

AGRICULTURE TEACHER'S MANUAL

A guide to local program success for preservice, new and experienced agriculture instructors



Delivering creative ideas for agricultural education...

Developed through the collaborative effort of: NAAE (National Vocational Agricultural Teachers' Association), the National Council for Agricultural Education, AAAE (American Association for Agricultural Education), NASAE (National Association of Supervisors of Agricultural Education) and the National FFA Organization.

AGRICULTURE TEACHER'S MANUAL

A guide for preservice, new and experienced agriculture instructors/FFA advisors

HOW TO USE THIS MANUAL

This *Manual* has been developed to provide information and guidance for agriculture instructors as they begin their teaching careers. Use it before and after you land your first position as an agriculture instructor. Continue to use it your first years of teaching as a summary and review of the most basic information you need for local program success.

The guide is divided into 26 sections, each focusing on a specific area that will influence the success of your agricultural education program, your students and your career. Each section opens with an overview page that suggests steps to success and lists the section's contents. Inserts in each section include tips for success, checklists to guide your actions and forms you may wish to reproduce.

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Sponsored by Monsanto Crop Protection as a special project of the National FFA Foundation, Inc.

Prepared and published by the National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.

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THE AGRICULTURAL EDUCATION MISSION

The mission of agricultural education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resources systems.

THE FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

LOCAL PROGRAM SUCCESS

Local Program Success is a national initiative launched by the National Council for Agricultural Education and U.S. Department of Education in cooperation with the National FFA Organization and the National Vocational Agricultural Teachers' Association to build quality local programs, put school-to-career in action, attract local partners and increase value to students and teachers. A national task force identified six keys to success in agricultural education.

To help teachers become more successful in each of those areas, work groups of agriculture and education leaders—including 30 teachers from 18 states—developed steps to success and researched proven best practices used in the nation's top programs to help teachers improve their programs.

This *Agriculture Teacher's Manual* addresses each of these elements within sections that provide the most basic, "start-up" information beginning instructors need as they start their careers.

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KEY TO LOCAL PROGRAM SUCCESS

[Click any item below for direct access.](#)

The *Agriculture Teacher's Manual* was created as an outgrowth of discussions during Local Program Success. Corresponding pages/sections of the *Agriculture Teacher's Manual* are listed below with reference to where each fits within the Local Program Success elements: Instruction, SAE, FFA, Partnerships, Marketing and Professional Growth.

THREE COMPONENTS OF AGRICULTURAL EDUCATION

INSTRUCTION

- 3-6 Classroom Policies/Procedures Checklist
- 4-3 Ten Classroom Basics for the Instructor
- 5-2 Things to Have On-Hand the First Day
- 5-3 First Day "To-Do's"
- 5-4 Things to Do the First Three Weeks of Class
- 7 Curriculum Development
- 8-2 Developing and Using Questioning Skills
- 8-4 Daily Teaching Diary Form
- 12-2 Maintaining Classroom Discipline
- 12-4 Group Roles
- 12-5 Classroom Rules and Procedures Form
- 12-6 Grading
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- 13-2 Characteristics of Middle Grade Learners
- 13-3 Useful Reminders About Secondary Students
- 13-4 50 Ways to Motivate Students
- 13-6 Student Information Form
- 16-4 Substitute Teacher Packet Checklist
- 16-5 Sample Substitute Teacher Plans

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- 10-4 SAE Partnership Success
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- 10-8 SAE Quality Indicators Rubric
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- 2-4 School Tour Guide
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- 2-10 School Clubs and Organizations Form
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- 1-4 Starting Your Search
- 1-5 Strategies for Interview Success
- 1-8 Accepting the Position
- 2-11 Creating a Favorable First Impression
- 3-10 Professional Policies/Procedures Checklist
- 3-21 Make the Most of Faculty Meetings and Staff Development
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GETTING THE POSITION

The search process can be hectic and, sometimes, intimidating. The desire to get it over with and start to work can lead to hurried interviews, snap decisions and missed opportunities. Taking the time to make careful plans and asking useful questions directed to the appropriate people are key to successfully managing the application, interview and hiring process.

STEPS TO SUCCESS

1. Develop a **portfolio** (p. 1-2) that reflects your experience and achievements.
2. Target geographic areas in which you would like to teach, and investigate openings there. The tips for **starting your search** (p. 1-4) may help.
3. Contact targeted schools to obtain information and, hopefully, set up an interview.
4. Prepare for and manage your interview using the **strategies for interview success** (p. 1-5).
5. Once offered a position, obtain the information you need to make the most of the opportunity. **Accepting the position** (p. 1-8) can be an art in itself.

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The suggestions in this section were compiled by Sue Cavanaugh, an agriscience instructor in Michigan.

TIPS

CREATING YOUR PORTFOLIO

To land a position teaching agricultural education, you need to “sell” yourself and your accomplishments to prospective employers. Although you may have had little experience as an instructor, a professional portfolio can showcase how elements of your preservice training have prepared you to do an exceptional job.

To match your experiences to the requirements of a position, build your portfolio around the elements that constitute a successful agricultural education program and FFA chapter. You may want to include pictures, sample lesson plans and papers, statements and/or summaries of related work experience, along with your ideas for the future. You might ask potential employers if you can quickly review your portfolio during the initial interview. It should provide a “show and tell” opportunity to summarize your key experiences and accomplishments.

INSTRUCTOR’S PROFESSIONAL PREPARATION

Include a professional resume that outlines—

- your education/degree(s);
- training and experience as an instructor;
- awards and honors;
- membership in professional organizations;
- participation in professional conferences and special training opportunities.

CLASSROOM/LABORATORY INSTRUCTION

In your professional portfolio, include samples that illustrate—

- your use of various instructional techniques and strategies;
- familiarity with curriculum development and/or state-required course work;
- experience developing lessons that meld local and student needs with state requirements;

- development of laboratory-based lessons.

COORDINATION OF EXPERIENTIAL LEARNING

Include examples that illustrate—

- your involvement with student supervised agricultural experience (SAE) programs;
- familiarity with how school-to-work, tech-prep, internships, etc. can work in the agricultural education program;
- commitment to experiential learning.

AGRICULTURAL EDUCATION STUDENT ORGANIZATION

Include examples that illustrate—

- experience with the FFA organization;
- participation in local, state and national student events;
- familiarity with other agricultural education organizations.

PARTNERSHIP BUILDING

Include samples that illustrate—

- your involvement with community volunteers in an agricultural education program;
- experience mobilizing volunteers;
- your own philosophy of community involvement.

continued

AGRICULTURAL EDUCATION PROGRAM MARKETING

Include samples that illustrate—

- how you have promoted a positive image of agricultural education;
- a sample communication plan that includes student recruitment, image building, networking, etc.;
- past involvement with program marketing.

PROGRAM DEVELOPMENT AND EVALUATION

Include samples that illustrate familiarity with—

- sources of funds for updated program content and equipment;
- current and emerging technology for the classroom and the workplace;
- elements of a quality agricultural education program.

TIPS

STARTING YOUR SEARCH

The first step in your search will be deciding where you would like to teach. Develop a list of the areas or states you wish to target. The university you attended can help you determine which schools may need an agriculture instructor. If you are targeting an unfamiliar state, talk with someone at a university in that state who helps find positions for agricultural education program graduates.

QUESTIONS TO ASK WHEN INVESTIGATING OPENINGS:

1. Are positions in agricultural education available?
2. When does your state start listing openings?
3. When is most of the hiring completed for the year?
4. Will you send/fax a list of programs with openings, along with their addresses and phone numbers?

