

Supervised Agricultural Experience



Student Reference

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*In cooperation with the Agricultural Education Department and
the College of Agriculture, Food and Natural Resources
University of Missouri-Columbia*



What Is a Supervised Agricultural Experience Program?

Lesson 1: What Is a Supervised Agricultural Experience Program?

The Supervised Agricultural Experience (SAE) program dates back to the beginning of agricultural education in the early 1900s. SAEs started as “home projects” for agricultural students. At that time, agricultural students were boys from farms and ranches who were going to return home after their schooling was completed. Early home projects were production-based and focused on things such as livestock, poultry, or crops.

Since the early 1900s, a lot has changed in agricultural education, including SAEs. Over the past hundred years, agricultural education has grown to include young people of all backgrounds from all over the country learning about agriculture. Today, an SAE program is defined as being made up of one or more projects that meet the following criteria:

- **Supervised** – Does the plan include supervision from a teacher, parent, and/or employer? All of the people that are responsible for supervising the SAE are there because they have advice to help the project succeed.
- **Agriculture** – Is the project in an area related to agriculture, food, fiber, or natural resources?
- **Experience** – Does the planned SAE include hands-on, practical experience? An SAE provides opportunities for students to apply what they learn in the classroom.
- **Program** – Is there a planned course of action including record keeping and expansion? An SAE program may be made up of several individual projects or a long-term experience. For any type of SAE, goals are essential to having a good program.
- **Instruction** – Is the program related to classroom instruction, or will instruction be provided?
- **Time** – Is the planned SAE conducted outside of scheduled class time?
- **Economic base** – Does the activity have the potential to make a contribution to family income now or in the future, and will it be profitable?
- **Evaluated** – Is there a planned evaluation, summary, and incorporated grade given?
- **Recognition** – Does the project have the potential to be recognized through the FFA awards program? Every year outstanding SAE projects are recognized by the Proficiency Award program at the chapter, area, state, and national levels.

Purpose of the SAE Program

The purpose of an SAE program is to provide a teacher-supervised, individualized, hands-on, and student-developed real-world experience to help the student select a career, secure employment, and/or prepare for further education in the field of agriculture. An SAE project can be a single event or activity, perhaps something small like a project at school or working for a day or week at a business, but an SAE program is made up of a series of related individual projects or a long-term experience.

SAE and Agricultural Education

Agricultural education is composed of three equal parts: classroom/laboratory instruction, FFA, and SAE. Classroom instruction is the foundation of agricultural education. In the classroom students may receive instruction in animal science, plant science, food science, wildlife and land conservation, leadership, economics, and much more.

The National FFA Organization instills leadership, promotes growth, and encourages career success. FFA can motivate students and encourage them to take responsibility for their own learning. FFA can also attract new students to the agricultural education program and build goodwill and recognition in the school and community.

The SAE program builds on the principles of both classroom instruction and FFA by giving real-world application to the concepts that have already been learned. The three circles of agricultural education (Figure 1.1) illustrate the equal proportions of classroom/laboratory instruction, leadership development and personal growth (FFA), and experiential learning (SAE) that make up the ideal agricultural education program.

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Figure 1.1 – Three Circles of Agricultural Education

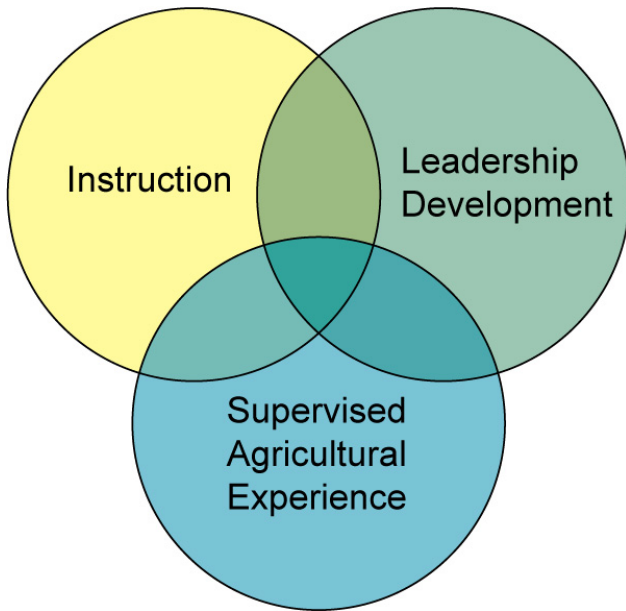


Figure 1.2 shows another example of the relationship of SAE programs to the agricultural education program. Classroom instruction and leadership and personal development activities provide a foundation for application in the SAE program. External motivators such as contests and proficiency awards encourage student success. In addition, application experiences can lead to future employment or additional education, which may lead to a career.

