement project. |  |

Standard ALC.2.0: Supervised Agricultural Experience (SAE)

### Performance Standard CTE ALC.2.1 Maintain a Supervised Agricultural Experience

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.2.1.1 Explain the importance of learning through supervised experiences. |  |
| CTE ALC.2.1.2 Compare and contrast four main types of SAE. |  |
| CTE ALC.2.1.3 Develop a plan for a personal SAE including an evaluation of personal resources and interests. |  |
| CTE ALC.2.1.4 Apply proper record keeping skills related to a SAE program. |  |

### **Standard ALC.3.0: Career Opportunities in Agricultural Sciences, Communications, and Leadership**

### Performance Standard CTE ALC.3.1 Employment in Agricultural Sciences, Communications, and Leadership Fields

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.3.1.1 Identify communication and leadership career opportunities in agriculture. |  |
| CTE ALC.3.1.2 Identify personal characteristics (e.g., soft skills or transferable skills) employers find desirable in agriculture. |  |
| CTE ALC.3.1.3 Identify the necessary skills, experiences, and education required to reach a specific career in agriculture. |  |
| CTE ALC.3.1.4 Develop necessary materials required to obtain a career in the agricultural sciences, communications, and leadership fields (e.g., job application, cover letter, resume) and participate in the Job Interview CDE at the local level or higher. |  |

Standard ALC.4.0: Career Opportunities in Agricultural Sciences, Communications, and Leadership

### Performance Standard CTE ALC.4.1 Agriculture’s Impact on Society

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.4.1.1 Define agriculture and the components of the agriculture industry in Idaho, nationally, and globally. |  |
| CTE ALC.4.1.2 Explain the scope of agriculture as it relates to land use, economic impact, and employment in Idaho, nationally, and globally. |  |
| CTE ALC.4.1.3 Examine multiple viewpoints of an agriculture policy issue affecting the local community, Idaho, the nation, or the world (specifically researching in federal regulations, state statute or rule). |  |
| CTE ALC.4.1.4 Analyze the importance of agriculture to individuals and society. |  |
| CTE ALC.4.1.5 Discuss how citizens and interest groups can affect agricultural policies. |  |

### Performance Standard CTE ALC.4.2 History and Future of Agricultural Sciences, Communications, and Leadership

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.4.2.1 Describe historic advancements in agriculture. |  |
| CTE ALC.4.2.2 Analyze the impact of technology in agriculture. |  |
| CTE ALC.4.2.3 Understand the impact of increasing global population on agriculture. |  |

Standard ALC.5.0: Explore Agricultural Science Principles

### Performance Standard ALC.5.1 Examine Agriculture as a Science

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.5.1.1 Describe the scientific method. |  |
| CTE ALC.5.1.2 Explain, using examples, why applied research in agriculture is important. |  |
| CTE ALC.5.1.3 Design a testable experiment related to agriculture. |  |
| CTE ALC.5.1.4 Describe the relationship between public policy and applied research. |  |

### **Standard ALC.6.0: Explore Agricultural Communication Principles**

### Performance Standard ALC.6.1 Examine Communication Skills in Agriculture

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.6.1.2 Recognize the importance of non-verbal communication. |  |
| CTE ALC.6.1.3 Understand the components of effective written communication. |  |
| CTE ALC.6.1.4 Choose an issue and prepare written communication (e.g., email, memos, letters) to advocate the issue to a specific audience. |  |

### Performance Standard ALC.6.2 Examine Agricultural Media

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.6.2.1 Demonstrate news writing procedures. |  |
| CTE ALC.6.2.2 Examine the field of Public Relations. |  |
| CTE ALC.6.2.3 Examine the field of Broadcast Journalism. |  |
| CTE ALC.6.2.4 Explore the importance of social media and digital citizenship. |  |

## Standard ALC.7.0: Explore Agricultural Leadership Principles

### Performance Standard ALC.7.1 Examine Leadership Skills in the Agricultural Sciences

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ALC.7.1.1 Discuss the characteristics of effective leaders. |  |
| CTE ALC.7.1.2 Differentiate between types of leadership. |  |
| CTE ALC.7.1.3 Explain the importance of developing personal leadership skills. |  |
| CTE ALC.7.1.4 Analyze the factors of team dynamics. |  |
| CTE ALC.7.1.5 Describe how an individual develops a personal leadership style. |  |
| CTE ALC.7.1.6 Identify strategies to foster diversity within a group. |  |
| CTE ALC.7.1.7 Examine how active listening can be applied to conflict management and consensus building. |  |
| CTE ALC.7.1.8 Identify appropriate etiquette and professionalism in group settings. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

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1. [Idaho AFNR Agriculture Leadership & Communications Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/07/AG-Leadership-and-Communications-Program-Standards.pdf) [↑](#footnote-ref-1)