MAKING THE CALL

- Your initial call to a targeted school is an opportunity not only to set up an interview, but to learn about the job environment and people with whom you may work. Once you have a list of programs that are hiring, prioritize a visitation list and contact those schools.
- Ask who handles new teacher hiring, and then ask to speak with that person's secretary. Write down the secretary's name. Make it a habit to write down the names of people you contact and their school positions. Nothing is more embarrassing than not remembering the name of an important individual at a crucial moment. If the spelling is tricky, also write it phonetically so you will pronounce it correctly.
- Set a positive tone with your first phone contact. This may be influential in determining attitudes toward you in the future! Try to make your voice sound friendly and confident. State you would like to ask a few questions concerning a possible teaching position. A list of questions you may wish to ask follows. If you are referred directly to the principal

or superintendent, you may wish to ask these same questions.

QUESTIONS TO ASK WHEN CALLING FOR AN INTERVIEW:

1. Do you have an agriculture teaching position open?
2. (If yes) Are you accepting applications and setting up interviews?
3. Do you have time to give me some information about your school?
4. How many students attend your school?
5. How many teachers does the school employ?
How many agriculture instructors?
6. Will you send/fax me a copy of the district's pay scale?
7. What is the availability of housing in your area?
For rent? For sale?
8. May I set up a time for an interview?
9. Who will be present at the interview?
10. How long are the interviews?
11. Where are interviews held?
12. Can you give me directions to the interview?
13. Can you send me a program description with class offerings?

STRATEGIES FOR INTERVIEW SUCCESS

You're on your way! Here are tips for turning the interview to your advantage.

THINGS TO CHECK BEFORE THE INTERVIEW

- My grooming gives me a professional appearance.
- I have a notebook or portfolio to carry for taking notes and holding papers.
- I am taking an extra copy of my resume with me.
- I've prepared a list of questions to ask. (Use the questions in this section as a guide.)
- I've thought through possible questions I may be asked and have prepared answers.
- I've written down directions to the place of interview, including address and phone number.
- I'm taking the notes from my interview call, including names of people with whom I spoke.
- Transportation arrangements to my interview are under control.
- I will leave myself plenty of time to get there!** (It's better to be early than late.)

INTERVIEW TIME

- Greet your interviewer with a smile, a firm handshake and an accurate pronunciation of his or her name. In addition, express a compliment of some kind, such as the beautiful school landscaping, how well laid out the school is, how friendly everyone is. Everyone loves a sincere compliment!

- Sit down when you are offered the opportunity. Use your prepared question sheets to help you stay organized and record answers to your questions. Writing down answers will help you remember small, but vital, details. If a response to one of your questions is unclear, ask for clarification.
- Having prepared questions helps you look interested and organized. Taking notes gives the appearance you may have information from other interviews to compare. You want to impart the feeling you are a valuable commodity that other schools also want.

QUESTIONS FOR THE INTERVIEW:

1. How many agriculture courses are taught each semester? What are the titles?
2. How many students took agriculture courses last year? How many of these had special needs?
3. Is this a ten-month or extended-contract position?
4. What class schedule is followed? (block, etc.)
5. Does the agriculture department have an active advisory committee? How often does it meet?
6. Does the agriculture department have an active FFA Alumni group? How often does it meet?
7. Does the agriculture program have a budget? What are the funding sources?
8. What nonteaching duties is the agriculture instructor responsible for?

continued

9. How soon does the hiring committee expect to make a decision?
10. When should I get back to you concerning this position?
11. May I tour the agriculture room and facilities?
12. (If the former agriculture instructor is not present at the interview) Will the former agriculture instructor be available to answer some questions? May I set up a time to talk with him or her, or will you give me that person's phone number?

The following questions may or may not be appropriate. Talk them over with your university's placement department or an experienced agriculture instructor before the interview.

13. What employment benefits do you offer?
14. Is the teacher contract fixed or flexible for salary negotiation?
15. Is there an extended summer contract? How long is it? What is the rate of pay or how is it calculated?
16. Are there other benefits, such as health insurance, a dental/vision plan, graduate course compensation, etc.? What kind of health insurance do you carry?
17. Is there compensation for mileage or gas for personal car use?
18. Does the school pay for the agriculture instructor's professional development conferences and dues for professional organizations?
19. Is there a stipend for working with the FFA? How much is it? How is it calculated?
20. Does the FFA or agriculture department have its own vehicle?
21. Is the agriculture instructor allowed and encouraged to attend appropriate FFA events?

If the former agriculture instructor is present at the interview, you may want to ask the questions that follow, perhaps while you tour the facilities. As a new instructor, the fewer surprises you encounter, the better. So make the most of your contact with the former instructor. This could be the last time you will have contact with that valuable information source, unless you are fortunate enough to replace a retiring instructor who doesn't mind "sticking around" to help you get started.

QUESTIONS FOR THE FORMER AGRICULTURE INSTRUCTOR:

1. Are student files set up? Where are they located?
2. Are there old records, fund-raising files, etc. to refer to? Where can I find them?
3. What were your short- and long-range plans for this program? May I have a copy of the plan?
4. Are students provided textbooks or other learning materials?
5. Were the students required to keep notebooks for class notes and handouts? Where are they kept?
6. How much are FFA chapter dues?
7. Which FFA programs did your chapter participate in last year (National Chapter Award Program, Food For America, PALS, career development events, etc.)?
8. Is a points system in place? May I see a copy?
9. Are the students set up for supervised agricultural experiences (SAEs) with record books? Where are the record books kept?
10. Do you have a copy of last year's banquet agenda, program, invitations and awards?
11. Which FFA and other events did you and your chapter members attend last year (National FFA Convention, state leadership conference, Made for Excellence, career development events, state convention, Washington Leadership Conference, etc.)?

continued

12. Did your chapter have a Program of Activities (POA) last year? Is a copy available?
13. In which skill areas (proficiency/SAE) did your students participate last year?
14. Do you have a year-end tally of how your students placed in career development events?
15. What fund raisers did your chapter have last year? How much did each net?
16. How much money is in the FFA account? Who handles the money? Can the agriculture instructor sign checks?
17. How much is in the FFA Alumni account? Do they use their funds to support the FFA chapter or for their own activities?
18. How did the chapter handle member recruitment last year?
19. Concerning special needs students in the program, what kinds of disabilities or limitations were you dealing with?
20. Did you set up a directory or phone list for your community or for students' parents? Is a copy available?
21. (If you are going out-of-state and are not familiar with the area) Who is your state FFA advisor? What are the address and phone number of the state-level FFA office?
22. Are there any current regional or state FFA officers in your chapter?
23. Did you hold other volunteer positions in the community (4-H leader, fair committee member, etc.)? Do you recommend I become involved in the same efforts? Can you give me the contact names and phone numbers?
24. Are there administrators' or board members' children in the agriculture program?
25. Did you have a state plan for your department? Where is it kept, and when is the next program review scheduled?
26. Where do you see this program going? What concerns need immediate attention?

TIPS

ACCEPTING THE POSITION

Great news! They are offering you the position. What's next?