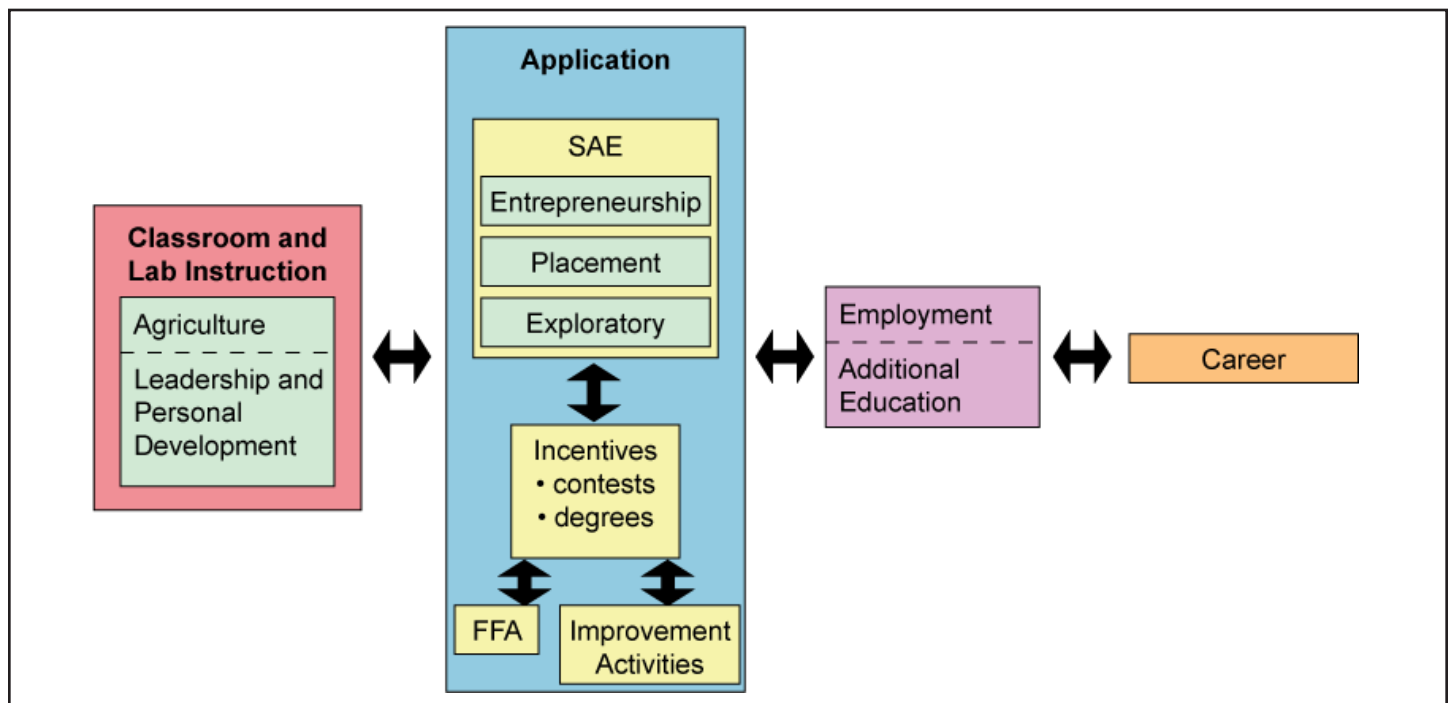
Benefits of an SAE Program

A quality SAE program provides many benefits to the student. An SAE helps students learn to make career and personal choices and develop critical thinking and decision-making skills related to their program. An SAE allows students to apply record-keeping skills and learn to manage money. It may also allow students to achieve a sense of independence, whether it is financial or decision-making independence, and develop pride in ownership. An SAE gives the student the chance to expand upon the knowledge he or she finds most interesting. An SAE also allows students to individualize their learning. If a student makes good decisions, an SAE can help the student gain self-confidence as the SAE grows. Most SAEs give students the opportunity to refine their human relations skills and develop responsibility, accountability, and an appreciation of a good work ethic. SAEs also provide an opportunity to explore different careers.

