

R E P O R T R E S U M E S

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VT 001 391

INSTRUMENT FOR EVALUATING A DEPARTMENT OF VOCATIONAL
AGRICULTURE.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE 65

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DESCRIPTORS- *VOCATIONAL AGRICULTURE, *PROGRAM EVALUATION,
PROGRAM PLANNING, TEACHING PROGRAMS, SUPERVISED FARM
PRACTICE, YOUTH CLUBS, PHYSICAL FACILITIES, PUBLIC RELATIONS,
TEACHER ADMINISTRATOR RELATIONSHIP, WORK EXPERIENCE,
*EVALUATION CRITERIA,

AN EVALUATION TEAM MAY USE THIS INSTRUMENT IN
IDENTIFYING STRENGTHS AND WEAKNESSES IN A DEPARTMENT OF
VOCATIONAL AGRICULTURE. INSTRUCTIONS ON PREPARING FOR THE
EVALUATION, INVITING PARTICIPANTS, AND DISTRIBUTING SUMMARIES
ARE INCLUDED. SECTIONS ARE INCLUDED FOR DIFFERENT ASPECTS OF
THE PROGRAM--(1) MAINTAINING RELATIONSHIPS WITH THE SCHOOL
PERSONNEL, (2) PLANNING AND DEVELOPING A VOCATIONAL
AGRICULTURE PROGRAM, (3) ORGANIZING FOR TEACHING, (4)
DEVELOPING SUPERVISED FARMING PROGRAMS AND OCCUPATIONAL
EXPERIENCES, (5) ADVISING THE FUTURE FARMERS OF AMERICA
PROGRAM, (6) PROVIDING AGRICULTURAL MECHANICS TRAINING, (7)
SUPERVISING THE YOUNG-ADULT PROGRAM, (8) ADMINISTERING
PHYSICAL FACILITIES OF THE DEPARTMENT, AND (9) PROMOTING
PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE. SPACE FOR
SUMMARIZING THE APPRAISAL IS PROVIDED. EACH SECTION INCLUDES
A GUIDING PRINCIPLE AND SPACE FOR RECORDING SPECIFIC FACTS
AND FIGURES, SELECTED TRENDS, AND RESULTS, AND
RECOMMENDATIONS OR COMMENDATIONS. (JM)

ED018571

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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POSITION OR POLICY.

INSTRUMENT FOR EVALUATING

A DEPARTMENT OF

VOCATIONAL AGRICULTURE

School _____

Teacher/s _____

County _____

Area _____

Date _____

This instrument was developed by the Agricultural Education Section of the
Department of Public Instruction, Harrisburg, in cooperation with the Agri-
cultural Education Department at The Pennsylvania State University, in 1960
and revised in 1965.

V701391

INSTRUCTIONS

Continuous evaluation is necessary for good teaching. This instrument was designed for the purpose of making a rather comprehensive evaluation of a department of vocational agriculture in which strengths and weaknesses of the program might be identified. This evaluation shall be made every five years. It is recognized that perhaps the greatest good coming from an evaluation of this type is the preparation made by the teacher prior to the evaluation.

Suggestions for Preparing for the Evaluation

The local teacher in cooperation with the area supervisor should obtain permission of the chief school administrator for making the evaluation. A date should be selected for the evaluation which would not interfere with normal school operations.

Persons Who Should be Invited to Participate in the Evaluation Include:

1. Area Supervisor of Agricultural Education, Chairman
2. County or District Superintendent of Schools
3. An "outside" Area Supervisor of Agricultural Education
4. Teacher Trainer in Agricultural Education from The Pennsylvania State University
5. A Local School Administrator
6. A Local School Board Member (farmers if possible)

The local teacher should be provided a copy of the evaluation instrument in advance in order that he have recorded and/or on hand by the time of the evaluation all information requested in the instrument. Interviews with FFA members, young farmers, and school officials should be arranged by the local teacher as needed in order to supply facts and information to the committee.

Each member of the evaluation committee shall be furnished a copy of the evaluation instrument, and make notes on his copy as the evaluation progresses. A summary copy of the instrument shall be prepared which would be the composite thinking of the entire committee.