- If the district has a flexible contract situation, set up a second interview to bargain the details of your contract. Know exactly what you want when you go in and what you will, in reality, settle for if what you want is out of reach. If the details are nonnegotiable, and this is the job you want, you have only to say, "I'll take it!" Ask when you need to come in again to sign papers and/or meet with other faculty.
 - Buy yourself a planner of some type if you don't already have one. It is essential to stay organized. In about a month, your new planner undoubtedly is going to look quite full—and that's the way it will probably stay.
 - Visit the secretary you made friends with when you first called, if you have the job in hand, or the principal or superintendent, if you are seeing one of them to accept an offer.
6. What is the district's policy regarding teachers transporting students in private vehicles or driving a school vehicle?
 7. Who is the director of transportation? Where is the bus garage located, and what is the phone number?
 8. Who are the maintenance director and janitors? Where are their offices?
 9. What schools provide or "feed" students to this school?
 10. What are the name and phone number of my contact person in the school district office?

QUESTIONS TO ASK AFTER ACCEPTING THE POSITION:

1. Is there a schedule of teacher's meetings prior to the start of school? What are the dates and times?
2. Are there student and teacher handbooks?
3. Are copies of the school calendar available?
4. How do I request a vehicle (bus, school car, etc.) for field trips?
5. Is there a yearly bulletin board or poster allotment to decorate classrooms that does not come out of the department budget?

IN CONCLUSION

You may think this introductory process is exhaustive, but you'll also find it invaluable. An effective, efficient teacher never stops learning. He or she understands that questions lead to knowledge—and that knowledge provides the confidence and presence necessary to succeed in teaching.

By the end of your first year, you will have asked many more questions than those listed here! You also will find there are many people anxious to help, including administrators and parents. In addition, your advisory committee should meet regularly to review past accomplishments and ask pertinent questions about coming plans. By listening to and asking questions of these people, you show you are open to change for the improvement of your program.

ORIENTATION

To quote the Broadway show *The Music Man*, “You’ve gotta know the territory!” Beginning instructors, especially, need a working knowledge of the school’s people and places when seeking assistance throughout the year.

STEPS TO SUCCESS

1. Explore the **school community** (p. 2-2) by collect information about school personnel, departments and buildings.
2. Collect other **local school information** (p. 2-3). Note the names, levels, addresses and key personnel of other schools in the district, from elementary through postsecondary.
3. Conduct a **school tour** (p. 2-4) on your own or with other new teachers.
4. Identify and meet people who can be important to your success. Use the **contacts forms** (pp. 2-5 through 2-10) to guide and record your explorations.
5. In each situation, do your best to **create a favorable first impression** (p. 2-11).

I N T H I S S E C T I O N

Checklist:

Explore the School Community 2-2

Form:

Local School Information 2-3

Checklist:

School Tour Guide 2-4

Form:

Administrative Contacts 2-5

Form:

Community Contacts 2-6

Form:

School Staff Contacts 2-7

Form:

School Clubs and Organizations 2-10

Tips:

Creating a Favorable First Impression 2-11

CHECKLIST

EXPLORE THE SCHOOL COMMUNITY

Check off each category as you obtain related information.

Personnel Directories

Obtain personnel directories for your school and school system that include employees' names and phone numbers. In addition to placing a copy in this section of the manual, take a copy home and place with other important phone numbers.

Organizational Charts

An organizational chart depicts an organization's position structure and formal lines of authority. Obtain organizational charts for your school and school system. Create them if not available.

School Map or Layout

Obtain a map or layout of your school that shows the school's departments, offices and room numbers. Develop your own map or layout if one does not exist.

School District

Obtain a map of your school district, and on it identify the schools in your school system. Also, copy and complete the *Local School Information* form (p. 2-3) for schools with which you or your students may interact.

LOCAL SCHOOL INFORMATION

School name: _____

Level: _____

Address: _____

Principal: _____

Office phone: _____

Names of instructors in agriculture or related areas: _____

School name: _____

Level: _____

Address: _____

Principal: _____

Office phone: _____

Names of instructors in agriculture or related areas: _____

CHECKLIST

SCHOOL TOUR GUIDE

Find and familiarize yourself with these areas and the people who staff them.

- administrative offices
- agriculture facilities
- audiovisual equipment room
- cafeteria
- clinic
- duplicating/photocopying room
- guidance office
- library
- mail area
- music and art facilities
- science facilities
- supply room
- teachers' lounge
- transportation department
- vocational facilities

- Other support labs (list):

- Other classrooms (list):

- Other areas (list):

ADMINISTRATIVE CONTACTS

Find and introduce yourself to the people described on this form. Record the information you collect in the spaces below for later reference.

STATE STAFF

Learn the name of the state staff person who works with agricultural education. This person can supply you with state department materials and assist you in many ways.

Name: _____

Mailing Address: _____

Phone: _____

Name: _____

Title: _____

Phone: _____

Office address: _____

SUPERINTENDENT/OTHER SCHOOL SYSTEM PERSONNEL

Try to meet the superintendent and other school system personnel. You may need to schedule appointments.

Name: _____

Title: _____

Phone: _____

Office address: _____

Name: _____

Title: _____

Phone: _____

Office address: _____

Name: _____

Title: _____

Phone: _____

Office address: _____

BUSINESS OFFICER

Most schools or school systems have an individual who maintains program monies. Get to know this person and his or her accounting procedures. Stay in contact on a regular basis regarding your program's and FFA chapter's monies.

Name: _____

Phone Number: _____

FORM

COMMUNITY CONTACTS

Find and introduce yourself to the people described on this form. Record the information you collect in the spaces below for later reference.

PARENTS

Meet the parents of your students through parent/teacher meetings, at school activities and through home visits. Use the *Student Information Form* (p. 13-6) to collect your students' parents' names and home and work phone numbers. You may want to generate a separate list or data file including only the students' and parents' names and numbers.

CHAMBER OF COMMERCE EXECUTIVE DIRECTOR

Call for an appointment and meet the Chamber of Commerce executive director. Ask how you can become involved with the chamber. This is an excellent way to meet employers. Try to obtain a membership list, and place it with the *Business Contact Record* form (p. 17-3).

Name: _____

Phone number: _____

RETAIL MERCHANTS ASSOCIATION EXECUTIVE DIRECTOR

Call for an appointment and meet the executive director of the local Retail Merchants Association. This individual can be a great help in identifying advisory committee members, employers and competitive events judges.

Name: _____

Phone number: _____

EMPLOYERS

Meet as many of the community's employers as possible, especially business managers working for companies related to agriculture. Use the *Business Contact Record* form (p. 17-3) to compile names, addresses and phone numbers.

BUSINESS PERSONNEL

Use the *Business Contact Record* form (p. 17-3) to compile the names, addresses and phone numbers of business people who may be helpful to your program.

SCHOOL STAFF CONTACTS

Find and introduce yourself to the people described on this form. Record the information you collect in the spaces below for later reference.

PRINCIPAL

Meet the principal and assistant principals in your school and find out the responsibilities of each. Work out your discipline strategy with the principal in charge of student discipline.

Name: _____

Phone: _____

Responsibilities: _____

ASSISTANT PRINCIPALS

Name: _____

Phone: _____

Responsibilities: _____

Name: _____

Phone: _____

Responsibilities: _____

Name: _____

Phone: _____

Responsibilities: _____

FACULTY

You will want to observe other instructors to get ideas and see how they handle classroom management. Find out who the really capable instructors are and the subjects they teach. Ask their permission to observe their classes. Developing relationships with other instructors in the school is important and rewarding. (See pages 8-6 through 8-7 and Section 16, Working with Colleagues.)

continued

FORM

SCHOOL STAFF CONTACTS

GUIDANCE PERSONNEL

Meet the guidance personnel and tell them about your program. Provide them with quality information to share with students. Make sure they are delivering the right message about your program. This can be the most important key in determining the kinds of students who sign up for your program.