SAE and Future Careers

For many students, an SAE can lead to a permanent career. The skills students learn through their SAE can be the foundation for the rest of their lives. Many SAE benefits are the same qualities that are

Figure 1.2 - Agricultural Education Program



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needed for success in a future career, regardless of the career a person chooses. Some of these qualities include developing human relations skills such as good communication skills, responsibility, and accountability. The development of a good work ethic is also very important, as is understanding the value of teamwork.

Students often have the opportunity to learn about and use new and cutting-edge technology and techniques in certain agricultural fields through their SAEs. In addition, they have the opportunity to learn these skills from industry professionals. These resources provide students with opportunities that they would not usually be exposed to in a classroom setting.

Summary

A Supervised Agricultural Experience program is a fundamental part of agricultural education. SAEs allow students to gain hands-on application of classroom instruction. An SAE has many benefits for students entering college or the workforce and can provide valuable real-world experience.

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Types of Supervised Agricultural Experience

Lesson 2: Types of Supervised Agricultural Experience

Supervised Agricultural Experience programs are essential for every student enrolled in agricultural education. There are a variety of ways in which a student can become involved with an SAE program. As mentioned in lesson 1, an SAE program is made up of a series of related individual projects or a long-term experience. There are five types of SAE projects:

- Exploratory
- Entrepreneurship
- Placement
- Research/Experimental
- Analytical

Characteristics and Expectations of SAEs

Exploratory

An exploratory SAE project is a small project completed by the student to investigate different career possibilities and SAE programs in a variety of areas. An exploratory project is not meant to complete the SAE requirements for the entire high school experience, but it can be an excellent way to become acquainted with different agricultural areas or supplement the primary SAE project.

Exploratory projects are planned by the student, instructor, and parent. The number of hours the student works, the materials used, and the competencies and skills demonstrated are recorded in the student's Record Book. Table 2.1 shows examples of exploratory projects from a variety of areas.

Table 2.1 - Exploratory SAE Projects

Agricultural Area	Exploratory SAE
Plant science	Collect insect specimens and label and organize them.
Animal science	Create a display with pictures and descriptions of the major breeds of beef cattle.
Natural resources	Job shadow a conservation agent.
Horticulture	Perform a plant cutting in the school greenhouse.
Agricultural mechanics	Create a design for a farm shop.
Agricultural business/sales/marketing	Create an advertisement for your FFA chapter fundraiser.
Food science	Complete a country cured ham project.
Leadership and communication	Create a scrapbook for your FFA chapter.

Entrepreneurship

An entrepreneurship SAE project is a project in agricultural production or agribusiness that is owned and managed by the student. Establishing an entrepreneurship SAE can be a very rewarding experience.

Students involved in entrepreneurship SAEs should create a plan early in high school to grow their projects from a small, modest beginning into a successful project. This can be a great lesson in goal setting. The most traditional entrepreneurship projects involve agricultural production, but there are many opportunities in agribusiness as well.

Entrepreneurship projects are planned by the student, instructor, and parent. Purchases, receipts, and competencies and skills are recorded in the student's Record Book. For an entrepreneurship SAE to be successful, the student must exhibit a good work ethic, and the project must show growth and improvement. Examples of entrepreneurship projects in production are swine, vegetable, specialty crop, and specialty animal production. Examples of agribusiness entrepreneurship projects include providing a lawn care or engine repair service or operating a custom hay-hauling operation.

Placement

A placement SAE project is a project in which a student is employed at an agribusiness firm, school or community facility, farm, or ranch. This may include paid and unpaid labor. There are many opportunities for education in a placement setting in which the student works for a business or individual in the agricultural industry.

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Placement projects are planned by the student, instructor, parent, and employer. The number of hours worked, wages earned, work-related expenses (including wage deductions), and competencies and skills are recorded in the student's Record Book. For a successful placement project, the student must exhibit a positive attitude and good work ethic and must show growth and improvement in his or her work skills and competencies. Examples of paid placement projects include working as a hired hand on a farm or ranch and working in a farm-supply store or florist shop. Completing community improvement projects and working after school in the school greenhouse or agricultural mechanics shop are examples of unpaid placement projects.

Research/Experimental

A research/experimental project is a project in which a student plans and conducts an agricultural experiment using the scientific process. This type of activity is particularly well-suited for students in agricultural classes that have a strong emphasis on biotechnology or agriscience.