Copies of this summary copy should be sent to:

1. Local School Administrators for the School Board
2. County or District Superintendent
3. Area Supervisor of Agricultural Education
4. Agricultural Education Department, The Pennsylvania State University
5. A copy of this summary must be filed with the Agricultural Education Section, Department of Public Instruction, Harrisburg.

I. MAINTAINING RELATIONSHIPS WITH THE SCHOOL PERSONNEL

Guiding Principle: Teachers of vocational agriculture should cooperate in planning the local school program and share responsibility with other school personnel in putting the plans into effect in order to offer maximum educational opportunities for the community.

1. Some Facts and Figures

Written reports of departmental activities presented to local school authorities.

<u>Reports</u>	Principal and/or Supt.	Board of Education	Area Advisor	On Time
Preliminary Project				
Project Summary				
Monthly and Annual Activities				
Monthly Expenses				
FFA Program of Work				
Monthly and Annual Young-Adult Farmer				
Annual FFA Activities				
Status of Former Students				

Faculty Committees of which the teacher is a member are _____

General School duties regularly assumed by the vo-ag teacher are _____

2. Selected Trends

	2 yrs. ago	Last Year	This Year
	19__	19__	19__
Per cent of local faculty meetings attended	_____	_____	_____
No. of times Vo-Ag Program was presented to faculty	_____	_____	_____
No. of cooperative projects completed with other departments in the school	_____	_____	_____
No. of school improvement activities conducted, such as Turf Management	_____	_____	_____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- 1. The ag. teacher actively participates in the total school program.
- 2. Other school personnel understand the complete vo-ag program.
- 3. Vo-ag is an integral part of the total school program.
- 4. Mutual cooperation exists between the vo-ag teacher and school personnel in promoting the welfare of the school.

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	To what extent does the vo-ag teacher cooperate in planning the local program of the school, and share responsibility in putting it into effect?
Recommendations and/or Commendations	

II. PLANNING AND DEVELOPING A VOCATIONAL AGRICULTURE PROGRAM

Guiding Principle: The program should be planned with school and community representatives. Problems and needs should be considered in terms of accepted objectives. Progress toward long and short time objectives should be continuously evaluated.

1. Some Facts and Figures

Is a written course of study used as a guide in the program? _____
 Has factual information been compiled on the educational and agricultural situation in the community? Yes ___ or No ___ Explain _____
 Has the program been systematically evaluated? _____
 Explain _____
 Have school and community representatives assisted in planning and evaluating the departmental program? _____ Explain _____
 Is instruction in off-farm agricultural occupations part of the vo-ag curriculum? Yes ___ or No ___ Explain _____

2. Selected Trends

A complete program of agricultural education is offered:

	2 yrs. ago	Last Year	This Year
	19__	19__	19__
No. of non vo-ag students given personal or vocational guidance (Jr. Ag. Program)	_____	_____	_____
All-day Enrollment	_____	_____	_____
Young-Adult Farmer Enrollment	_____	_____	_____
Hours spent in professional improvement meetings	_____	_____	_____
Days spent in noncredit in-service workshops	_____	_____	_____
Hours of graduate credit earned	_____	_____	_____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

- 5 4 3 2 1
- 1. The department offers a complete vo-ag program.
 - 2. School and community representatives are helping in evaluating and developing the vo-ag program.
 - 3. The teacher shows professional growth.

<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1	To what extent does the vo-ag program include planning and continuous evaluation with the school and community representatives, with emphasis on planning for needs in terms of long and short term objectives?
5	4	3	2	1		
Recommendations and/or Commendations						

III. ORGANIZING FOR TEACHING

Guiding Principle: Classroom teaching should bring about thinking and understanding on the part of students, should help develop abilities necessary to farming and agricultural occupations, and should involve individual and group planning and evaluation.

1. Some Facts and Figures

The schedule is so arranged to permit ag. students to take courses that are required for college entrance.