Name: _____

Name: _____

Name: _____

Name: _____

CLINIC PERSONNEL

Take time to meet your school clinic personnel and share information about any known physical, mental or health ailments or conditions of your students. Also, retain this information for your files.

Name: _____

Position: _____

Name: _____

Position: _____

Name: _____

Position: _____

LIBRARIAN(S)

Meet your school librarian(s), and learn about the library and other available resources.

Name: _____

Name: _____

Name: _____

SECRETARIAL STAFF

Be sure to meet all the secretarial staff and learn who is responsible for what. Remember that the secretarial staff is a critical factor in making things work smoothly in any organization.

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

continued

CAFETERIA PERSONNEL

Try to meet all the people who work in the cafeteria. Write down their names and positions and learn to call them by name.

Supervisor's name: _____

Phone: _____

Name: _____

Position: _____

TRANSPORTATION STAFF

Meet the transportation supervisor and other staff. Keep track of drivers who help out with field trips and FFA events.

Supervisor's name: _____

Phone: _____

CUSTODIANS

Meet the custodians and learn to call them by name. Greet them when you see them.

Supervisor's name: _____

Phone: _____

Name: _____

Position: _____

SUPPORT STAFF

Ask other teachers and your supervisors about other school support staff you should meet.

Name: _____

Title: _____

Name: _____

Title: _____

FORM

SCHOOL CLUBS AND ORGANIZATIONS

Find out about other school organizations and introduce yourself to their advisors. Record the information you collect in the spaces below for later reference.

Name of organization: _____

Name of organization: _____

Sponsor(s)/Advisor(s): _____

Sponsor(s)/Advisor(s): _____

Purpose: _____

Purpose: _____

Major events/timing: _____

Major events/timing: _____

Fund raisers: _____

Fund raisers: _____

Name of organization: _____

Name of organization: _____

Sponsor(s)/Advisor(s): _____

Sponsor(s)/Advisor(s): _____

Purpose: _____

Purpose: _____

Major events/timing: _____

Major events/timing: _____

Fund raisers: _____

Fund raisers: _____

CREATING A FAVORABLE FIRST IMPRESSION

- **Do your homework.**
Try to find out something about the people you plan to meet. People are always impressed when you know something about them.
- **Don't smoke.**
Many people are offended by smoking. During your first meeting with a person, avoid smoking. At the very least, don't be the one who lights up first.
- **Don't be late.**
Being late for an appointment makes people think you do not value their time, and it creates a negative impression.
- **Say a person's name correctly, and use it more than once.**
Don't be afraid to ask if you are unsure of people's names. They will appreciate your interest.
- **Don't talk too much, and don't interrupt.**
An overabundance of chatter makes you seem nervous and unsure of yourself. Give others the opportunity to contribute to the conversation. Never interrupt while someone else is speaking.

ADMINISTRATIVE MATTERS

All that paperwork! It's probably not why you chose to become a teacher. Still, your career success depends in part on upholding policies, following procedures and keeping up with important dates. The information and forms in this section will help you deal with the administrative aspects of your job.

STEPS TO SUCCESS

1. Obtain a copy of the school handbook and/or other materials containing policies and procedures. After completing step 2, file the materials in this section.
2. Use the **policies/procedures checklists** (pp. 3-2 through 3-13) to explore policies and procedures that affect you and your program. Summarize related policies/procedures in the provided blanks and note where complete details can be found. Check off each category as you complete it.
3. Use the **schedules, calendars and due dates checklist** (p. 3-14) as you gather information from your school district, local school, state education department and FFA organization (regional, state and national).
4. Incorporate these dates into a **comprehensive calendar of events** (pp. 3-18 through 3-20) using the provided form or a computer calendar program. Consult the **sample comprehensive calendar** (pp. 3-15 through 3-17) for ideas.
5. Prepare to **make the most of faculty meetings and staff development** (p. 3-21).

IN THIS SECTION

<i>Checklist:</i>	School Policies/Procedures	3-2
<i>Checklist:</i>	Classroom Policies/Procedures	3-6
<i>Checklist:</i>	Professional Policies/Procedures	3-10
<i>Checklist:</i>	Schedules, Calendars and Due Dates	3-14
<i>Sample:</i>	Comprehensive Calendar of Events	3-15
<i>Form:</i>	Comprehensive Calendar of Events	3-18
<i>Tips:</i>	Faculty Meetings and Staff Development	3-21

CHECKLIST

SCHOOL POLICIES/PROCEDURES

Accounting

- Obtain copies of procedures followed by your school's accountant. There may be different procedures for working with program funds; FFA chapter funds; grants; school-based enterprises; and local, state and federal funds.
- Place copies of these procedures at the end of this section. Label each with a letter and note the letter here.
Program fund procedures labeled as attachment _____.
FFA chapter fund procedures labeled as attachment _____.

Purchasing

Curriculum/classroom items

Purchasing policies: _____

How to: _____

I have the following budget: \$ _____

I have inserted related policies and forms at the end of this section as attachment _____.

Laboratory/SAE items

Purchasing policies: _____

How to: _____

I have the following budget: \$ _____

I have inserted related policies and forms at the end of this section as attachment _____.

FFA chapter items

Purchasing policies: _____

How to: _____

I have the following budget: \$ _____

I have inserted related policies and forms at the end of this section as attachment _____.

continued

Supplies Allocation (i.e. paper, paper clips, markers, etc.)

Policy for allocating supplies to programs: _____

Procedures for requisitioning supplies: _____

A form is required and can be obtained from _____.

Does each program have a budget? yes no

When is the budget completed? _____

I have the following budget: \$ _____

Photocopying/Duplicating Equipment (Caution: Always obey copyright laws.)

Equipment	Location
_____	_____
_____	_____
_____	_____

I am allowed to make _____ copies at a time per course per semester.

Procedure for using this equipment:

A form is required and can be obtained from _____.

Phone/Fax Machine

Nearest phone to my classroom is located _____.

Its phone number is _____.

Nearest fax machine to my classroom is located _____.

Its number is _____.

continued

CHECKLIST

SCHOOL POLICIES/PROCEDURES

Policies on phone/fax machine use:

By whom: _____

When: _____

How to: _____

Policies on long-distance calls and faxes:

Allowed? yes no

Parameters/circumstances: _____

How to: _____

Library

Who can use the school library? _____

Regular library hours: _____

Can students use library:

• during class? yes no under special conditions: _____

• before school? yes no under special conditions: _____

• after school? yes no under special conditions: _____

Policy for checking out books:

How to: _____

How long: _____

Policy for checking out other materials:

How to: _____

How long: _____

Policy for reserving the library:

continued

Safety (including policy on hazardous materials)

School's safety policies: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Advisory Committees

Find out the policies for having program advisory committees. Place the information in Section 18, "Working with the Advisory Committee."

School Committees

Committee: _____

I am a member yes no

Purpose: _____

Committee: _____

I am a member yes no

Purpose: _____

Committee: _____

I am a member yes no

Purpose: _____

Local or State Education Improvement Initiatives (i.e. school-to-career, standards, etc.)

Name of Initiative: _____ Contact: _____

Purpose: _____

Name of Initiative: _____ Contact: _____

Purpose: _____

Name of Initiative: _____ Contact: _____

Purpose: _____

CHECKLIST

CLASSROOM POLICIES/PROCEDURES

Laboratory Policies

Agriscience Lab

I have inserted related policies at the end of this section as attachment ____.