The interests of every student cannot be fulfilled by entrepreneurship or placement SAEs. Some students, as part of their SAE program, may choose to conduct a scientific experiment in an agricultural field. This is not a substitute for the entire SAE program, but it can be a valuable component.

Research/experimental projects are planned by the student, instructor, and parent. To successfully complete the project, the student must identify a problem facing the agricultural industry and use scientific processes to come up with possible solutions. The number of hours worked, receipts and expenditures, and competencies and skills are recorded in the student's Record Book. Examples of research/experimental projects are performing an experiment on the effects of feed additives on cattle and comparing the effects of different pest-control methods on greenhouse crops.

Analytical

For an analytical SAE project, a student identifies an agricultural problem that is not amenable to experi-

mentation and designs a plan to investigate and analyze the problem. The student gathers and evaluates data from a variety of sources and produces a finished product that addresses the problem.

As part of his or her SAE program, a student may choose to participate in a project or become familiar with a career area where entrepreneurship or placement is not a viable option. Many of these interest areas are also not conducive to a research/experimental project. In this case, an analytical project is often the way to gain experience in the chosen field.

Analytical projects are planned by the student, instructor, and parent. A written report evaluating and documenting the outcomes of the research may be the expected product for an analytical SAE project. The number of hours worked, receipts and expenditures, and competencies and skills are recorded in the student's Record Book. Examples of analytical SAE projects include tracking agricultural commodity markets over a period of time, creating a land-use plan for a local farm, developing a marketing plan for a local business, or studying agricultural law and completing a research paper on the topic.

Laws Regarding Placement SAEs

Placement projects are a key component of many SAE programs because they can be an excellent way for students to receive direct, hands-on experience in the area of their choice. However, to have a successful SAE, it is important to know and follow workplace safety rules and regulations, for your own safety as well as the safety of others. There are also state and federal laws governing working conditions, workplace behavior, and the hours and type of work individuals can do based on their age. It is an employee's right and responsibility to know the policies and laws regulating his or her place of work.

Safety

According to the Missouri Department of Labor and Industrial Relations, each year nearly 3,000 young Missouri workers are injured seriously enough to file a worker's compensation claim. Thirty-eight percent of these injuries are in agriculture-related areas.

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Following safety rules makes the workplace healthier and safer, and it also helps increase productivity and improves morale. Each job will have its own specific safety rules and requirements. See Figure 2.1 for a list of basic safety rules.

Figure 2.1 - Basics Rules for Safety

Staying Safe on the Job
<ul style="list-style-type: none">• Follow all safety rules and instructions.• Wear clean clothes daily, and do not wear torn or loose-fitting clothes that can get caught in moving parts.• Stay out of fields where pesticides have recently been sprayed.• Do not eat or drink in the field or work area.• Know what to do in case of emergency.• Report any health and safety hazards to your supervisor.• Take breaks, drink plenty of water, and wear appropriate clothing to avoid overheating.• Use correct bending and lifting procedures to avoid injury.

Labor Laws

State and federal laws regulate the number of hours a person can work and the type of work he or she can do based on age.

In Missouri, the following regulations apply to workers 14 and 15 years old:

Work hours, Labor Day to June 1

- 3 hours a day on school days
- 8 hours a day on nonschool days
- 6 days a week
- 18 hours a week (per federal law)
- Work may not begin before 7 a.m.
- Work may not continue after 7 p.m.

Work hours, June 1 to Labor Day

- 8 hours a day
- 6 days a week
- 40 hours a week
- Work may not begin before 7 a.m.
- Work may not continue after 9 p.m.

In Missouri, no worker under 16 may do the following types of work:

- Handle or apply pesticides
- Drive, ride, or assist in operating a tractor or forklift
- Drive any vehicle for transporting passengers
- Use any power-driven equipment such as a chain saw, hay mower, or hay baler
- Work from a ladder or scaffold

Workers under 16 need a work certificate from their public school district office to work during the school year.

These are only some of the basic laws governing youth employment. Other laws may apply, depending on the type of work involved. There are also federal laws regarding working hours and the type of work a person can do based on age. When state and federal laws do not agree, the stricter law applies, but both laws must be complied with.

Worker's Rights

Everyone has a legal right to be treated fairly and work in a safe environment. If you feel these rights are not being respected, you may wish to contact one of the following agencies or visit their Web site for additional information.