- When were the department files last revised? _____
- Number of times teacher grades notebooks per class per year _____
- Number of field trips taken per class per year _____
- Number of times organized local project or demonstration data were presented per class per year _____
- Average number of different teaching aids used per class per day _____
- Percent of teaching directly related to student farming programs and agriculture occupational needs and opportunities _____
- Adequate comprehensive permanent records are kept for present and former students _____
- List methods of teaching commonly used _____
- Is a recent course of study on file with the area supervisor? _____

2. Selected Trends

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Hours of time spent per week in planning for teaching	_____	_____	_____
Are lessons taught with a unit and/or lesson plan?	_____	_____	_____
Number of new reference books placed in the department library	_____	_____	_____
Number of agricultural periodicals received by the department monthly -- list how they are used	_____	_____	_____
Number of comprehensive (other than quizzes) paper and pencil tests administered	_____	_____	_____
Number of students enrolled in college	_____	_____	_____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

- 5 4 3 2 1
- 1. A variety of teaching aids is being used.
- 2. Lessons are being planned adequately.
- 3. Supplementary aids are available and orderly.
- 4. College bound ag. students have the opportunity to take courses required for college entrance.

<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%; text-align: center;">5</td> <td style="width: 25%; text-align: center;">4</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1	To what extent does the classroom teaching serve the students in the community through increasing their skills and abilities in farming, in college, other agricultural occupations and their ability to think, plan and evaluate?
5	4	3	2	1		
Recommendations and/or Commendations						

IV. DEVELOPING SUPERVISED FARMING PROGRAMS AND/OR OCCUPATIONAL EXPERIENCES

Guiding Principle: The Supervised Farming Program and/or Occupational Experiences provide the individual student with useful farm or occupational experiences as well as a small part of capital needed for establishment in farming or an agricultural vocation.

1. Some Facts and Figures:

	This Year
Number of students with written farming program plans	_____
Number of students in a supervised occupational experience	_____
Number of students with a parent and son agreement	_____
Average labor income per student per year from farming program	_____
Average income per student per year from occupational experiences	_____

2. Selected Trends:

	2 yrs. ago	Last Year	This Year
	19__	19__	19__
Number of farm visits per high school student per year	_____	_____	_____
Number of occupational experience visits per student per year	_____	_____	_____
Average number of productive projects per student per year meeting state minimum standards	_____	_____	_____
Average number of hours students spend in on-the-job training	_____	_____	_____
Number of graduates who enter the business of farming yearly	_____	_____	_____
Number of graduates who enter agricultural occupations other than farming	_____	_____	_____

3. Results:

Use local interviews, observations, and discussions as a basis of your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- 1. The supervised farming and/or occupational experience programs of the department provide a basis for teaching the skills and abilities in agriculture basic to the area.
- 2. Supervised farming programs and/or occupational experiences are resulting in improvement of the student's establishment or employment in agriculture.
- 3. Supervised farming programs and/or occupational experiences are profitable enough to materially aid pupils in starting in an agricultural vocation.
- 4. Supervised farming programs and/or occupational experiences provide pupil's experience in managing agricultural businesses.

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5	4	3	2	1							
Recommendations and/or Commendations:											

V. ADVISING THE FFA PROGRAM

Guiding Principles: The FFA chapter program should provide all members with those experiences necessary to develop effective rural citizenship.

1. Some Facts and Figures:

	<u>This Year</u>
Date program of work was distributed to members	_____
Percent of stated goals completed in last annual program of work	_____
Number of social, recreational, or civic meetings held or attended in addition to regular chapter meetings	_____
Number of boys who receive the National Future Farmer Magazine	_____
Number of summer meetings -- June through August	_____
Number of different group exhibits and demonstrations at fairs, shows, etc.	_____
Total chapter budget approved	_____
Number of newspaper items and TV and radio programs used in publicizing FFA	_____
Percent of vo-ag students enrolled in FFA	_____
Number of American farmers	_____

2. Selected Trends:

	<u>2 yrs. ago</u>	<u>Last Year</u>	<u>This Year</u>
	19__	19__	19__
Total Chapter membership	_____	_____	_____
Number of regular meetings held	_____	_____	_____
Average percent of attendance at meetings	_____%	_____%	_____%
Number of students serving on more than one committee	_____	_____	_____
Number of members participating in FFA activities beyond the chapter level	_____	_____	_____
Chapter rating in State (National FFA foundation form) Standard, Superior, or National	_____	_____	_____
Number of (Local) awards given for proficiency in rural leadership	_____	_____	_____
Number of members applying for the State Farmer Degree	_____	_____	_____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- 1. The Chapter meetings are interesting to members.
- 2. The students assume responsibility for chapter operation.
- 3. The chapter program is adapted to the leadership needs of the members.