Land Lab

I have inserted related policies at the end of this section as attachment ____.

Greenhouse

I have inserted related policies at the end of this section as attachment ____.

Livestock/Aquaculture Labs

I have inserted related policies at the end of this section as attachment ____.

Ag Mechanics lab

I have inserted related policies at the end of this section as attachment ____.

Learning Technology (audiovisual equipment, computers, CD-ROM, etc.)

The following learning technology will be in my classroom:

_____	_____	_____
_____	_____	_____

The following learning technology is available elsewhere in the school:

Item	Location	How to obtain use
_____	_____	_____
_____	_____	_____
_____	_____	_____

The following learning technology would be beneficial to obtain:

Item	Approximate cost	How to obtain (purchase, lease, loan from business, etc.)
_____	_____	_____
_____	_____	_____

continued

Student Attendance

Procedures for reporting student attendance on a daily basis: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Student Tardiness

Procedures for reporting student attendance on a daily basis: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Student Discipline

I have inserted related policies and forms at the end of this section as attachment _____.

Student Personal Files

Type of File	Location	Available to me?	How to obtain use
_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____
_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____
_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____
_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____
_____	_____	<input type="checkbox"/> yes <input type="checkbox"/> no	_____

Emergencies—Personal Injury

In case of an injury in my classroom or elsewhere in the school I should: _____

Forms to be filled out: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Emergencies—Weather Related (tornado, hurricane, flash flood)

A weather emergency plan is posted _____

The shelter nearest my classroom is located _____

The shelter nearest my laboratory is located _____

In case of a weather emergency I should: _____

I have inserted related policies and forms at the end of this section as attachment _____.

continued

CHECKLIST

CLASSROOM POLICIES/PROCEDURES

Emergencies—Fire

A fire evacuation plan is posted _____.

The fire exit nearest my classroom is located _____.

The fire exit nearest my laboratory is located _____.

In case of a fire emergency in my classroom or elsewhere in the school I should:

Forms to be filled out: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Guest Speakers

Policies related to guest speakers: _____

Procedures for setting up a guest speaker: _____

Forms to be filled out: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Field Trips

Policies related to field trips: _____

Procedures for setting up a field trip: _____

Forms to be filled out: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Student Transportation

Policies related to transporting students: _____

Procedures for setting up school transportation: _____

Forms to be filled out: _____

Conditions under which I or another adult may transport students: _____

Forms to be filled out: _____

I have inserted related policies and forms at the end of this section as attachment ____.

Overnight Trips

Policies related to taking students on overnight trips: _____

Conditions under which I or another adult may accompany students on an overnight trip: _____

Requirements for adult chaperons on overnight trips: _____

Procedures for setting up overnight trips: _____

Forms to be filled out: _____

Student follow-up report opportunities: _____

I have inserted related policies and forms at the end of this section as attachment ____.

CHECKLIST

PROFESSIONAL POLICIES/PROCEDURES

Teacher Attendance

Illness

If I am sick and cannot teach, I need to call _____

Phone: _____ Call by: _____

I have _____ illness days a year.

I can store up no more than _____ illness days at any time.

I can carry _____ illness days over to next year.

I have inserted related policies and forms at the end of this section as attachment _____.

Personal Leave

I have _____ personal leave days a year.

I can store up no more than _____ personal leave days at any time.

I can carry _____ personal leave days over to next year.

To take a personal day, I must: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Compensatory (Comp) Time

I earn comp hours by: _____

I can store up no more than _____ comp time at any time.

I can carry _____ comp time over to next year.

I must use comp time in units of: hours half-days full days

To use comp time, I must: _____

I have inserted related policies and forms at the end of this section as attachment _____.

continued

Beginning Teachers Assistance Program

My school system offers a beginning teacher assistance program: yes no

Contact person: _____

Teacher who will serve as my mentor: _____

I have inserted related information at the end of this section as attachment ____.

My state education department or agricultural teachers association offers a beginning teacher assistance program: yes no

Contact person: _____

Phone: _____

I have inserted related information at the end of this section as attachment ____.

Employee Benefits

The school system provides me with the following benefits:

I have inserted related information at the end of this section as attachment ____.

Nonteaching Duties

I am currently responsible for the following nonteaching duties:

I have inserted related information at the end of this section as attachment ____.

Parking

I may park my car: _____

Restrictions/hours: _____

Professional Liability

Insurance

This school system carries the following liability insurance: _____

continued

CHECKLIST PROFESSIONAL POLICIES/PROCEDURES

Student Injury

Policies related to teacher liability for student injuries: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Money/Financial Liability

Policies related to teacher liability for funds under my supervision: _____

I have inserted related information at the end of this section as attachment _____.

Transportation of Students

Policies related to teacher liability for injuries to students when transported in teacher's private vehicle:

I have inserted related policies and forms at the end of this section as attachment _____.

Touching/Sexual Harassment

Policies related to touching (of any sort) between teachers and students: _____

Policies related to teacher liability for allegations of sexual harassment: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Other Liability Issues

Area of potential liability: _____

Policies related to this area of potential liability: _____

I have inserted related policies and forms at the end of this section as attachment _____.

Area of potential liability: _____

Policies related to this area of potential liability: _____

I have inserted related policies and forms at the end of this section as attachment _____.

continued

Teacher Tardiness

If I am going to be late, I must: _____

Consequences of my tardiness: _____

Travel and Travel Reimbursements

Does the school system allow teachers the opportunity for professional travel? yes no

If yes, under what conditions? _____

How to apply for travel: _____

A form is required and can be obtained from _____.

Expenses/Reimbursement

Mileage is reimbursed within school district outside school district

at a rate of ___ per mile at cost, in keeping with IRS guidelines.

Meals are reimbursed at cost including tip excluding alcoholic beverages

up to \$___ per day \$___ per breakfast \$___ per lunch \$___ per dinner.

Receipts are required: yes no

I have inserted related policies and forms at the end of this section as attachment _____.

CHECKLIST

SCHEDULES, CALENDARS AND DUE DATES

Keeping up with important dates and deadlines is important! Make sure you collect calendar-related information from the following sources and check them off. Combine the information on the Comprehensive Calendar of Events form (pp. 3-18 through 3-20) or a computer calendar program. Be sure to schedule personal time, too.

SCHOOL SYSTEM

- School Calendar**
Holidays, teacher work days, special events and due dates.
- School Reports and Paperwork Deadlines**
Due dates for school reports and additional paperwork required by your school and school system.
- Master School Schedule for All Instructors**
When classes are offered and where instructors are located each class period.
- School Sports and Student Organization Event Schedule**

STATE EDUCATION DEPARTMENT AND STATE PROFESSIONAL ORGANIZATIONS

- State Department of Education Deadlines**
Due dates for reports and other paperwork required by your state department of education.
- State Department of Education/Service Area Calendar**
Events offered by your state department of education and service area.
- State AAE, ACTE and Other Professional Organizations Calendars**
Information and due dates for state-level professional organizations in which you are involved.