Occupational Safety and Health Administration (OSHA) – Founded in 1971, OSHA was created to prevent work-related illnesses, injuries, and deaths. OSHA works with employees and employers to ensure compliance with health and safety standards.

Missouri Commission on Human Rights (MCHR) – The MCHR, which is part of the Missouri Department of Labor and Industrial Relations, works to prevent and eliminate all types of discrimination. The commission investigates claims of discrimination in employment, public accommodations, and housing. The MCHR will investigate claims of discrimination in employment on the basis of race, color, religion, national origin, ancestry, sex, disability, and age.

U. S. Department of Labor – The Department of Labor offers information on a number of work-related issues including equal employment opportunity, wages

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and hours, workplace safety and health, and youth employment.

National Labor Relations Board (NLRB) – The NLRB administers the National Labor Relations Act, which governs relations between unions, employers, and employees in the private business sector. The board works to prevent or correct unfair labor practices, whether by employers or labor organizations.

Summary

There are five types of SAE projects: exploratory, entrepreneurship, placement, research/experimental, and analytical. Each type of project has its own characteristics and expectations, and each is suited to reaching specific goals and objectives. Planning is an important part of SAEs. Student should work with the appropriate individuals—their instructor, parent, and employer, if applicable—to plan their SAE to help ensure that it will be a success.

Credits:

Garton, B., ed. *Agricultural Education Program Planning Handbook for Missouri Schools*. 5th ed. University of Missouri-Columbia Department of Agricultural Education. Accessed June 18, 2007, from <http://ssu.agri.missouri.edu/aged/resources/handbook/>.

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Lesson 3: Designing an SAE

When choosing a Supervised Agricultural Experience, students should find one that meets their needs and is compatible with their current situation and resources. There are six factors that should be considered when selecting an SAE.

SAE Selection

Experiences and educational background – It is important for the student to have sufficient background knowledge in the program area. Each program requires certain skills and knowledge in order to be successful. Previous experiences with the program area or a compatible one can help determine what skills and competencies will be needed for the SAE. For example, a student whose family has a beef cattle farm may choose to have a beef production SAE program. Classroom instruction can also be a source for acquiring the background skills and knowledge needed to have a successful SAE program.

Personal interest – The student must have a personal interest and desire to set goals in the area of the SAE. It is essential for the student to be interested in the program area because SAE programs are frequently demanding and labor intensive. Lack of interest can have negative effects on the success of the SAE program.

Financing – The next factor to consider is the availability of financing for the SAE program. Some SAE programs can be very expensive to start and maintain. Preparing a budget will help students assess the start-up cost and maintenance and incidental expenses for the program and can give students a clear view of the financial needs and expectations.

Career interest – The project should pertain to the student's career interests and help develop the competencies he or she needs. Some students find that SAE programs can lead to careers. For example, a student working for a greenhouse may pursue a career in plant science.

Encouragement and support – A support system is crucial for an SAE program. A parent or guardian may be responsible for transporting the student to

his or her employment or may help with the breaking of livestock for showing purposes. Parents/guardians need to be consulted in selecting the program area. If a parent/guardian cannot assist with the SAE program, the agricultural instructor may be able to help the student locate a mentor or alternative support person for the SAE program.

Availability of resources – Adequate financing is not the only resource needed to have a successful SAE program. Other resources are needed as well. Necessary resources will vary from one program to another. Resources can include such things as space, equipment and materials, and access to potential employers or customers. The availability of resources can broaden or limit the type of program a student may develop. For example, a student living in the city may not have the resources to operate a goat project, and a student living in the country may not have the resources to obtain employment in the city.

It is important to consider all these factors before starting an SAE program. Take the time to discuss them with a parent/guardian, the agricultural education instructor, employer, and any other individuals involved in the SAE. This will help ensure that the SAE program is an appropriate choice.

Setting Goals

After selecting an SAE program, students must determine the direction of their SAE. This is done by setting goals. A goal is something an individual wants to achieve. Setting goals helps to lay out a future for the program and provide a basis for making decisions. Goals also help produce desired outcomes for the SAE program by assisting in the planning and expanding of the program.

There are two types of goals that are set for SAE programs, short-term and long-term goals. Short-term goals are set and accomplished within one year or less, while long-term goals are set and accomplished within three years. In addition, there are four areas for which goals must be set. Students must set financial, educational, personal, and scope/project goals for their SAE program.