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5	4	3	2	1							

Recommendations and/or Commendations:

VI. PROVIDING AGRICULTURAL MECHANICS TRAINING

Guiding Principles: Agricultural mechanics instruction should develop appropriate skills and abilities, be related to student occupational needs, and should result in improvement of agricultural operations and employment.

1. Some Facts and Figures:

This Year

A written comprehensive course of study is followed _____
 Percent of time agricultural mechanics instruction was offered last year _____
 An adequate record of completed shop jobs is kept _____
 Percentage of agricultural mechanics time spent in group instruction _____
 Individual instruction _____
 Evidence of instruction in safety is on file _____
 Number of students who completed improvement projects in the school shop for use on the farm or other agricultural businesses _____
 Number of evaluative procedures used in teaching agricultural mechanics
 Student self evaluation _____ Performance testing _____
 Written tests _____ Other _____ TOTAL _____

2. Selected Trends:

2 yrs. <u>ago</u> 19__	Last <u>Year</u> 19__	This <u>Year</u> 19__
------------------------------	-----------------------------	-----------------------------

Number of students who repaired or overhauled agricultural machinery or equipment	_____	_____	_____
Number of students who own agricultural machinery and/or equipment	_____	_____	_____
Number meetings of young-adult classes held in shop	_____	_____	_____
Number of students establishing or making major improvements in home farm shop and/or agricultural businesses	_____	_____	_____
Number of class periods spent by agricultural mechanics classes in field work on farms and/or ag. businesses	_____	_____	_____
Number of former students who have been placed in ag. mechanics businesses	_____	_____	_____

3. Results:

Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- 1. School ag. mech. equipment shows evidence of proper maintenance.
- 2. Good housekeeping is in evidence throughout the ag. mech. shop.
- 3. The shop projects completed show quality in workmanship.
- 4. Student ownership of ag. machinery and equip. increased progressively as ag. programs increase in size and scope.
- 5. Interests and appreciations gained through agricultural mechanics instructions are resulting in establishment of home farm shops.
- 6. The agricultural mechanics program results in students securing employment in agricultural mechanics businesses.

<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>						To what extent is agricultural mechanics instruction related to student, home, and community needs and resulting in improvement in farming and employment in agricultural mechanics businesses.

Recommendations and/or Commerdatations:

VII. SUPERVISING THE YOUNG-ADULT PROGRAM

Guiding Principle: The Young-Adult Farmer Program should serve the community through increasing their proficiency in agriculture as well as in leadership, civic, and social responsibility.

1. Some Facts and Figures:

This
Year

A planned course of study was followed _____

Number of improved practices per farmer resulting from instruction _____

Number of special, social, recreational, or civic meetings _____

Number of summer meetings April-October inclusive _____

Number of group field trips and on-farm demonstrations _____

Number of meetings of planning committees _____

Number of sessions in which resource persons were used _____

Number of years of affiliation with Pennsylvania Young Farmers Association _____

Number of newspaper items in publicizing the programs _____

List number of specialized agricultural classes with specific occupational objectives _____

2. Selected Trends:

2 yrs. ago	Last Year	This Year
19__	19__	19__

Number of instructional meetings held	_____	_____	_____
Average attendance at instructional meetings	_____	_____	_____
Total enrollment	_____	_____	_____
Number of instructional visits per farmer per year	_____	_____	_____
Number of instructional visits made to prospective members per year	_____	_____	_____
Number of members affiliated with the PYFA	_____	_____	_____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- 1. The meetings are regularly held and varied.
- 2. The members are making desirable changes in their farming operations as a result of the course.
- 3. The members are developing further competency in social, recreational, civic, and leadership responsibilities.

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Recommendations and/or Commendations:					

VIII. ADMINISTERING PHYSICAL FACILITIES OF THE DEPARTMENT

Guiding Principle: Each teacher of agriculture should plan, organize, and use to best advantage, those facilities which the community can provide effectively and adapt them to the needs of the learners.

