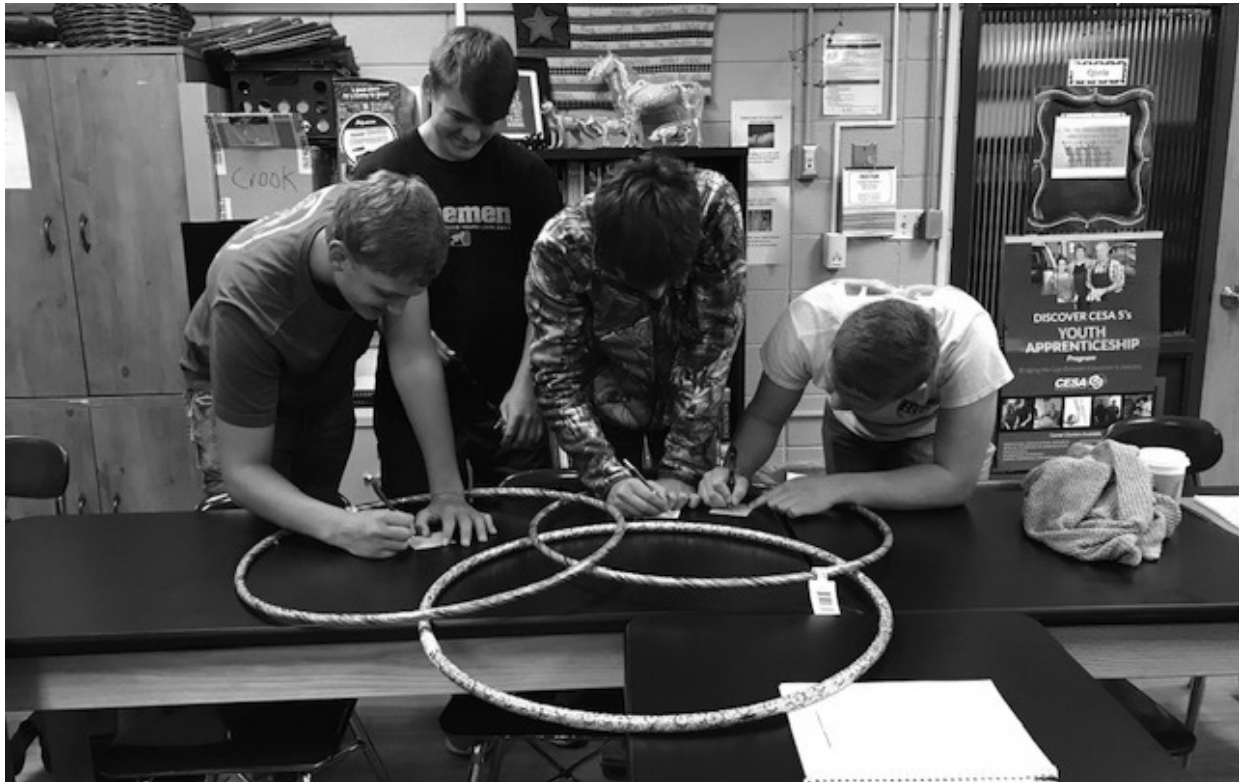


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*SAE for All, seriously?
Absolutely!*

Working to Make SAE (Truly) For All

by Gaea Hock

As a former high school agriculture teacher, I remember introducing my freshmen students to the concept of a supervised agricultural experience (SAE). I shared with them the history of agricultural education and the importance of on-farm experiences (“home projects”). I utilized several teaching methods to get them excited about starting, or continuing, their SAE. I distributed the SAE cards from National FFA and asked students to match them to their possible interests. I gave them the list of proficiency awards and asked that they identify which ones they might want to go after. When a student expressed interest and motivation to pursue a proficiency award or be recognized as a district STAR, my teaching partner and I put in extra hours to make sure their record-book was up to date and accurate.

I am sure I am not the only one who used an FFA award program to motivate students to conduct an SAE. Reflecting back on my six years in the classroom, I can quickly identify students who fell through the gap in regards to having a high-quality SAE. These students had great projects, but they were not ones to make them eligible for a proficiency award or even the State FFA Degree.

Now that I am a few years removed from the high school classroom, I can look back and critique my own teaching methods and program management. I enjoyed visiting students to learn more about their SAE projects, but I did not make it to each student for an

on-site visit. I recognize now students were learning skills in other aspects of their lives that were beneficial and valid, just not directly tied to a traditional SAE program.

This issue focuses on the re-visioning of Supervised Agricultural Experiences, including a new definition. The new framework, *SAE for All*, works to insure all students in the agricultural education program have the opportunity to explore their career options, build skills for their college and/or career, learn financial management practices, practice safe working habits, and become agriculturally literate.

New SAE Definition:

Supervised Agricultural Experience (SAE) is a student-led, instructor supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study.

Currently, I introduce *SAE for All* in my Introduction to Agricultural Education course at Kansas State University. Students in this course come from a variety of backgrounds. Most are products of school-based agriculture programs, but others did not come from a school that offered agricultural education. What has surprised me over the years of teaching at the collegiate level is just how little some agricultural education students know about SAEs. I believe this new framework will encourage more teachers to purposefully implement

and encourage all students to have an SAE, not just those who might win a proficiency award.

Change is hard. It has been many years since any major changes have occurred in how we teach, implement, and supervise SAEs. I believe this new framework is a step in the right direction to encourage all students to identify and build skills that will prepare them for their future career.

Authors in this issue highlight the work done in their states and across the nation to train teachers to implement this new model. I encourage you to read their stories and think about how you can support this initiative to ensure that we are truly supporting *SAE for All*.



*Dr. Gaea Hock is an Associate Professor of Agricultural Education at Kansas State University and Editor of **The Agricultural Education Magazine**.*

SAE for All, Seriously? Absolutely!

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What is with this SAE Renewal Thing?

by Michael Womochil

Why do we have a new *SAE for All* program? Hasn't SAE always been part of the Agricultural Education delivery model since the start of school based Ag Ed? Why did we need to renew it? Did it just need a name change? What is so different about it? Why is SAE so important anyway?

This month's issue of the Ag Ed Magazine focuses on the *SAE for All* program the National Council for Agricultural Education (NCAE) is rolling out to states and local programs. In the articles following you'll find an explanation of the *SAE for All* program design, why the focus on career planning is so critical, changing the approach to SAE visits, along with reports from several states on how they are assisting with implementation at the local program level. You will also receive information from National FFA about plans regarding the alignment of their awards and recognition programs with *SAE for All*, and a comparison of SAE and experiential learning alignment with educational models for effective learning.

However, before you dig into these articles review of the why and how *SAE for All* came about is necessary. In late 2008, the NCAE identified a decrease in student participation in SAE across the country. It was still a piece of the three-component Ag Ed model. We were still recognizing our stars and proficiency award winners in FFA and of course, we could still "talk the talk" about how great Ag Ed was at delivering the SAE to every student in our

classrooms. While each of those things were true, unfortunately, not every student was involved in SAE. In fact, it was estimated that only 30% of Ag Ed enrollment engaged in the SAE process. This is the reason NCAE initiated the SAE Renewal initiative.

Over the past 11 years, the profession has worked to answer the question of why our programs were not engaging students in SAE. Starting with research commissioned by the Council on SAE, continuing with multiple meetings with Ag Ed staff, teacher educators, teachers and others identifying barriers to SAE, and individual committees established by each of the three Ag Ed Organizations, we tackled this issue of renewing SAE. A taskforce established by the Council released a statement of Philosophy and Guiding Principles on SAE in 2015. This document, residing on the Council webpage, while outlining multiple changes in design, philosophy and delivery of SAE, had little impact on SAE in the local program.

Realizing that SAE was not yet "renewed" efforts were started to develop resources around the new philosophy and design. *SAE for All* guides coupled with independent student learning guides were created to assist teachers with the implementation of the new SAE into their programs. This past summer 35 state teams participated in one of eight regional "Train the Trainer" workshops across the country to gain better understanding of the *SAE for All* program, and develop strategic plans for state implementation. The SAE Renewal project is nearing

completion. All that is remaining is adoption and implementation into the local program so EVERY student can participate in a meaningful SAE learning experience.

So, what is different with this new rendition of our work-based learning program? Unlike the past eight efforts to change this program, we did not change the name. This renewal can be distilled into two words; Career Focused! Everything the student does in *SAE for All* is centered around their career aspirations. It's not about the project, it's not about the earnings, it's not about the awards. It is about their career and how they identify, explore, experience, and validate what they want to pursue the day after they step from the graduation stage. That is the main difference with *SAE for All*. That is why we need to make sure that every student has the opportunity to have an SAE experience.

If you still have questions, read on, there is plenty of detail in the remainder of this issue.



Michael Womochil serves as Program Director of Agriculture, Energy & Natural Resources with the Colorado Community College System. For the past four years, he has served as chair of the SAE Renewal committee for the NCAE.

Something Had to Change

by Larry Gossen

Something had to change. I knew it the minute I had this conversation with a student. Several years ago, I was attending a state FFA convention in a midwestern state. After one of my workshops, I asked a student what their SAE was. Student – “I don’t have an SAE”

Me – “Why not?”

S – “I don’t have time”

M – “Why don’t you have time?” (expecting an answer related to being a 3 sport athlete, involved in lots of school activities, enrolled in advance placement classes and taking college courses),

S – “I have to go to work every night after school”

(hoping my surprise wasn’t too obvious),

M – “So where are you working?” (expecting to hear they were working in a job that they felt wasn’t agricultural or might not qualify for a proficiency award or state degree),

S – “I work down at the feed store”

M – (totally surprised by now) “So what kind of work do you do at the feed store?” (expecting an answer of sweeping floors or some simple manual labor),

S – “Oh, I mix rations, grind feed, wait on customers, set up displays, pretty much anything there is to do to run the place”.

M – (almost at a loss of words) – “So why don’t you call that an SAE?”

S – “Well, I haven’t filled out any

proficiency award applications or keep a record book.”

That’s when I knew there was a problem, and something had to change.

So why did this student not believe their job would qualify as an SAE? Where did they get the idea that it only counted as an SAE if you applied for an award or kept a record book? I can only assume that this was the philosophy of the chapter advisor or the way this program had defined SAE over the years.

And evidently, the National Council for Agricultural Education also believed there was a problem with our current SAE component nationwide and something had to change. Since 2010, The Council has been working towards a solution to the apparent problem. Their solution has finally come to fruition with the SAE for All project.

SAE for All provides a new way of defining SAE that may require a paradigm shift for some, but will allow most teachers freedom to incorporate career education related topics into their curriculum with a purpose.

First, let’s review the Agricultural Education Mission Statement since this is really why we do what we do. “Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.”

If our purpose is to prepare career ready students, one of the best ways we have of doing so is through the SAE circle of our 3-component model. The SAE

for All definition of SAE states “Supervised Agricultural Experience (SAE) is a student-led, instructor supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study.” Notice that the culmination of the definition is for a student to have a career plan of study. Clearly, the definition of SAE aligns directly with the Ag Ed Mission Statement.

So how does the SAE for All model work? I’m glad you asked.

The model begins with every student engaging with a Foundational SAE. The Foundational SAE is exactly how it sounds, the foundation for the growth and development of a work-based learning experience. Each student begins their SAE journey by completing activities in each of the five categories of a Foundational SAE.

The critical first category relates to **career exploration and planning**. This might include students creating their first career plan of study, exploring career interests through a variety of career planning tools, or interviewing professionals in their field of interest.

The second component focuses on **employability skills** for college and career readiness. Activities students may complete will develop their skills related to communication, critical thinking and collaboration. These may be done individually or even through preparation for several FFA Career and Leadership Development Events.

The area of **personal finan-**

cial management and planning provides opportunities for students to create a personal financial plan, or complete activities related to budgeting, appropriate use of credit, and developing savings plans. It might also help them create a financial plan for post-secondary training or applying for college scholarships.

A critical component of the Foundational SAE is **workplace safety**. Students need to have a strong understanding of the hazardous nature of agricultural careers, and what their role is in their own safety in the workplace. Activities might include anything from identifying appropriate personal protective equipment to conducting a complete workplace safety evaluation.

Finally, students need to conduct activities related to **agricultural literacy**. There has never been a more important time in our history for informing the public of the importance of agriculture and where our food comes from. Activities here will ask students to research and analyze trends in agricultural systems, public policy, and how agriculture impacts our society and the economy.

The real value of the Foundational SAE is that these components relate to every student, in every class, for the entirety of their agricultural education program. To accomplish this, the SAE for All Independent Learning guides provide suggested activities for three levels of students. These are the Awareness level, designed for grades 6 through 9; the Intermediate level focused on grades 9 through 11; and the Advanced level for students in grades 11 and 12.

Since SAEs are student led, the activities in all three levels are fluid, meaning that depending on the individual student; some students may work in more than

one level at once based on their individual needs. Remember that the ultimate goal is to prepare students to be college and career ready, and meet their personalized goals for their career plan of study.

In addition to maintaining a Foundational SAE, each student is encouraged to expand into one of five Immersion SAEs. Immersion SAEs provide a more in-depth pathway to career preparation by allowing students to build upon their Foundational SAE through real-world application. Whether a student wants to work for a company in a chosen career field as a volunteer or paid employee through a Placement/Internship SAE, or work for themselves through an Ownership/Entrepreneurship SAE, the options are endless. Students also have opportunities to research areas of interest through experimentation, analyzing data, or even inventing a new product or service. Students with a heart for service can dive into a Service Learning SAE to meet the needs in their school or community. Finally, students may want to work together to start a business using school facilities and resources with a School Based Enterprise SAE.

The Council has created a series of resources to help teachers better understand the SAE for All model and made these available online for free download. There are independent learning guides for the awareness, intermediate and advanced Foundational SAEs, as well as a teacher guide for all three. There are also independent learning guides for each of the Immersion SAEs along with a teacher guide complete with suggested activities, bell ringers and bonus activities. These can all be found at www.thecouncil.sae.org/sae-resources. Another resource that is available on this site is a learning guides online course for

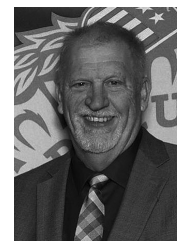
teaching the SAE for All guides.

With these new resources, along with the focus on Foundational SAEs, teachers should find it much easier to incorporate SAEs into their programs. Redefining SAEs to focus on career preparation as opposed to limiting perceptions to Proficiency Awards and record keeping, provides the opportunity to incorporate a new model into your agriculture program.

As teachers begin to create new resources and share their ideas on social media and through communities of practice, SAE for All will continue to grow and expand across agricultural education programs nationwide. There are new resources being created by National FFA staff and will be found on the FFA & the Council website.

So what would the student need to change about his job at the feed store to make it an SAE? Absolutely nothing but a change of mindset and understanding how that job prepares him for a career; helping that student connect the employability skills learned in class with those he was using on the job; creating a personal budget based on the paycheck received each week; and focusing on workplace safety issues that impact the student in his position. Focusing on those areas meets every component of an SAE.

And I for one, am glad to see that something has finally changed.



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The Agricultural Education Magazine

SAE for All and the Career Development Process

by Matt Kreifels

A Modern Paradox

| 'perəˌdäks |

“a seemingly absurd or self-contradictory statement”

There are two phenomena happening at the same time in this country regarding young people and their career journeys:

1. The USDA estimates an annual 39% shortage of employees with degrees in agriculture, food and natural resources between 2015-2020.
2. Evidence of a lack of career focus can be seen at the college level. The media often reports about
 - a) the frequency that students change majors (some suggest at least one-third change at least once);
 - b) the percentage of student non-completion/drop-out rates (estimated as high as 30% for universities and 68% for 2-year colleges);
 - c) how students carry a tremendous amount of student debt (nationally it is now larger than credit card debt);
 - d) and that many college graduates cannot find a job in their field (as many as 43% become under-employed).

The reality is that too many students do not begin their career development journey until going to college—and what an expensive place to start career exploration! And this is happening at the same time that the agricultural industry

is desperate for talent. The question is, how can agricultural education address these two issues?

The Career Development Cycle: An Early Start Matters

For most individuals, there are things that must happen before students can engage in *meaningful career preparation*. Before a student can optimally prepare for a career, she or he must know and experience enough about a career path in order to develop a passion for the particular field. In order to develop that passion, any person generally experiences the first two phases of career development: *career awareness* and *career exploration*.

agriculture, business, health, etc.), including some occupational details beginning in middle school. Suggested activities in the awareness phase include in-class career research, guest speakers, classroom activities and more.