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Financial goals are set for the monetary aspects of the SAE. Financial goals are determined for the amount of money the student would like to earn, where financing will be obtained, and how borrowed money will be repaid. An example of a financial goal would be “I will pay off my \$500 loan to the bank in two years.”

Educational goals are set for the tasks to be performed and skills and competencies to be acquired during the SAE program. A goal in this area could be “I will enter my agriscience research project at the Missouri State Fair.”

Personal goals are set for self-improvement, recognition, and satisfaction received from working on the SAE. A personal goal set by many FFA members is “I will receive the American FFA Degree.”

Scope/project goals are used to expand the SAE in terms of production, hours worked, or the scale of the program. A sample scope/project goal is “I will double my production of honey next year.”

SMART Goals

All goals, regardless of their area or whether they are short- or long-term goals, should follow the SMART goal model. SMART goals are

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Specific – Goals must be precise. If goals are not specific, it is impossible to judge whether they have been reached or not.

Vague goal: “I will exercise more.”

Specific goal: “I will exercise 20 minutes every day.”

Measurable – There must be a way to measure or assess the goal. Measurable goals will help you evaluate your progress.

Immeasurable goal: “I will meet new people.”

Measurable goal: “I will attend four activities a month and meet one new person at each one.”

Achievable – Goals should be attainable. Setting goals that cannot be met is not beneficial to the person setting the goals. Unachievable goals can cause the person to become discouraged and not reach his or her potential.

Unachievable goal: “I will run 100 miles today.”

Achievable goal: “I will run 1 mile today.”

Realistic – Goals should be based on the person’s actual situation and resources. Setting realistic goals helps the person follow through.

Unrealistic goal: “I will run a marathon next week with no training.”

Realistic goal: “I will be ready to run a marathon next week because I have had six months of training.”

Time-bound – Goals need to communicate the time required to achieve them. Setting and meeting deadlines will help you reach your goals.

Indefinite goal: “I will walk my pig.”

Time-bound goal: “I will walk my pig every night.”

Remember that setting goals is just the first step. No goals can be achieved without working on them.

SAE Planning

Once goals have been decided upon, a plan is needed for reaching the goals. There are four steps in planning an SAE.

Prioritize SMART goals. When goals are set, a student should not assume all goals will be met at the same time. By prioritizing goals, students can meet goals that are more crucial to the success of the program.

Identify resources required to achieve goals. By identifying what resources are needed, students will have a better understanding of the involvement and planning needed for the SAE.

Create a written plan. This allows students to further assess the resources needed and determine how they would like to see the SAE grow. The written plan should involve everyone concerned with the

project to establish their responsibilities, the resources needed, and the goals of the SAE. Students should use the written plan as the basis for their SAE.

Evaluate the SAE. It is beneficial for the student to take a step back and evaluate the work that has been done. This gives the student the opportunity to view the progress made and assess future goals. After the evaluation, the student can adjust the written plan to fit his or her new needs.

Recognition and Rewards

There are many ways for students to receive rewards and recognition for their SAE program. The first comes from the student's own feeling of accomplishment. Turning SAE goals and plans into a reality can provide a great sense of personal satisfaction. Another way is by applying for awards and degrees given by the National FFA Organization.

FFA Proficiency Awards recognize students' SAEs in different areas of agriculture. Proficiency Awards are given at the chapter, area, state, and national levels. The National FFA also presents degrees to members who meet qualifications set by the organization. Each degree specifies certain SAE program requirements that must be met in order to receive the degree. There are also financial incentives for developing a successful SAE program. Each year, the National FFA Organization awards over \$2,000,000 in scholarships to FFA members. For more information on these awards, go to the National FFA Web site at www.ffa.org.

Summary

When selecting an SAE, students should look for one that is compatible with their current situation and resources. The key factors to consider are experiences and educational background, personal interest, financing, career interest, encouragement and support, and availability of resources. Setting SMART goals allows for evaluation of the SAE and promotes progress, but only if students work toward reaching their goals. For students who design their SAE carefully and follow through on their plans, there are many opportunities to receive awards and recognition for a successful SAE program.

Credits

Garton, B., ed. *Agricultural Education Program Planning Handbook for Missouri Schools*. 5th ed. University of Missouri-Columbia Department of Agricultural Education. Accessed June 18, 2007, from <http://ssu.agri.missouri.edu/aged/resources/handbook/>.

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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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Supervised Agricultural Experience