FFA ORGANIZATION

- FFA Chapter Calendar (obtain or develop)**
Information and due dates for your FFA chapter.
- FFA District and/or Region Calendar**
Information and due dates for district- or region-level FFA programs, meetings and events.
- FFA State Calendar**
Information and due dates for state-level FFA programs, meetings and events.
- National FFA Organization Dates**
Information and due dates for national-level FFA programs, meetings and events

MISCELLANEOUS

Information and due dates for other initiatives in which you might be involved, such as tech-prep consortia, curriculum development teams, local industry councils, etc. (Write categories on the lines below.)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

SAMPLE COMPREHENSIVE CALENDAR OF EVENTS

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
<p>RECURRING & MEETINGS & EVENTS</p>	<ul style="list-style-type: none"> • Faculty meeting—3rd Monday • Dept. meeting—2nd Thursday • NCA committee meeting—4th Thursday 	<ul style="list-style-type: none"> • Contact all parents—1st month of quarter • SAE reports/review—1st week of month 	<ul style="list-style-type: none"> • Committee mtg.—2nd Monday • Executive mtg.—2nd Wednesday • Chapter mtg.—3rd Wednesday • FFA Alumni—4th Wednesday
<p>AUGUST</p>	<ul style="list-style-type: none"> • In-service workshop (Aug. 18) • Teacher work day (Aug. 24) • First day of school (Aug. 25) 	<ul style="list-style-type: none"> • Course plans/lesson plans • Organize/set up classroom & lab • “Welcome back” bulletin board • Catalog audiovisual materials 	<ul style="list-style-type: none"> • Set up state officer visit for first week in Sept. • Local fair (Aug. 3-9) • Executive mtg. (Aug. 12) • Summer picnic (Aug. 15) • State Fair (Aug. 16-22) • Alumni judging contest
<p>SEPTEMBER</p>	<ul style="list-style-type: none"> • Labor Day holiday • Back-to-school nights (Sept. 8 & 9) • Rosh Hashanah holiday 	<ul style="list-style-type: none"> • Get to know students • Meet new students’ parents/home visits • Plan field trips 	<ul style="list-style-type: none"> • Kick-off chapter meeting • Membership campaign • Begin Program of Activities • Weekly radio programs • Farm Bureau banquet • Committee sign-up
<p>OCTOBER</p>	<ul style="list-style-type: none"> • Columbus Day holiday • Teacher work day • Grades due to office • Homecoming Weekend 	<ul style="list-style-type: none"> • Start SAEs and record books • Laboratory improvement projects • Home visits • First grading period reports • Halloween fun 	<ul style="list-style-type: none"> • Float for homecoming parade • Greenhand initiation • Creed contest • Citrus fruit sales • Parents night and square dance • Publish Program of Activities • National FFA Convention

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
NOVEMBER	<ul style="list-style-type: none"> • Veteran's Day holiday • Parent conferences • Thanksgiving holiday 	<ul style="list-style-type: none"> • Field trips • Complete laboratory improvements • SAE resources identified 	<ul style="list-style-type: none"> • Bowling party • Weekly radio programs • Citrus fruit sales • National FFA Convention (Nov. 12-14)
DECEMBER	<ul style="list-style-type: none"> • Winter/Christmas holiday 	<ul style="list-style-type: none"> • Student portfolio reviews 	<ul style="list-style-type: none"> • Deliver fruit orders • Collect for needy family • Weekly radio programs • Holiday party
JANUARY	<ul style="list-style-type: none"> • Martin Luther King, Jr. holiday • Teacher Work Day • Grades due to office 	<ul style="list-style-type: none"> • Second grading period reports 	<ul style="list-style-type: none"> • Apply for state degree and proficiency awards • Career Development Events training/practices • Weekly radio programs • Plan for National FFA Week • Made For Excellence workshop
FEBRUARY	<ul style="list-style-type: none"> • Winter vacation 	<ul style="list-style-type: none"> • Open House for National Vocational Education Week (Feb. 12-19) • Plan field trips • Home visits 	<ul style="list-style-type: none"> • National FFA Week • Prepare for State Convention

SAMPLE COMPREHENSIVE CALENDAR OF EVENTS

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
MARCH		<ul style="list-style-type: none"> • Field trips • Home visits 	<ul style="list-style-type: none"> • Weekly radio program • State FFA convention
APRIL	<ul style="list-style-type: none"> • Spring vacation • Grades due to office 	<ul style="list-style-type: none"> • Third grading period reports 	<ul style="list-style-type: none"> • Update Program of Activities • Basketball tournament • Weekly radio program
MAY	<ul style="list-style-type: none"> • Memorial Day holiday • Final exams • Final grades due to office 	<ul style="list-style-type: none"> • Student portfolios reviewed • Home visits 	<ul style="list-style-type: none"> • Invite 8th graders to FFA mtg. • Plan chapter banquet • Weekly radio program • Distribute summer calendar
JUNE	<ul style="list-style-type: none"> • Graduation • Summer vacation begins 	<ul style="list-style-type: none"> • Finals • Final grading period reports 	<ul style="list-style-type: none"> • Chapter banquet • Weekly radio program • Washington Leadership Conference
JULY	<ul style="list-style-type: none"> • Summer vacation 	<ul style="list-style-type: none"> • SAE home visits • State teachers' conference • Equipment grant application 	<ul style="list-style-type: none"> • Fair entry due • Officer retreat • Washington Leadership Conference

FORM COMPREHENSIVE CALENDAR OF EVENTS

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
RECURRING MEETINGS & EVENTS			
AUGUST			
SEPTEMBER			
OCTOBER			

FORM COMPREHENSIVE CALENDAR OF EVENTS

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
NOVEMBER			
DECEMBER			
JANUARY			
FEBRUARY			

FORM COMPREHENSIVE CALENDAR OF EVENTS

TIME FRAME	SCHOOL CALENDAR	PROGRAM ACTIVITIES	FFA ACTIVITIES
MARCH			
APRIL			
MAY			
JUNE			
JULY			

TIPS

MAKE THE MOST OF FACULTY MEETINGS AND STAFF DEVELOPMENT

Faculty meetings are held periodically during the school year, and you will probably be required to attend. Here's how to make faculty meetings productive for you.

REASONS FOR FACULTY MEETINGS

- inform teachers about school schedule, activities and events
- explain changes, procedures, policies and requirements
- obtain volunteers for school committees
- coordinate efforts among departments and teams
- build faculty community and morale

OPPORTUNITIES FOR NEW TEACHERS AT STAFF MEETINGS

- exposure/introduction to all teachers in school
- face-to-face encounters with other teachers
- information gathering
- information sharing
- deeper understanding of policies and procedures
- gain feel for faculty interactions, politics and "culture"

MAKE THE MOST OF IT!

- Sit next to someone you don't know and introduce yourself. Ask what's happening in his or her courses/program.
- Be prepared to explain your background and program in 25 words or less. Take every opportunity to do so.
- Speak up and provide feedback and information as requested.
- Watch for facial expressions, body language and other cues that may reveal the nature of relationships between faculty members.
- Pay attention to presentations and collect copies of all handouts. Review later and file useful information as appropriate.
- Listen and ask questions.
- Volunteer to serve on a committee that interests you and fits your schedule.

PREPARE YOURSELF

Your first weeks of teaching won't be easy, but they can be exciting and rewarding—if you're prepared. Task management, organization, realistic expectations and a positive attitude will go a long way.

STEPS TO SUCCESS

1. Adopt effective **task management** strategies (p. 4-2), and start practicing them immediately.
2. Identify and commit to **basic classroom behavior** (p. 4-3) that you will use consistently.
3. Learn what to expect by talking with other teachers and exploring **things learned by first-year agriculture instructors** (p. 4-4). Incorporate their insights into your plans.
4. Prepare and use a **"Things to Do Today"** list (p. 4-6) each day.

I N T H I S S E C T I O N

Tips:

Task Management Hints 4-2

Tips:

Ten Classroom Basics for the Instructor 4-3

Tips:

Things Learned by First-Year Agriculture Instructors 4-4

Form:

Things to Do Today 4-6

TIPS

TASK MANAGEMENT HINTS

- **Prepare an annual or semester teaching calendar that specifies scope and sequence of the instructional program.**
- **Prepare your lesson plans at least a week ahead for every class.**

This probably means working some on weekends so you leave the weekdays for the last-minute details of getting ready for class.
- **Keep the lessons for each course organized.**

Once you get through your first year of lesson plans, the following years will get easier.
- **Keep yourself and your program organized.**

Class materials very quickly can become disorganized piles stacked around your office.
- **Keep an up-to-date calendar.**

Note all appointments, meetings and reminders. Try to have your calendar with you at all times.
- **Set up a filing system for both your curriculum and program management.**

Make sure you understand and can use it effectively and efficiently. Your curriculum files can be set up prior to developing your lessons. As you develop lessons, just drop related materials into the appropriate file. Have empty file folders on-hand, ready to label and fill with additional materials you need to keep.
- **Make a daily to-do list using the form *Things to Do Today* (p. 4-6).**

Set priorities by numbering your items in order of importance. Remember to be realistic about how much you can accomplish in one day. Keep your list where you are able to see it clearly. Use the 80/20 rule (80% of the value comes from doing 20% of the items).
- **Don't waste time worrying about things out of your control.**

Do something about the things you have control over.
- **Use your time wisely and to your advantage.**

"Waiting time" can be used to accomplish small tasks or take small chunks out of larger ones.
- **Learn to say "no."**

Turn down requests that are not important to you or your students or are not requirements of your job.
- **Remember these truths:**

"Tomorrow begins with no mistakes."
"Procrastination can steal your dreams."

Source: Betty Heath-Camp and William G. Camp. (1992). *Professional Development of Beginning Vocational Teachers*.

TEN CLASSROOM BASICS FOR THE INSTRUCTOR

- **Plan the instructional program in advance.**
- **Prepare your lesson well.**

Nothing will inspire students' confidence so quickly as the teacher who is prepared.
- **Be present whenever possible.**

Unnecessary absences demonstrate poor attendance habits to students and will hinder interest and progress in your class. When you must be absent, advise your substitute early enough so you and the substitute can prepare for continued, quality student learning while you are out.
- **Be on time.**

Any negligence and indifference you exhibit will soon be absorbed by the class. Be present several minutes before class is to begin.
- **Be personally interested in each member of your class.**

Call students by their names. Be interested in the limitations and problems of each of your students, and willingly give attention or assistance to those problems if you can.
- **Be attentive to the physical conditions of your classroom.**

Before beginning the lesson, make necessary adjustments to the lights, ventilation, window shades, seating arrangements, maps, charts, blackboard, etc.
- **Begin and end promptly.**

Do not wait for late comers, and do not extend the lesson beyond the time set to end the class. A violation of either will distract interest from your class. Your promptness will encourage your students to be prompt.
- **Do not do all the talking.**

Do not make your lesson a lecture. Encourage class discussion. Never tell anything you can get your students to tell.
- **Do not permit arguments in your class.**

Permit discussion of differences, but when they turn into arguments, move on to the next question or point of discussion.
- **Realize your serious responsibilities.**

Be as serious as possible about your teaching. Realize that what and how you teach may lead your students to fuller understanding and appreciation or discourage them from learning.
- **Be interested in your class.**

Consider your students, and be wise in your teaching.

TIPS

THINGS LEARNED BY FIRST-YEAR AGRICULTURE INSTRUCTORS

Use others' experiences to your advantage by incorporating these ideas into your plans.

- Use students to assist with departmental activities, such as classroom upkeep, housekeeping, FFA activities, instructional materials, etc.
- Keep school administration informed about departmental activities.
- Keep parents informed about departmental activities.
- Start firm in classroom management, and remain firm throughout the year.
- Realize that most projects take longer to complete than expected.
- Be prepared for lab. Have—
 - correct tools, in good working condition;
 - all supplies available;
 - safety glasses available.
- Use videotapes more. Make your own tapes.
- Have at least three “changes of pace” during a lesson.
- Don't stay with a unit so long that students get bored.
- Budget time so you can relax some during the weekends, rather than working seven days a week.
- Use individualized teaching/learning more.
- Use community resources more. The community can be a classroom for agriculture.
- Have resource people come to the classroom.
- Make home visits at least once a quarter.
- Schedule regular record keeping “check-up” days for Supervised Agricultural Experience (SAE) programs.
- Plan a notebook “maintenance day” regularly, perhaps one-half hour every other week.
- Do less lecturing and more student-centered teaching.
- Do an orientation program for agriculture earlier (in junior high).
- Re-evaluate classroom storage facilities and procedures.
- Obtain more work space in the agriculture lab(s). Clean out and discard unnecessary materials and junk.
- In the course of study, include less agricultural mechanics and judging and include more agri-science/high technology, computers in agriculture, farm business management, economics, etc.
- Use more powerful “interest approaches” for classroom lessons.
- Improve FFA committee work by having committee meetings prior to FFA meetings.
- Help FFA officers keep their respective books up-to-date.

continued

THINGS LEARNED BY FIRST-YEAR INSTRUCTORS **TIPS**

- Be more selective in deciding how many and which students participate in state and national FFA activities.
- Work with fewer FFA judging teams, and do a better job with them.
- Re-evaluate contest awards for teams (ranking, etc.).
- Re-evaluate total expenses for FFA banquet, and determine how to handle expenses of banquet “no-shows.”
- Have a “special program” at each monthly FFA meeting.
- Initiate a safety program for the FFA chapter.
- Get more parents to attend FFA meetings.
- Order FFA jackets earlier. Take measurements, etc., first week of school.
- Give more “lead time” for district/state award applications.

Source: Michigan State University agriscience education students.

FORM

THINGS TO DO TODAY

THINGS TO DO TODAY		COMPLETED (✓)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

GREAT BEGINNINGS

As a beginning instructor you will want to prepare for each class well in advance. Developing this habit early will help you stay organized, feel confident and reduce stress during the rest of the school year.

STEPS TO SUCCESS

1. Plan for a great beginning, the very first day of school.
2. Collect materials you need to **have on-hand the first day** (p. 5-2).
3. Check that you cover all your **first day "to do's"** (p. 5-3).
4. Focus on substantial content and exciting **things to do the first three weeks of class** (p. 5-4).

I N T H I S S E C T I O N

Checklist:

Things to Have On-Hand the First Day 5-2

Checklist:

First Day "To Do's" 5-3

Checklist:

Things to Do the First Three Weeks of Class 5-4

CHECKLIST

THINGS TO HAVE ON-HAND THE FIRST DAY

- lesson plans
- student textbooks
- grade book
- school handbook
- course outlines
- school forms
- funding policy (budget)
- purchase order forms
- FFA activities calendar
- school events schedule
- personal calendar
- state agriculture teachers association directory
- university agricultural education department phone number
- Extension office phone number
- emergency phone number(s)

FIRST DAY “TO DO’S”

- Introduce myself.
- Have students complete *Student Information Form* (p.13-6).
- Discuss school policies outlined in the Student Handbook.
- Review course outline.
- Issue textbooks and/or other materials to students.
- Review class discipline plan.
- Tour school facilities and land lab.
- Discuss expectations for notebooks and grades (including tests).
- Explain expectations for FFA membership and Supervised Agricultural Experience participation.
- Begin first lesson plan, including hands-on activity.