From there, students identify a career pathway (e.g., animal systems), further narrowing their focus and then enter into a *career exploration* phase. Career exploration activities allow students to experience an industry through job shadowing, mentorships, field trips and more. It is at this point that students oftentimes discover an initial passion for a type of work and industry—or sometimes the opposite, finding they do not

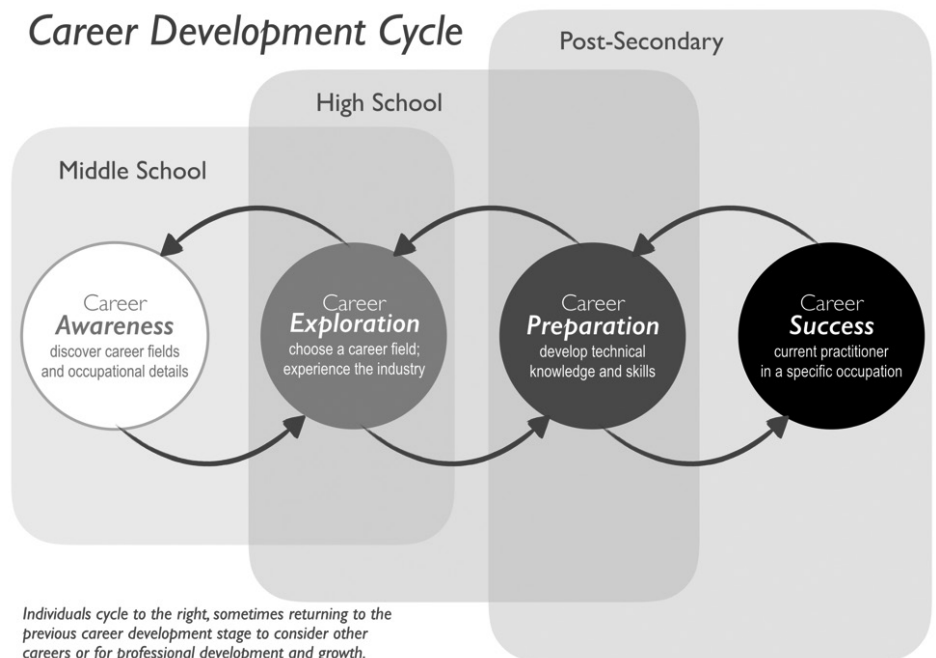


Figure 1. A conceptualization of four phases of the career development cycle.

As can be seen in Figure 1, ideally, students can begin *career awareness* by becoming familiar with different career fields (e.g.,

like a particular career area. Both realizations have equal merit.

A student enters the *career preparation* phase when he or she

begins to develop personal experiences in an industry. This can happen in many ways—through internships, entrepreneurial experiences, by completing original research in the field and more. Additionally, this is the phase where students are taking technical courses that contribute to the knowledge and skill in a particular area in high school or in post-secondary opportunities.

The fourth and final phase of career development is when an individual finds *career success* in a position they consider more than “just a job.” In today’s world, this oftentimes happens as a student exits post-secondary training.

It’s important to note that throughout the entire career development cycle, it’s common and encouraged for students to return to the previous level as they zero-in on a career that they feel passionate about. Even once a person reaches the career success level, nearly every profession requires individuals return to career preparation, whether through professional development, continuing education or other training.

SAE for All: All about Career Development...Yes, for All

What if there was a program in high school that helped every participating student discover career opportunities, assisted them in developing an individualized career plan, held them accountable for career development milestones, and supervised them in immersive, resume-worthy career experiences? Would those students be more likely to find their passion before leaving high school? Would that result in a higher success rate, less time in school, less debt, and a higher chance of finding a career in their field? How meaningful would that be to stu-

dents? To parents? To society?

Guess what? That program now exists in *SAE for All*.

For me, the genius of the new *SAE for All* model is that it restores agricultural education’s focus on career development for all students.

Too often, we focus on the students “in the middle” when it comes to career development through SAEs. As a teacher, I had the most meaningful SAE career conversations with those students who did not come in with an established SAE but knew they wanted to be involved in agriculture (and they were probably motivated FFA members who wanted to earn a degree). My conversations with these middle-ground students included career awareness and career exploration, taking into account local opportunities.

Conversely, I sometimes would not take the time for the same type of individualized conversations with A) students who were not in FFA or dropped-in for a single semester class, or B) students who came to me with a “born-in” SAE, frequently a production enterprise based on their family’s operation. Instead we would jump directly into records, taking pictures, or things that would help that student succeed on an application. I neglected both extremes of students from having a meaningful and unassuming career conversation.

So, what does *SAE for All* do differently to propel career development for all students? It’s based on four principles:

- 1) every student shall have a Foundational SAE that includes directed career awareness, exploration and preparation aspects (regardless if they enter the program with or without a pre-existing SAE);
- 2) every student shall main-

tain the Foundational SAE throughout their entire experience in middle and high school—a student does not “graduate out” of a Foundational SAE, it grows with them;

- 3) students may optionally tack-on one (or more) of five Immersion SAE categories to their Foundational SAE;
- 4) to ensure that every agricultural education student (regardless of FFA membership or activity level) maintains an SAE, the Foundational and elements of an optional Immersion SAE shall be graded expectations of every agriculture course.

How does career development take place for students?

If career development takes place in four phases (awareness, exploration, development and success as described previously), then how do these phases overlay the new SAE for All model?

The Foundational SAE is comprised of five aspects that help students become aware of and explore careers, including 1) Career Exploration and Planning; 2) Employability Skills for College and Career Readiness; 3) Personal Financial Management and Planning; 4) Workplace Safety; and 5) Agricultural Literacy. Students are intended to experience all five components each year they are enrolled in agriculture courses, suggesting that over time they “level up” to performing more focused tasks within each.

To that end, there are three levels of a Foundational SAE: Awareness, Intermediate and Advanced. **This approach is designed to help students progress through the career development cycle mentioned previously.** A

sample of the types of *career exploration and planning* activities students may complete is found in Figure 2. Similar (and more) ideas are included for all five aspects of the Foundational SAE in the *SAE for All* guides found on the *SAE for All* mini-site located on the FFA and Council websites.

Foundational SAE: Career Exploration and Planning Sample Activities

<i>Awareness (grades 6-9)</i>	<i>Intermediate (grades 9-11)</i>	<i>Advanced (grades 11-12)</i>
<ul style="list-style-type: none"> • Complete Career Interest Inventory (ex. Ag-Explorer.com) • Create Career Pathway Goals • Start 4-year Career Plan, including: <ul style="list-style-type: none"> • Academic/courses • Immersion SAE Research/Plan • Career Readiness Skills/Leadership 	<ul style="list-style-type: none"> • Revisit Career Goals • Update Career Plan • Pursue Shadowing Opportunities • Develop Immersion SAE Plan • Explore post-secondary options and terminology • Specific post-secondary research and planning based on Career Goals • Financial aid research 	<ul style="list-style-type: none"> • Revisit Career Goals • Update Career Plan • Application to post-secondary • Application for financial aid • Identify and contact support at post-secondary level

Figure 2. Example “Career Exploration and Planning” sample activities that students may complete as part of a Foundational SAE.

While career awareness and career exploration are the two primary phases of Career Development addressed through the Foundational SAE, the *SAE for All* model pushes students into the career preparation phase when they participate in an Immersion SAE. There are five categories of Immersion SAEs, including 1) ownership/entrepreneurship; 2) placement/internship; 3) research; 4) school-based enterprise; and 5) service learning. *Each is designed to provide students experience within the industry*, resulting in students developing knowledge and skills, making personal connections with industry personnel and furthering their ability to become professionals themselves. **In essence, Immersion SAEs are resume-worthy experiences.**

A Bright Future

Eventually, nearly everyone completes a personal career development journey. *SAE for All* suggests that it is far more powerful for students to start their trip through the career development cycle during middle and high school alongside a trusted and caring teacher rather than waiting until college or by happenstance.

We prepare students for successful careers and a lifetime of

informed choices in global agriculture, food, fiber and natural resource systems. *SAE for All* can help us be even more effective in our ability to make individualized, meaningful and lasting differences in the lives of young people. *Let’s be intentional in doing that for all our students.*

Endnotes

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Resource Development for Wisconsin Teachers

by Glenda Crook

SAE for ALL! Or SAE for ALL? Depending on where you are in the country or in your career this new concept can be taken in one of two ways- with enthusiasm and excitement or with skepticism and concern. Implementing a new initiative or changing what we are comfortable with can create anxiety and stress for agricultural educators already maximizing every minute of their day. However, if you stop and take a moment to think about your overall objective as a teacher, our ultimate goal is to prepare our students for the world of work. Our main focus is to provide our students with the right knowledge, tools and skills to become valued employees in their future careers. Thus, making SAE for All a program that can accomplish this goal for both the teacher and the student.

Creating Interest: For years, Wisconsin has been notorious for their proficiency award success. This notoriety has developed a strong emphasis on the SAE circle in the 3-circle model of agricultural education. However, implementing SAE into classroom instruction can be a daunting task. The emphasis on Academic and Career Planning (ACP) has brought new light to agricultural education's SAE program, reemphasizing that it is an important part of the agricultural curriculum. The SAE for All initiative makes incorporating SAE into the curric-



ulum a whole lot easier by allowing students to begin with a Foundational SAE based on their career interest. The National Council for Agricultural Education (The Council) has developed and provided resources to assist agricultural educators in implementing this new initiative. That being said, Wisconsin Agricultural Educators and their DPI consultant, Jeffrey Hicken, took the initiative to form Wisconsin Team AgEd to create an SAE strategic plan.

A Strategic Plan: Hicken realized Wisconsin Agricultural Educators were going to need training, resources and assistance in order to reconstruct their SAE program to include the Foundational SAE. A team of agriculture teach-

ers, who already had established strong SAE programs in their curriculum, were invited to join Wisconsin Team AgEd along with the University professors at the two institutions offering Agricultural Education degree programs. This team worked to create an SAE Vision and strategic plan to implement SAE for All. See Below:

SAE Vision

Wisconsin Team AgEd is committed to a future where all students enrolled in agricultural education have a Supervised Agricultural Experience. It envisions a future where:

All AgEd students have a Foundational SAE and most students have at least one Immersion SAE

Instructors are confident with implementing SAE in their program and making it a component of each student's grade

Student SAE documentation provides a valid and re-

Our main focus is to provide our students with the right knowledge, tools and skills to become valued employees in their future careers.

liable measure for Employability Skill verification and Career and College Readiness

Wisconsin Ag Ed is a leader in connecting students to authentic work-based and service learning experiences and supporting an entrepreneurial spirit

Drivers

1) Professional Development

Current and future teachers will need adequate training and supports to realize the vision of SAE for all students. New models of instruction and supervision will need to be developed and shared.

2) Promotion

Stakeholders from the local, regional and state level will need to be made aware of and engaged as collaborators in the work. A communication plan will guide a targeted outreach to each audience from students to senators.

3) Alignment to State and Federal Policies and Initiatives

SAE for All will be aligned and/or embedded to work-based, career guidance (ACP) and workforce initiatives within Wisconsin.

4) Planning and Coordination

Implementation will be monitored and coordinated by an SAE for All committee that tracks progress and adapts the plan as needed.

Training and Educating

Teachers: Wisconsin Team AgEd has a 3-year plan progressively working to achieve their goals in implementing SAE for All. The first step was to offer workshops and training to the Wisconsin Agricultural Educators making them

aware of SAE for All and the new SAE structure. A main area of focus was on training the new teachers and teachers-in-training. Workshops have been offered at the WAAE Professional Development Conference, New Teacher In-service, State Officer Training, and DPI Fall In-services. Lesson plans have been created and are available online through the Wisconsin Department of Public Instruction. The lessons include resources and links to The Council's SAE website and materials. The process of implementing the Foundational SAE has been met with mixed reviews as some school districts have structured ACP into their daily schedule, meaning students are already doing career research and career projects. This means the Foundational SAE piece has already been put into progress and the agriculture teachers need to adapt their lessons so as not to overlap work students have already completed. This has created some challenges and the demand for alternative instruction for these types of schools, which has led to a redirection in the thinking of these teachers to the overall objective of the SAE for All program.

Creating Interest and Celebrations:

The first step for Wisconsin Team AgEd was to promote the SAE for All initiative and offer ideas to help teachers see how valuable this program could be for their students and how it would be more relevant to every student in class regardless of their agricultural experience or background. Wisconsin Team AgEd also created SAE celebrations to help students and teachers realize their SAE project is important regardless of award areas or prize incentives. Every SAE project is an important example of a student's development to be displayed publicly. Wisconsin SAE projects were displayed at the Wisconsin State FFA Convention allowing every FFA member recognition for their SAE project. FFA Advisors were invited to have their students complete a one-page summary of their SAE project to display at convention. A template was shared; however, advisors and students were encouraged to use what worked for their program. Every student who attended Wisconsin State FFA Convention had an opportunity to participate in a celebration of their achievements and success. FFA members were



able to view their peers SAE projects and learn what other students were doing for their SAE. The Wisconsin Team AgEd felt celebrating SAE projects was a great way to promote SAE for All and an opportunity for 100% inclusion of all FFA members. In my classroom this year there is an SAE Fair display. My FFA officers are taking turns setting up SAE exhibits promoting student's SAE Projects. The SAE Fair will not only be a celebration for the students, but it will also serve to inspire the middle school students in grades 6-8.

Expanding Resources: The next steps to help agricultural educators move forward with SAE for All is to expand the lessons to include links to workplace safety, financial literacy, and agricultural literacy, which are all part of the

SAE for All rubric. Jeff Hicken will be including topics and links to short video clips for these SAE aspects at the Fall DPI In-service. The goal is to assist Ag teachers with a list of resources to use in their classroom that provide effective messages in a timely manner. These short video clips or articles will provide a topic for the teachers to develop a class discussion or full lesson plan around, based on their agricultural education and SAE program. These three aspects of the SAE for All will also help those teachers in districts that have implemented a structured ACP to take their students above and beyond their standard career exploration and research. As I reviewed the lesson plans I had developed and used in the past and compared them to the rubric

shared by The Council for career research, financial literacy, workplace safety and agricultural literacy, I found my lessons needed to provide more guidance for my students. I rewrote my SAE lessons to implement the resources I had discovered from the resource list and I created a student friendly format for my students to enter their notes, data and information they discovered

while researching their career. The lessons include activities and assignments that cover all three levels of the Foundational SAE: Awareness, Intermediate and Advanced. I designed the lessons to move my students through the three stages from 7th grade through 12th grade. The workplace safety, financial literacy and agricultural literacy competencies include a wide variety of options for students to explore, thus provided teachers with additional career research above and beyond what the students will experience in their ACP courses.

The process to fully implement the SAE for All is going to require planning, organization and time to give agricultural students the full SAE experience. Students who continuously move through the SAE process and take advantage of the opportunities and lessons provided will have the knowledge, skills and experiences to help launch them from education to employment.



Glenda Crook is an Agricultural Educator at Columbus High School, Columbus, WI. She is the Wisconsin SAE Committee Chair and she has been involved in training and implementing the SAE for All initiative at the state and national level.

Meaningful Career Conversation—More than an SAE Visit

by John Stahley

I fondly remember my SAE visits as a student in an Ag Ed Program. My ag teacher would arrive in our farmyard where we would visit with my parents while looking at my hogs. We would then get in the Ag pickup to go look at my cattle and the crops I was raising. During the visit we would discuss production practices and difficulties within my SAE, FFA activities and awards. This sounds like one of the many typical SAE visits made over the history of Agricultural Education. One of my favorite activities as an ag instructor was to make SAE visits to students with active production or placement enterprises, particularly if I believed that the student had the opportunity to stand on stage and receive recognition for their SAE in a proficiency area or degree award. However, I struggled to make SAE Visits to those who I felt under-achieved in their SAE or had no SAE at all. I felt like a failure as an ag teacher with those students, because I could not find or “make” them have an award worthy SAE.

When we consider our mission as ag teachers, our primary purpose is to prepare students for careers in the industry of agriculture and then support that preparation through their SAE. The SAE “visit” should support that mission for all students, not just ones who were worthy of recognition.

For many ag teachers the SAE “visit” has gone the way of the dinosaur. Factors impacting this loss include; lack of time during the school day, no extended contract, and the challenges of

meeting with students outside of the school setting. The factors are compounded by increased focus on course instruction, dual credit and concurrent enrollment for college credit, standards alignment, and the challenge to find time for those SAE visits. For most Ag Teachers, the idea of having an SAE “visit” during the school year simply does not happen except for rare circumstances. We validate our extended contract, if we have one, with summer SAE visits, most students may get one SAE visit per year during the summer, if they have an active SAE program. Those students without an active SAE may not get a visit at all.

We have an opportunity with SAE For All’s Foundational SAE component to rethink the traditional SAE visit by transitioning to supervisory discussions built upon Meaningful Career Conversations with all students. With SAE for All every student in ag our programs have an ongoing Foundational SAE; is actively involved in career exploration, personal financial management, workplace safety, and employment skills for college and career readiness, and ag literacy. The Meaningful Career Conversation is a purposeful conversation about the student’s career intentions. It is an ongoing interaction between the student and the instructor throughout their time in ag, just like the Foundational SAE.

I believe that one of the most important parts of having a Foundational SAE is the opportunity for meaningful career conversations to occur with every student as often

as possible during the school year and continue through the summer on-site supervisions. If we focus on the discussions with individual students, ensure the discussion is about the student’s career choice, what they have discovered as part of the Foundational SAE, and experienced through their Immersion SAE, then it does not matter where the conversation occurs.

Whether it is across the corner of a classroom table, the hood of a pickup, or at the student’s kitchen table, the meaningful career conversation is the driving component of the supervision of the student’s SAE experience. Through this guided discussion, led by the ag instructor, the student discovers the steps needed to get from where they are to where they want to be. Framing the discussion around what they have experienced and discovered in their SAE efforts and how that relates to their career objectives, helps the student clarify that their career goal is realistic, obtainable, and what they truly want to do.

In my current position, I have the opportunity to visit with many different high schools age students from a wide variety of schools. When I have the opportunity, I always ask students what they want to do for a career after graduation. Most shrug their shoulders or respond, “I don’t know.” This answer illustrates the need for the Foundational SAE. As a student progresses through career exploration and planning components, then identifies those initial career interests, a framework for meaningful discussions is cre-

ated. This discussion can include:

- Are you still focused on your current career goal?
- What type of post-secondary training or education will that require?
- What courses should you take next year to prepare?
- What are the costs of that education or training?
- How are you planning for those costs?
- What experiences have you had in your immersion SAE that support your career goal?
- What challenges have you experienced in your immersion SAE? How do you plan to solve those challenges?
- What FFA activities do you plan on pursuing that will prepare you for your career goal?

These questions can still assist the student with their Immersion SAE project if they have one, but the focus is not the project, it is the student and their career goal. Targeting the discussion on the student and the career goal provides the opportunity to cross-walk the experiences and learning from the Immersion SAE to the career the student is pursuing.

The Meaningful Career Conversation gives us the framework to talk with our students about the value of personal leadership skills developed through leadership opportunities, and participation in Leadership/Career Development Events. It helps them select the activities which most benefit them and provide experiences directly related to their career. If a student has yet to move into the Immersion SAE, it offers the chance to identify opportunities to develop a



project that is related to their career interest, not one based on resources they have, family traditions, or just something to earn money.

If that is what the meaningful career conversation entails, and we do not have to make an onsite “visit” for it to occur, then when do they happen? Many teachers adopting SAE for All into their program are dedicating one day a week to focus on SAE. Since Foundational SAE is individualized to the student’s career interest, why can’t the instructor use this time for one-on-one conversations with students during class? Utilizing instructor time for these discussions creates the expectation with our students that the SAE day is more than just updating record books. Five student meetings each SAE day, one SAE day a week, 20 students a month, means it is possible for every student in a normal sized ag class to have that conver-

sation two times every nine weeks. How does this compare to that one traditional visit each summer?

When we re-think the traditional SAE visit and structure it around the meaningful career conversation, we facilitate a framework for the instructor to “visit” every student, but making those “visits” much more beneficially impactful for the individual student success.



John Stahley is a 31 year veteran of the Ag Ed classroom. He currently serves as the Local Teacher Success coordinator for Colorado Agricultural Education.

Arizona Implementation of SAE for All

by Joshua Troub and Amber Rice

Introduction

One of the major obstacles in effectively implementing the new *SAE for All* program across the United States and its territories is the issue of dispersion to teachers. With over 13,000 agricultural educators and FFA advisors spread across 8,612 local FFA chapters (National FFA, 2019); ensuring proper knowledge, training, and utilization of *SAE for All* can be a daunting process for individual states to undertake. Thus, during the Spring and Summer months of 2019, regional Train the Trainer conferences were held so each state could develop and efficiently implement individualized plans for distribution of *SAE for All*. Arizona agriculture teachers, teacher educators, and state staff attended the first Train the Trainer workshop held in Phoenix, Arizona in May 2019 and worked together to strategize a long-term plan for Arizona. In this article, we will discuss the adoption plan and corresponding ideology being used in our state.

Arizona's *SAE for All* adoption plan is outlined in the following stages: **Distribution**, **Implementation**, and **Reconvening**. The Distribution Stage marks the dissemination of knowledge and training related to *SAE for All*. The Implementation Stage occurs when teachers will begin to use their new knowledge and skills in the classroom. Finally, once the teachers have begun to practice, we will enter the Reconvening Stage to ask and answer emergent questions and share ideas. We understand that *SAE for All* is a

new philosophy, and we will not implement it perfectly during our first attempts. Therefore, in order to ensure longevity within our state, it is important to reconvene and discuss strategies that could be improved within the classroom.

Distribution

Currently, Arizona is near the end of the Distribution Stage. It is crucial to ensure that all our teachers know what *SAE for All* is, why it should be adopted, and how they can use it in their classrooms. It is difficult, however, for our teachers to travel to a central location to complete trainings, so we devised a strategy that would combine *SAE for All* teacher training with multiple, pre-existing conferences held in different regions on various dates during September 2019. These pre-existing conferences are called Summit Conferences, which are organized for developing leadership in 9th to 11th grade FFA members and held in seven separate regions across the state. Ideally, teachers would already be bringing their students to Arizona FFA's Summit Conferences and would not have to go out of their way to attend a separate training.



Additionally, if a teacher is not able to make it to their region's training due to a scheduling conflict, there are six other opportunities for them to receive the same training.

The trainings consist of a five-hour workshop facilitated by at least two of the nine Arizona representatives who attended the Train the Trainer conference hosted in Phoenix. The five-hour workshop curriculum was adopted from the two-day Train the Trainer conference and disseminated to all trainers to ensure that regardless of location they attend for their training, all teachers receive a congruent message. All teachers were provided with a spiral bound edition of the teacher guide for *SAE for All* and a participant guide for the workshop. Hannah Parker, second year agriculture teacher at Mesquite High School had this to say after completing her *SAE for All* training, "I am eager to implement *SAE for All* into my program. I have students who I can't get motivated to do an SAE, and I think the new format will bring out student interest and engage all students in my program." Kaycee Larios, first year agriculture teacher at Cienega High School said, "Through this workshop I learned new strategies to have ALL my students have meaningful SAEs."

Implementation

The Implementation Stage is comprised of individual teachers integrating *SAE for All* in their programs. We expect most of our teachers to be implementing *SAE for All* strategies beginning this Fall 2019 through Spring 2020, and ALL teachers to have adopted



the new philosophy by Fall 2020. Early adopter Casey Farnsworth, agriculture teacher at Casa Grande High School and *SAE for All* state facilitator, had this to say about his budding attempt at integrating the new philosophy with his students in August 2019, “*SAE for All* has been a great way for students to explore career paths and to identify a clear purpose for where they want to be in the future.” It will be important for communication to be open during this time so any pressing issues with implementation can be resolved. Our state views this stage as a trial period to surface any issues that may have initially been overlooked. Teachers are encouraged to make note of implementation problems so that we can address them during the next stage of adoption. Concurrently, The University of Arizona is developing an online curriculum resource warehouse so that Arizona teachers have a “one stop shop” for *SAE for All* ideas. This curriculum warehouse includes teacher materials, templates, and resources that have been devel-

oped nationally and new resources that Arizona teachers are developing. This curriculum warehouse is the independent study project of preservice Arizona agriculture teacher Elizabeth Rollins.

Reconvening

The last stage Arizona currently has in place is the Reconvening Stage. It is designed so that we can openly address any questions that have arisen during the Implementation Stage and make plans for future *SAE for All* initiatives. We will also investigate possible financial support to incentivize implementation in individual programs. During Agriculture Teacher’s Summer Conference 2020 there will be professional development related to *SAE for All*. This will include roundtable discussions to share new ideas, refresher courses for alternatively certified teachers entering the profession for the first time, and an Ideas Unlimited session with a focus on *SAE for All*.

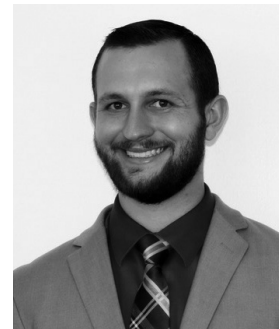
Moving Forward with SAE for All

Amber Ford, second year ag-

riculture teacher at Tombstone High School said, “*SAE for All* will help my students feel more empowered about what they want to do for a career. It allows them to discover exactly what steps they need to take and more importantly a plan on how to get there.” Teacher comments like these exemplify why Arizona has decided to move forward with *SAE for All*. The new philosophy reduces both student and teacher barriers to the traditional SAE format and guides agricultural education programs into the 21st century.

References

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The Integration of SAE for All in Pre-Service Agricultural Education

by Brandie Disberger, Dr. Jonathan Ulmer and Kurt Dillon

As professional development is occurring across the country to assist teachers in understanding SAE for All we must ask how future teachers will build the same understanding. While pre-service teachers will eventually graduate from programs that include SAE for All, in the interim focus must be placed on pre-service programs. Kansas State University has begun building a program during the transition that will strengthen pre-service knowledge for a new generation of teachers.

SAE for all does not happen in a single experience. It is a philosophy that has to grow over time. Students entering undergraduate agricultural education programs have a variety of experiences with SAE prior to arriving to the University. Some have never engaged with agricultural education, let alone a SAE while others are American Degree recipients and continue to engage with their SAE daily. At Kansas State University, our education on the SAE philosophy happens throughout the four-year undergraduate experience.

All first semester students in Agricultural Education take AGED 300 Introduction to Agricultural Education, including incoming freshmen, transfer students and students who have changed their major to Agricultural Education. In this course, students are exposed to the foundation of the SAE philosophy and taken on a tour of agricultural education programs in the state. The tour includes three programs and each of the teachers are asked to

highlight their integration of SAE into their program. In addition, students are provided an Ag Experience Tracker (AET) account, some time to explore the system and are expected to document their professional hours throughout their time in the program to get practical use of the program.

As a sophomore or junior, students take AGED 505 Early Field Experience in Agricultural Education. This course reflects on the foundation laid in AGED 300 about SAEs. The students are assigned to visit two programs for three full day visits, visiting one program once and the other twice. During their visits, 20% of the assignment is based on learning about the SAE integration and philosophy of the programs. During their visit, students are asked to select from a list of experiences such as going on a SAE visit, interviewing a student about their SAE, reviewing records, and learning how the teacher tracks SAE visits. During this same time frame of their undergraduate experience, they also take the AGED 400 Leadership and Professional Development course where they again engage with the AET program as a FFA chapter management tool, including completing a program of activities. In EDSEC 620 Principles and Philosophy of Career and Technical Education, taught by Ag Ed faculty, students learn about the foundations of work-based learning experiences.

As seniors, students take Agricultural Education block classes the fall semester before they student teach in the spring. During the Block II experience, professional development Fridays have been established where once a month, students are provided a professional development opportunity. The September 2019 Professional Development Friday was focused on the SAE for All Integration training.

The SAE for All training was delivered by Kurt Dillon, Kansas State Department of Education Agricultural Consultant and Mary Kane, Kansas FFA Executive Secretary. These individuals were members of the development committee of the SAE for All materials and conducted integration trainings across the country. The training was held from 8 am to 4 pm and included 23 of the 27 student teachers and 9 cooperating teachers. Participants were divided into work groups around the



room that included a ratio of approximately 1 experienced teacher to every 3 teaching interns. This ratio allowed for rich conversations to happen within each working team on the success and challenges of integrating the SAE for All philosophy into high school agricultural education programs.

To further reinforce the SAE for All philosophy, students explore how to apply the concepts to their future classroom in the AGED 621 Program Planning Class. This course is within the Block II experience during the fall semester before they complete their teaching internship in the spring. The SAE for All philosophy is applied in the “SAE for All” Integration plan assignment which is one component of the SAE Unit project that is worth 25% of their grade. In the SAE Unit, students are further exposed to the AET Record Keeping System from the agriculture teacher and FFA Advisor’s standpoint. Students enter sample records, generate applications and brainstorm School Based, Service Learning and Research SAE ideas.

Finally, during the Student

Teaching Internship there are multiple expectations on the “Professional Development Log” students are to accomplish during their semester focused on SAEs. Students are asked to “Teach, supervise, and analyze record books of three students assigned by cooperating teacher.” In addition, they are asked to visit these student’s SAE’s and reflect on what they learned. Other options in the SAE category include determining grades for SAEs, conducting 10 SAE visits, and establishing an agreement between the student, school and/or employer.

SAE for All integration is a long-term commitment, throughout the undergraduate program, to instill a philosophy that every agricultural education student will benefit from an SAE experience. This philosophy only works when the program has a clear goal for SAE integration over multiple courses and experiences. The faculty must have the support of current teachers and from the agricultural education team across the state to make SAE for All integration a success.



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SAE-Based Awards Through the Lens of SAE for All

by the National FFA Organization

Real-world, hands-on experiences have been a cornerstone of agricultural education, even long before experiential learning was a buzzword. As agriculture students and FFA members became more removed from the farm, the supervised agricultural experience (SAE) component of agricultural education had to change. In many places, teachers began making these changes on their own, adapting to meet the needs of their students. For a while, it seemed as if teachers were worried about how they were stretching the bounds of SAE. Statements such as, “I allow groups of students to work together and use the school greenhouse for their SAE even though that isn’t recognized by National FFA” or “I encourage students to do service-learning activities as an SAE, but I know that’s not really allowed” were often heard during in-services and conventions.

But wait a minute. That isn’t how it should be.

National FFA awards and recognition do not (and should not) determine what makes an SAE. The needs of today’s students and SAEs that meet those needs should be the focus. FFA is a complement to classroom learning and work-based learning experiences and is not the driver of a school-based agricultural education program. When the National Council for Agricultural Education began developing SAE for All, the goal was to ensure that SAE would meet the needs of all students, whether they were in an agriculture class one year or four years and regardless of whether they lived on a huge

farm or in a city apartment. SAE for All helps teachers quantify what they have been doing and teaching for years in their classrooms regarding career planning and financial literacy. It is truly a beneficial way for all students to have a SAE without compromising or taking away from current classroom curriculum.

As SAE for All is adopted by teachers across the country, questions have rolled in related to the National FFA awards and recognition programs. What is FFA going to do to align awards and degrees with SAE for All? From the beginning, National FFA was involved in the conversations about SAE for All — not to determine the direction of SAEs, but instead to understand where SAEs were headed so it could adapt where needed to recognize student achievement within this expanded view of SAEs.

Teachers have asked if students with foundational SAEs will be eligible for degrees and proficiency awards. Foundational SAEs are intended to be the starting point for students to start their career path and hopefully develop one or more Immersion SAEs. FFA degrees, including the American FFA Degree, are meant to recognize students who are involved in agricultural education over a period of years and who excel in their overall SAE program. This may include multiple SAE projects, foundational hours and immersion hours. The national-level proficiency awards are meant to recognize students who excel in one area of their SAE over multiple years. The American FFA Degree and the national-level pro-

ficiency awards are not intended for students with *only* foundational SAEs. Foundational hours and skills can be included in these programs. It is important to remember that recognition of all SAEs starts at the local level. Every student should be recognized for their accomplishments in the agriculture classroom and their SAE at the local level, but those students who truly go above and beyond in developing their foundational SAEs into strong immersion SAEs can then apply for awards and degrees above the local level.

Many components of a foundational SAE are already included in the degree requirements, such as evidence of personal financial planning and management and agricultural literacy. As National FFA continues to revise its programs to better align with SAE for All, using a certain amount of career exploration hours could be accepted or required for degree advancement. Expanding the career and employability skills portion of proficiency awards and adding questions about workplace safety may also be considered.

National FFA has consistently adapted awards and recognition programs to meet demands brought by changes in SAEs. The American Star in Agriscience award was created more than a decade ago to recognize achievements in research SAEs. In 2015, three proficiency award areas (animal systems, plant systems and integrated systems) were created to further recognize excellence in research SAEs. In response to the increase in service-learning SAEs, in 2020 the home and/or

community development proficiency award area will become the National FFA Service-Learning Entrepreneurship/Placement Proficiency Award. The 2019-20 proficiency area descriptions, which were released in September, were updated to include the SAE for All terminology. This will make it easier for teachers to see where students who are excelling in their SAEs can best be recognized for their achievements.

SAE for All has clearly outlined how school-based enterprises and service-learning SAEs—whether conducted by individuals or groups of students—work as immersion SAEs. Teachers have expressed concerns that students who work with other groups as part of school-based enterprises or service-learning SAEs are not eligible for proficiency awards, but they are. Students must fill out the applications using only the contribution they made as individuals to the enterprise, and they must show their individual growth and impact on the business or activity. While it was not a school-based enterprise, a 2018 national proficiency award finalist's business was a partnership with another student. His proficiency award application focused on his role in the business and specifically showed his skill development over time.

Teachers have asked if students with foundational SAEs can receive money through the National FFA SAE Grant Program. The SAE grant program is not limited to any one type of SAE, but the applicant must show financial need and specify how the money will be spent to start or expand an SAE. If an applicant can show how they would invest \$1,000 into a foundational-only SAE, they can certainly apply. School-based enterprises and

service-learning SAEs are also eligible for SAE grants, as long as the applicant clearly shows how the money will be used within the student's own SAE.

To further meet the needs of teachers and students, an SAE for All microsite has been developed as a special project between the Council of Agricultural Education and the National FFA Foundation. The goal of the site is to serve as a hub for all things SAE. The site will be housed on FFA.org, so all stakeholders have easy access to SAE resources. It will be the “go-to” location when students and teachers are working on SAE materials. The site will not be stagnant; instead, resources will be added as they are developed.

Within the SAE for All microsite, National FFA has developed activity guides that accompany the SAE for All independent learning guides. The activity guides provide turn-key, ready-to-use resources and activity sheets so students can engage in the material listed within the SAE for All guides. These activity guides walk students through the five components of a foundational SAE (career exploration and planning, employability skills for college and career readiness, personal financial management and planning, workplace safety, and agricultural literacy). Currently, activity guides for all the foundational SAE for All independent learning guides have been created, and activity guides for all the immersion SAE guides are in development. Additionally, moving forward, National FFA will continue to ensure its SAE video series is expanded to showcase projects that align to foundational and immersion SAE experiences.

While national awards and recognition programs already fit within the framework of many

components of SAE for All, National FFA has taken steps to allow it to react more quickly to changes in the agriculture classroom, SAEs and the industry. In the past, National FFA was bound by a five-year revision cycle and could only make large changes every five years. Starting in 2019, National FFA will continue to review annually all programs and make updates as needed to ensure programs are relevant and meet the overall objectives for each event.

FFA should be a companion to classroom learning and work-based learning experiences and should not be the driver of a school-based agricultural education program. As National FFA continues to re-imagine its recognition programs to be more industry-relevant, FFA will evaluate what should be recognized. Currently, the National FFA degrees view SAE from a narrow and specific vantage point and focus on size, scope, hours and dollars earned. As National FFA implements the SAE for All philosophy, components such as skill development—which leads to career readiness—will continue to be measured and grow in importance within the degree and award programs.

As National FFA refines its philosophy of the awards and recognition experiences, it will also be a time to evaluate how excellence in SAEs at all levels—local, state and national—should be recognized. The National FFA Organization supports the direction established by the National Council for Agricultural Education and the SAE for All philosophy. We will continue our efforts to ensure the creation of new as well as the revision of resources, programs and recognition efforts are aligned and support this philosophy.

Finding the Right Fit: Implementation of SAE for All in “The Mitten”

by Aaron McKim, Haley Schulz, Casie Forbush and Mark Forbush

On May 15-16, 2019, four Michigan teachers and two state staff members attended the SAE for All: Train the Trainer event at the National FFA headquarters in Indianapolis, Indiana. Since that time, Michigan has been formatting and implementing this new approach to SAEs. This article serves to communicate the work done by Michigan teachers and state staff to catalyze SAE for All as well as the vision for continued implementation throughout “The Mitten.”

Reflections on the Training

After the training, participants from Michigan identified (a) personal growth, (b) features of the curriculum, and (c) networking opportunities as defining characteristics of the experience. Within personal growth, Michigan participants highlighted an increased understanding of SAE for All and confidence in their ability to implement SAE for All within their educational spaces. In addition to personal growth, Michigan participants articulated the features of SAE for All as a defining element of the training. The readiness of the curriculum to be implemented, scope of resources provided, and conceptual change from awards-focused to student-focused were key features of SAE for All. Finally, networking opportunities were a defining element of the training; Michigan participants appreciated the opportunity to expand their network to include teachers from across the region, share ideas with various stakeholders, and grow as a Michigan team con-

fidant in their abilities to implement SAE for All across the state.

Since the Training: Efforts in Michigan

After returning, Michigan participants went to work implementing the new ideas shared during the SAE for All training. Teachers started by writing new lesson plans to introduce SAE for All; as one teacher shared, *“I’ve written lesson plans to incorporate [SAE for All] into my 8th and 9th grade classes. I believe this should help to jumpstart more students’ academic careers so they have the ability to expand or navigate through different SAE pathways.”* To grow SAE for All throughout Michigan, participants shared information about SAE for All during an online summer course for current/new teachers in Michigan and presented a session about SAE for All during the Michigan New and Early Career Teacher Workshop. To date, approximately 25% of the teachers in Michigan have been directly introduced to the SAE for All principles.

Plans for the Future

One of the largest efforts to share about SAE for All will occur during the Fall Professional Development Institute (PDI) in Michigan. Teachers who participated in the training in Indianapolis will be facilitating a comprehensive introduction to SAE for All for Michigan teachers attending PDI (i.e., about 90% of the teacher population in the state). At the local level, teachers are planning ways to leverage the SAE for All approach to reach a broader

scope of students than reached through more traditional SAE approaches. For example, teachers are planning to introduce the Foundational SAE to all students within their programs, expanding who engages in SAE from those who have a “legacy SAE” to all students by connecting SAE engagement to career goals.

Importantly, Michigan stakeholders are also seeking opportunities to institutionalize SAE for All. One example is an effort to engage the Visioning Committee of the Michigan FFA Board of Directors in identifying needed changes in policy to facilitate smoother adoption of SAE for All. Further, engaging teachers in professional development related to entering journal and financial records in AET to capture expanded student participation in SAEs will be an area of focus. In alignment, Michigan is working to create a new industry-recognized credential that students can earn from engaging in the three-circle model, including SAE for All, to represent their experiences as an agricultural education student in Michigan.

SAE for All: A New Approach

Beyond strategies and efforts to implement SAE for All, Michigan participants also had an opportunity to reflect upon how SAE for All will change Agriculture, Food, and Natural Resources (AFNR) Education in Michigan. The three themes that emerged were (a) increased student engagement in SAEs, (b) broadened perspectives of SAEs, and (c) increased career readiness. Michigan participants identified student engagement in



SAE would change as more students would be actively engaged in a SAE given the broader definition; further, those students engaging in SAEs would have more ownership of their SAEs and better understand how SAE engagement could “*guide their FFA career,*” as described by one teacher. Broadened perspectives about SAEs would also emerge, including advisors and students recognizing, as one Michigan teacher put it, “*SAE isn’t tailored toward FFA awards, but rather FFA awards are designed to recognize success in a student’s SAE.*” Finally, given the relationship between work-based learning and career readiness, Michigan participants expect an increase in the career readiness of Michigan students as more are actively participating in SAEs.

Conclusions

SAE for All presents a new opportunity for engaging learners in the complete three-circle model of AFNR Education in Michigan and beyond. Individuals from Michigan who participated in the training left energized and ready to embrace the changes brought about by SAE for All. Since the training,

participants have actively worked to incorporate SAEs within their curriculum and share SAE for All with fellow teachers. Additionally, Michigan has established a plan for sharing SAE for All with all teachers during Fall PDI as well as institutionalizing SAE for All via policy recommendations initiated by the Michigan FFA Board of Directors. The energy and momentum in Michigan is compelled by a vision of more students engaged in SAEs, a refreshing perspective about SAEs, and more students prepared for AFNR careers because they took ownership of their learning through SAE for All.

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Educational Research and SAEs: An Empirical Basis for Implementing the Three Circle Model

by Craig Kohn

Introduction

Like many agricultural instructors, it was often apparent to me the learning outcomes from well-designed supervised agricultural experiences (SAEs) rivaled or exceeded what I could accomplish in a classroom. When I began my doctoral work at Michigan State, I was excited to investigate SAE's, but I was advised to frame my research so that it would be recognizable to those outside of agricultural education. It became evident there is indeed a growing body of literature that demonstrates the deep pedagogical value of learning through authentic participation in community-based settings.

In this article, I use findings from specific educational research literature to demonstrate how the conditions that are possible within an SAE are reflective of more universal considerations of how our environments and personal interactions shape our capacity for learning. I will conclude with what implications these considerations might have for our implementation of the Three Circle Model of Agricultural Education.

Theoretical Progressions in Educational Research

The field of educational research in the United States was initially dominated by B. F. Skinner's (1954) *behaviorism*, which emphasized how specific reinforcements or punishments could produce desired behaviors. After the 1950s, more researchers began to focus on the "how" of learning

through an emphasis on *cognitivism*. Cognitivist theories focus less on what a student can do and more on what students know and how they came to acquire that knowledge. Over time, *constructivists* would come to reject the cognitivist notion that knowledge exists independently from the mind, arguing the interactions of the learner and their environment are key to the formation of knowledge (Ertmer & Newby, 1993).

Modern classrooms often reflect a complex mixture of these different theoretical perspectives. For example, teachers often rely upon grades to incentivize student performance (*behaviorism*). We generally design lessons in a logical sequence from simple to complex in order to enable students to gradually assimilate knowledge and practices (*cognitivism*). Most teachers also appreciate the need to enable students to build on prior knowledge to synthesize their own explanations (*constructivism*).

Behaviorism, cognitivism, and constructivism all generally assume learning occurs individually within students' minds. As some have argued, this would be like studying chemistry from the perspective of each individual atom rather than the interactions between atoms and molecules. Researchers who opted to broaden the focus beyond individual students also challenged assumptions about where learning can be located and how it occurs.

Sociocultural Theories of Learning

A Soviet researcher named Vygotsky (1937) was one of the first to describe *sociocultural theories of learning*, or the notion that knowledge can be *situated* among multiple individuals and their environments. In his work, Vygotsky described the importance of the *Zone of Proximal Development* for effective instruction. This concept illustrates tasks that initially an individual can do only with guidance from another person who is more knowledgeable. Vygotsky also explained the strong links between language and perception as well as the essential roles of tools and symbols, all of which highlighted the "profoundly social" nature of learning.

In the West, sociocultural theories of learning were not widely acknowledged until the late-20th century. Lave and Wenger (1991) achieved distinction for their work on *situated learning theories*, arguing that most meaningful learning actually occurs outside of classrooms as individuals engage in what they called *communities of practice*. These are groups of individuals in specific settings who share a common objective such as an occupation or hobby. Lave and Wenger defined learning as a shift in identity as an individual moves from being on the periphery of a community of practice as a novice to more central participation that occurs as they gain expertise.

Wenger (2010) expanded on this work to describe what criteria are necessary for social participa-

tion to be effective for learning and knowing. These include: 1) Meaning – learning experiences need to be directly relevant to the needs, interests, and ambitions of an individual. 2) Practice – effective instruction depends on mutual engagement with experts in authentic environments. 3) Community – learners need to develop a sense of belonging with those with recognizable competence. 4) Identity – meaningful learning should result in changes to an individual’s sense of identity and personal history.

Wenger argued that formal schooling traditionally isolates students from experienced individuals with specific forms of expertise and identity. Didactic forms of instruction also fail to resemble the environments in which students will utilize contextualized knowledge and practice. This minimizes the capacity for the transfer of school-based knowledge to personal and professional considerations. These conclusions echo the findings of others, particularly Resnick (1987) who maintained that even the most occupation-specific forms of classroom instruction generally provide very limited preparation for the kinds of tasks and situations students will encounter in their careers.