1. Some Facts and Figures:

- Inventories of department facilities are available and up to date (check)
Reference Book List Laboratory Supply List Unloading Ramp
Farm Mechanics List Teaching Aids Hot Beds
Telephone Outside Fence in
Use of filing system (check) Storage & Work Area
Department Records Reference Books Greenhouse
Bulletin Library Teaching Aids Experimental Plots
Follow-up records of each student (all day and adults) are used
Requisitions for books, bulletins, supplies, tools and equipment are prepared and presented each year
Average annual expenditure for department library \$ shop equip. \$
bulletins \$ lab. equip. and supplies \$ misc. fund \$
A list of needed major improvements in physical facilities has been prepared
Date of preparation
Audio visual equipment is available for classroom use (check)
Motion picture projector Chart making equipment
Slide and filmstrip projector
Opaque projector Tape recorder
Room darkening equipment Overhead projector

Field trips and other vo-ag activities off the school property were approved in advance by the school board through the school administrator.
Is adequate insurance available on student, teacher, and equipment?
Is adequate transportation provided for field trips?
Is agricultural mechanics shop used to store school equipment?

2. Selected Trends:

Major improvements made in school facilities during the preceding year:

Major improvements made in classroom facilities during the last year:

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

- 5 4 3 2 1
. 1. A desirable learning environment has been provided in the classroom and shop.
. 2. Those who used the vocational agriculture facilities help in maintaining and improving them.
. 3. Facilities for teaching have been wisely selected, properly maintained, and are conveniently stored.

Physical facilities for teaching vocational agriculture are adapted to the needs of the learners and they are planned, organized, and used to best advantage by the teacher and student.

Recommendations and/or Commendations

IV. PROMOTING PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE

Guiding Principle: A correlated, continuous and well-organized effort is made to develop understanding and favorable attitudes toward the program of vocational agriculture on the part of the school and community.

1. Some Facts and Figures:

Number of different publications which carried news articles of department activities _____

Number of articles concerning various areas of the program:

Agricultural mechanics _____	Supervised occupational experiences _____
Classroom teaching _____	Farming programs _____
FFA articles _____	Other _____
Young-adult farmer activities _____	Number of different areas _____

Number of articles written in school newspaper _____

Number of articles written by teacher _____

Number of articles written by students _____

Number of programs given to school and community groups _____

List the different agricultural agencies that work in cooperation with vocational agricultural departments _____

2. Selected Trends:

	2 yrs. <u>ago</u>	Last <u>Year</u>	This <u>Year</u>
	19__	19__	19__
List civic, service, and farm organizations of which the teacher is a member	_____	_____	_____
Number of civic organization programs in which the FFA participated	_____	_____	_____
Number of civic organization programs in which the YFA participated	_____	_____	_____
Number of news articles written per year	_____	_____	_____
Number of radio and/or TV programs given	_____	_____	_____
Number of window displays and/or demonstrations	_____	_____	_____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

- | | | | | | |
|-----------|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | |
| | | | | | 1. The program of vocational agriculture is well presented to the school and community. |
| | | | | | 2. The program of public relations is well balanced. |
| | | | | | 3. The public relations program is a cooperative effort. |
| | | | | | 4. Public relations activities in vocational agriculture are closely correlated with the public relations program of the school. |

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5	4	3	2						

Recommendations and/or Commendations

X. SUMMARY OF THE APPRAISAL

Evaluations of the various areas of the program may be obtained from the final results at the bottom of each of the preceding pages. Record these on the scale. Draw a heavy line connecting each point. This is a profile of the appraisal.

	5	4	3	2	1	0
1. <u>Maintaining Vocational Agriculture Relationships with School Personnel</u>						
2. <u>Planning and Developing a Vocational Agriculture Program</u>						
3. <u>Organizing for Teaching</u>						
4. <u>Developing Supervised Farming Programs and Occupational Experiences</u>						
5. <u>Advising the FFA Program</u>						
6. <u>Providing Agricultural Mechanics Training</u>						
7. <u>Supervising the Young-Adult Program</u>						
8. <u>Administering Physical Facilities of the Department</u>						
9. <u>Promoting Public Relations in Vocational Agriculture</u>						

(5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor)

SUMMARY APPRAISAL OR COMMENTS: