

Ethics, Responsibilities, and Evaluation of the SAE

Lesson 4: Ethics, Responsibilities, and Evaluation of the SAE

Ethics and the SAE Program

A code of ethics is a set of rules that establishes expectations for a group. A code of ethics is important because it lets the members of the group know what they're supposed to do. It sets standards for the way the members speak, work, and interact with others. It also enables the group to function smoothly.

Ethics are important because there are always consequences to actions and behaviors. We tend to think of consequences in a negative way, but they can be positive as well. Positive consequences are associated with ethical behavior, and negative consequences are associated with unethical behavior.

As with school or a job, an SAE program requires a code of good ethics. Below are some examples of ethical behavior that can result in positive consequences:

- Completing all your own work for yourself
- Reporting to work on time and getting permission from your supervisor if you must leave early
- Completing required paperwork and filling out tax returns
- Making sure animals are well-fed and cared for
- Taking credit only for work that you did

Student Responsibilities for the SAE

The student to whom the SAE belongs has the most responsibility for the SAE program. In order to gain experience from the program, the student needs to have the most responsibility in planning, implementing, performing, evaluating, and improving the SAE. The student will perform the work needed for the SAE and will also be required to report on the progress and success of the project to the other partners involved. Student responsibilities for the SAE include the following:

- Understanding the concept and purpose of the SAE
- Planning and implementing the SAE

- Performing duties and activities in an honest and ethical manner
- Utilizing assistance from the instructor and others involved to ensure the success of the SAE
- Using approved and safe work practices
- Keeping accurate, up-to-date records and information
- Working to improve the SAE
- Providing updates and reports to others involved to keep everyone informed of SAE progress
- Having pride in one's self and SAE accomplishments
- Applying for recognition for SAE program success

Responsibilities of SAE Partners

SAE partners are individuals who are involved in planning, implementing, evaluating, and improving the SAE program. These partners may include agricultural instructors, parents/guardians, employers, school administrators, counselors, and members of the community. Each can have a unique role in ensuring the success of the SAE program. Below are some specific individuals who may be involved in the SAE and some of their possible roles:

Agricultural Instructor

The agricultural instructor plays a key role in the development and implementation of the student's SAE program. The agricultural instructor has the most experience in establishing SAEs and will have the most knowledge of the opportunities and possibilities for the student to develop a particular SAE program. The duties of the agricultural instructor include the following:

- Assist in placing the student in appropriate SAE opportunities in the community
- Ensure that the SAE will provide meaningful learning opportunities
- Provide instruction regarding the SAE
- Assist the student in developing an appropriate record-keeping system
- Assist in planning, implementing, improving, and evaluating the SAE
- Provide supervision and support for the SAE
- Provide advance notice to the student, employers, and parents/guardians of SAE visits

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- Select and evaluate training needed to ensure that the SAE is educational
- Work with school administration to provide accurate information on SAE programs

Parents and Guardians

Parents and guardians also contribute to the success of the SAE. Parents and guardians are a constant support system to encourage and help the student daily in overcoming difficulties and providing informal feedback on SAE progress. Other responsibilities of parents and guardians may include the following:

- Understand the concept and purpose of the SAE
- Assist in selecting an SAE program based on abilities and interests
- Assist in planning, implementing and improving the SAE
- Provide encouragement and motivation for the student to excel in the SAE
- Allow the student to implement new technology and resources, within reason
- Assist the student in developing accurate record-keeping skills
- Ensure that the student has a safe environment and employs strong ethical standards to SAE projects
- Assist in carrying out responsibilities outlined in the SAE agreement

Employers

For placement SAEs, employers also play a role in the SAE program. The employer may need to be informed of the purpose of SAE placement programs. This will help ensure that the student gains the maximum educational benefit from the working experience. Responsibilities of the employer may include the following:

- Understand the concept and purpose of the SAE
- Provide a safe and legal working environment for the student
- Clearly indicate the student's responsibilities and tasks to be completed during employment
- Provide meaningful learning experiences for the student

- Work closely with the agricultural instructor to communicate progress or challenges the student may encounter
- Allow the student to take on more responsibilities as his or her competency level increases
- Assist the agricultural instructor in evaluating the progress of the student
- Provide adequate supervision of the student at all times
- Be an ethical role model for the student
- Carry out other responsibilities outlined in the SAE agreement

Additional SAE Partners

These partners may include school administrators (such as the principal or superintendent), a counselor, or members of the local community. Some responsibilities these partners may have include the following:

- Understand the concept and purpose of the SAE
- Assist the agricultural instructor and student in developing an SAE program that will provide a meaningful learning experience
- Assist in providing resources needed by the student for the SAE, either through donation of time or materials or by allowing the student to earn the materials
- Support the student in the SAE program

Support and assistance are essential for the SAE program. Cooperation of all parties involved in the SAE program will help ensure a successful, educational experience for the student. All partners must stay informed and updated on the progress of the SAE to accomplish the goals of the program.

Evaluating the SAE

Evaluating the SAE is a vital component of the educational experience. Assessment provides an opportunity to reflect on the student's development of skills and knowledge during the SAE. It is also a chance to plan for expanding and improving the program. Evaluation also helps to ensure that the program is meeting its goals, operating safely and ethically, and

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providing a meaningful learning experience for the student.

Methods of Evaluation

There are a variety of ways in which an SAE program can be evaluated, and there are a number of forms that can be used to assist in the evaluation process. Each of these forms can be altered to best meet the needs of the specific program. Usually the agricultural instructor will determine which method should be applied to evaluate each student's SAE program. In addition, many instructors or programs design an SAE evaluation form specifically for their students.

Self-evaluation is another critical component of the evaluation process. Frequent self-evaluation allows the student to apply analytical skills to the SAE program. Self-evaluation of the SAE involves judging or assessing the value, quality, importance, extent, and condition of the program. Value is an assessment of property, work, or monetary outcomes of the SAE. Quality is evaluated by examining the scope and features of the SAE. Assessing the importance of the SAE encourages reflection and allows the student to determine if the SAE will continue to offer a beneficial and educational experience. Extent is evaluated to determine the depth and level of challenge the SAE provides for the student. Evaluating condition requires the student to determine areas of improvement for the SAE. Specific areas students may include in a self-evaluation process include:

- Profit margins
- Short- or long-term gains and losses
- Target dates for specific SAE activities
- Educational progress
- Goals

Evaluation is essential to the success and long-term benefits of the SAE program. Evaluation may occur through different methods and may occur at any time. Frequent and regular evaluation, including self-evaluation, provides a tremendous benefit to the student and helps to ensure SAE success.

Summary

A code of good ethics is important to the SAE program to ensure the experience is a positive one for all involved.

The agricultural instructor, parents/guardians, employers, and other partners all play a role in the SAE program. However, the student is ultimately the person most responsible for the SAE.

The SAE should be evaluated periodically to ensure that the program is meeting its goals and the student is engaged in a valuable learning experience. A variety of methods can be used to evaluate the student's progress and the SAE program, including self-evaluation. The goal of all evaluation is to provide feedback and the opportunity to adjust the SAE to maximize the learning experience.

Credits

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