The Role of the Classroom

This isn’t to say classroom learning is unimportant *per se*, but it does illustrate the limitations of traditional schooling. Bransford and Schwarz (1999) argued knowledge transfers most effectively from the classroom to real-world scenarios when instruction is designed to provide *preparation for future learning* (PFL). PFL-based learning shifts the emphasis away from learn-

ing rote knowledge and skills to building the capacity for students to learn from new resources in unfamiliar environments in order to effectively resolve unforeseeable circumstances.

PFL-based instruction is meant to place students on *trajectories toward expertise*, in which their increased capacity to function in unfamiliar settings enables individuals to learn new knowledge and practice in minimal amounts of time. PFL-based instruction might also reduce the re-creation of faulty or unsustainable aspects of a community of practice through a more analytical consideration of its activities. Bransford and Schwarz argue when assimilation of new information becomes a regular habit of mind, learners are more critical in regards to prior knowledge and beliefs. This makes them more prone to “let go” of erroneous assumptions and outdated practices through a process they call *negative transfer*.

Implications for The Three Circle Model of Agricultural Education

Based on these works, we can envision a more precise picture of how the Three Circle Model of Agricultural Education might be enacted for the purposes of accomplishing our field’s mission of career preparation and informed decision-making in agriculture. It seems evident from these works that SAEs should be considered the primary venue in which to provide students with instruction for current career-based knowledge and practice. This supports the proposition that it is vital for all agricultural students to have an opportunity to take part in SAEs that occur in authen-

tic conditions that are directly relevant to their future career.

On the other hand, classrooms appear to be most suitable for facilitating more informed decision-making by developing proficiency in PFL-aligned skills such as critical thinking, problem solving, and evidence-based argumentation. This would enable students to develop the habits of mind that will enable them to effectively adapt to changing career conditions. Finally, involvement in social opportunities like the National FFA Organization could be further tailored to provide students with valuable preparation for collective engagement in diverse communities of practice.

Fine-Tuning Agricultural Education

While existing aspects of agricultural education reflect many of the broader findings in educational research, it is also likely we can engage in additional ‘fine-tuning’ of our instructional practices. In particular, I would argue SAEs should be further examined for their capacity to explicitly incorporate Wenger’s four criteria: meaning, practice, community, and identity. For example, my own high school SAE consisted primarily of working on my family’s dairy farm. While I gained much from these experiences, my SAE lacked relevance to my eventual career, did not entail the practices I now use as a professional, and did not allow me to form an identity with my future communities of practice. More effective SAEs would entail greater emphasis on helping students realize their eventual career aspirations, and would enable students to develop career-specific skills

and identities through interactions with professionals in that field.

It may also be necessary to continuously reexamine our assumptions about agricultural classroom instruction. In particular, the work of Bransford and Schwarz suggests agricultural classrooms could be more effective if they lessened their teacher-centered emphasis on rote knowledge and skill, and maximized their student-centered focus on how future agriculturalists can use evidence to make more informed decisions. A PFL-based classroom might help students identify differences in criteria for effective decision-making across diverse career fields using local examples of real-world considerations. Students could collaboratively assess competing options using diverse stakeholder viewpoints (e.g. producers, policy-makers, and researchers). These multi-perspective critiques could broaden students' capacities to assess industry considerations for their viability and efficacy in multiple dimensions and over differing timeframes as a means for more informed practice.

Conclusion

While I would argue the Three Circle Model of Agricultural Education is generally supported by educational research, the findings from these works also suggest there are opportunities to provide more detailed guidance to instructors and policy-makers. In particular, the writings of individuals such as Vygotsky, Lave and Wenger, and Bransford and Schwarz can enable us to reflect on our own assumptions about what constitutes meaningful learning and effective instruction. A broader research-based implementation of

our instructional practices should improve our capacity to fulfill our mission of preparing students for careers and for informed decision-making in agriculture.

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Making it Happen—Florida's SAE for All Implementation Plan

by Debra Barry, Johanna Davis, Kaitlin Vanheusen and Kaitlin Vickers

As the new SAE for All Program begins to unroll across the nation, it can be overwhelming to think about how this program will be integrated and introduced to agricultural educators and stakeholders. It can also be intimidating to think about all of the varying opinions that inherently come with change, or new perspective on a core component of agricultural education. As the Florida team recently attended a Regional Train the Trainer Session in Nashville, Tennessee, the group approached it with an open mind and with the perspective that while we may not get to get everyone on board the first go around, we still believe in SAE's and hope to make a positive impact.

When approaching the SAE for All State Implementation plan, we focused on how to engage with leaders from across the state. This approach will hopefully help gain more buy-in and traction, while strategically working to reach the most agricultural educators as possible in 2019-2020.

Through the State Leader Strategy Guide, the Florida team looked critically at a number of questions/areas:

- What works well/What do we do well?
- What can we build on?
- What are the opportunities?
- What can we do differently?
- What are we not currently leveraging that we should be leveraging?
- What do we (as state leaders in

Ag Ed) care deeply about?

- Why are we investing time, energy, and effort in implementing SAE for All?
- What do we aspire to achieve?
- What are the measurable results associated with what we want to achieve?

As our team met and talked through the above questions, we were passionate about making a plan that we could stick to, as well as one that had some accountability. The timeline that our team focused on was a 12-Month Implementation Plan. This plan consisted of our tactics, deliverables, who would lead the component, and a deadline. Because of the unique perspective and varying backgrounds of the team members, we were able to assemble a plan that brought together multiple perspectives. Table 1 below illustrates the 12-month

plan for successfully rolling out the SAE for All in our state.

Our team has created a matrix to align the SAE for All Model to standards in the curriculum frameworks. We started with our states highest enrolled programs which includes the following courses: Agriscience Foundations I, Agritechnology 1 & 2, and Veterinary Assisting 1-3. Our plan includes creating a matrix for every program, but this will go beyond our 12-month implementation. The goal of the matrix is to align the state standards and benchmarks to the SAE for All components, and to show our state's agricultural educators that the SAE for All model is naturally incorporated into coursework. We are also working to review the curriculum frameworks to see if standards need to be added to further support the SAE for All Model.

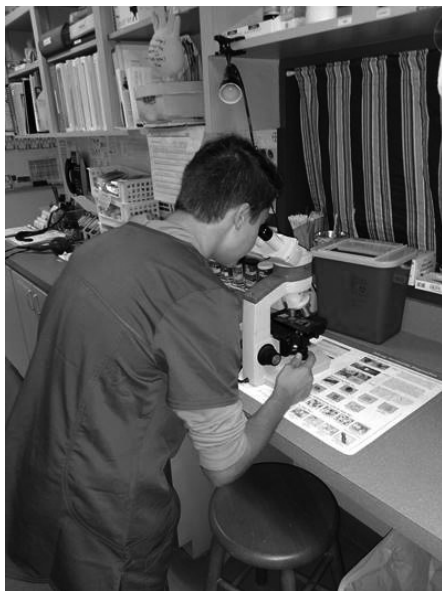
In December 2019, our team

Tactics	What will get done?	Who will do it?	Deadline
Figure out what standards already align with the SAE for all model	Matrix for agriscience foundations	Kaitlin Vickers	8/7/2019
Have a web meeting to discuss matrix	Approve matrix	SAE for All Team	8/8/2019
Split the Matrix's for ag tech and vet	Create matrix's for the highest enrolled programs	SAE for All Team	8/29/2019
Present the matrix's to teachers and get feedback and gain interest.	Make Changes based on teacher feed back	SAE for All Team	8/31/2019
Ask FAAE area reps for nominations.	Each area rep will nominate 2 teachers from their area to the December training.	FFA: Vickers & Davis FAAE: VanHeusen	9/15/2019
Host trainings for area reps in Gainesville and Haines City.	FAAE area reps and 2 nominated teachers will attend one of the December trainings.	SAE for All Team	Gainesville 12/10/2019 Haines City 12/17/2019
Set up regional trainings	Work with area reps to set up training in march in the 6 areas of Florida.	SAE for All Team and area reps	March 2020

Table 1. Florida's 12-month Implementation Plan for SAE for All.

is hosting trainings for area representatives from throughout the state. With the help of Florida Association of Agricultural Educators we have begun to identify these leaders. Our state is broken into 6 areas. We will have 3 teacher representatives from each area. Part of the training process will be working with these leaders to set up regional trainings in the 6 areas. Throughout March, the area representatives and our team will be hosting the regional trainings, to help walk teachers through the guides, any misconceptions, and to make sure all are aware of the bounty of resources on the SAE for All Resources website (<https://thecouncil.ffa.org/sae/>). Our goal is for the teacher representatives to be a “go to person” in their area. Someone who is easy to contact and always willing to share information. To make even more trainings available we discussed having online modules available after the March trainings.

As a group we will continue to work on a three year plan for our state to make this transition to the SAE for All model as seamless as possible. We will continue to adjust the plan as needed. We



have already seen the need for being flexible, as our first general session with the state’s agriculture teachers at an FFA leadership conference was derailed by Hurricane Dorian this past August. Supporting agriculture teachers and preparing students to be career and college ready is always the goal, so flexibility will be a key component in our efforts.



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