CHECKLIST

THINGS TO DO THE FIRST THREE WEEKS OF CLASS

Beginnings are important. Whether the class is large or small, it makes sense to start the semester off well. Students will decide very early—often the first day—whether they will like the course, its contents, you and their fellow students.

The following checklists can help you create a positive learning environment. Not only the first day, but the first three weeks, are especially important in retaining capable students. Even if the syllabus is printed and ready to go, you can make adjustments in teaching methods as the course unfolds and you get to know students' characteristics.

These suggestions were gathered from teachers nationwide and compiled by Joyce Powlacs at the University of Nebraska—Lincoln. These techniques should prepare you to—

- help students make the transition from summer or holiday activities;
- direct students' attention to the immediate situation of classroom learning;
- spark intellectual curiosity—challenge students;
- encourage students' active involvement in learning;
- build a sense of community in the classroom.

HELP STUDENTS MAKE THE TRANSITION

- Start the first day of class with substantial content.
- Take attendance: roll call, clipboard sign in, seating chart.
- Introduce myself. Give a brief background on my likes and dislikes.
- Hand out an informative, attractive, user-friendly syllabus. Issue textbooks and manuals.
- Give an assignment on the first day to be collected the next class.
- Start laboratory experiments and other exercises the first time lab meets.
- Call attention (written and oral) to what makes a good lab experience: completing work, following procedures, using equipment properly, cleaning up, maintaining and conserving supplies, practicing safety, using complete lab time.
- Direct students to someone if help is needed on basic skills.
- Tell students how much study time the course requires.
- Hand out supplemental study aids: how to use the library, study tips, supplemental readings, exercises.
- Explain how to study for the types of tests given.
- Put in writing a limited number of ground rules regarding absences, late work, testing procedures, grading and general decorum. Follow them. (See Section 12, Classroom Management.)
- Announce times when I am available to meet with students out of class.
- Show students how to handle learning in various classroom situations.
- Give sample test questions and answers.
- Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.

continued

- Seek out a different student each day and get to know something about him or her.
- Find out about students' jobs; if they are working, how many hours per week and what kinds of jobs.

DIRECT STUDENTS' ATTENTION

- Greet students at the door when they enter the classroom.
- Start class on time.
- Make a grand entrance to hush a large class and gain attention.
- Give a pretest on the day's topic.
- Start the lesson with a puzzle, question, paradox, picture or cartoon prepared on a slide or transparency to focus on the day's topic.
- Elicit student questions and concerns at the beginning, and list these on the blackboard to be answered during class.
- Have students write down what they think the important issues or key points of the day's lesson will be.

CHALLENGE STUDENTS

- Have students write out their expectations for the course and their own goals for learning.
- Use a variety of presentation methods for every class meeting.
- Incorporate community resources: plays, concerts, the state fair, government agencies, businesses, the outdoors.
- Show a film in a novel way: stop it for discussion, show a few frames only, anticipate the ending, hand out a critique sheet, replay parts of it.

- Share my philosophy of teaching with students. (See Section 6, Program Development.)
- Form a student panel to present alternative views of the same concept.
- Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
- Tell about my current interests and how I got there.
- Conduct role-play to make a point or to lay out issues.
- Conduct brainstorming sessions to expand students' thinking.
- Distribute a list of the unsolved problems, dilemmas or questions in agriscience, and invite students to choose one to investigate.
- Ask what is going on in the state legislature that may affect students' futures.
- Take students to hear guest speakers or special programs.

PROVIDE SUPPORT

- Collect students' current telephone numbers and addresses.
- Check out absentees. Call or write a personal note.
- Hand out study questions or study guides.
- Be redundant. Students should hear, read or see key material at least three times.
- Use ungraded feedback to let students know how they are doing: quizzes, exercises, problem sets, oral feedback.
- Organize. Post the day's "program" on blackboard or overhead.

continued

CHECKLIST

FIRST THREE WEEKS OF CLASS

- Use multiple examples in various media to illustrate key points and important concepts: overheads, slides, film, videotape, audiotape, models, sample material.
- Make appointments with all students (individually or in small groups).
- Hand out wallet-sized telephone cards listing important telephone numbers.
- Print all important course dates on a card, and hand it out.
- Maintain an open and current lab grade book so students may check their progress.
- Direct students having problems with academic or campus matters to the appropriate offices or resources.
- Explain the grading system to students.
- Stop work at times just to find out what students are thinking, feeling and doing in their lives.

ENCOURAGE ACTIVE LEARNING

- Invite students to critique each other's essays or short answers for readability and content.
- Invite students to ask questions, and wait for their response.
- Probe students' responses to questions, and wait for their response.
- Put students in pairs to quiz each other over material for the day.
- Give students an opportunity to voice opinions about the subject matter.
- Have students apply subject matter to solve real problems.
- Place a suggestion box at the rear of the room, and encourage students to use it.

- Conduct oral show-of-hands multiple-choice tests for review.
- Use task groups to accomplish specific objectives.
- Grade quizzes and exercises in class as a learning tool.
- Give students plenty of opportunity for practice before a major test.
- Give a test early in the semester and return it graded the next class meeting.
- Have students write questions on index cards to be collected and answered the next class period.
- Give students a take-home problem relating to the day's lesson.
- Encourage students to bring current news items to class that relate to the subject matter, and post on a bulletin board.
- Learn every student's name.
- Set up a buddy system so students can contact each other about assignments and course work.
- Take pictures of students (snapshots in small groups, mug shots), and post in classroom, office or lab.
- Form small groups for getting acquainted; mix and form new groups several times.
- Assign a team project early in the semester and provide time to assemble the team.
- Help students form study groups to operate outside the classroom.
- Solicit suggestions from students for outside resources and guest speakers on course topics.

FEEDBACK ON TEACHING

- Solicit student feedback in the first three weeks to improve teaching and learning.

Source: Joyce Powlacs, University of Nebraska-Lincoln.

PROGRAM DEVELOPMENT

Your agricultural education program will consist of three major components—classroom and related instruction, a Supervised Agricultural Experience program for each student and an FFA chapter. To develop a successful program, bind the three components together with a clear mission for your program and yourself as a teacher.

STEPS TO SUCCESS

1. Explore the **power of mission** (p. 6-2) and the role written mission statements can play in your success.
2. Review **sample mission statements** from other instructors (p. 6-3) and programs (p. 6-4).
3. Follow **ten steps for setting program goals** (p. 6-5). Record your **program goals** (p. 6-6) and **goal attainment plans** (p. 6-7) in this section.

I N T H I S S E C T I O N

Tips:

The Power of Mission 6-2

Sample:

Instructor Mission Statement 6-3

Samples:

Program Mission Statements 6-4

Checklist:

Ten Steps for Setting Program Goals 6-5

Form:

Program Goals 6-6

Form:

Program Goal Attainment Plan 6-7

TIPS

THE POWER OF MISSION

The best teachers have a clear mission—they know exactly what they want to accomplish each day, in and out of the classroom.

WHY IS MISSION SO IMPORTANT?

Most teachers enter the profession filled with enthusiasm and optimism. Their goals are clear: they know they want to help students and—most important—they believe they can. At the start, each day is filled with promise. Inevitably, however, problems arise that can erode this confidence, like behavioral problems, lack of parental support, lack of funds and administrative demands.

When problems mount, it is easy to lose track of what you originally wanted to accomplish and the goals that inspired and motivated you. Follow the steps that follow to define and stay in touch with your mission.

• Clarify your mission.

Your mission can shape and drive each day's effort and empower you to overcome the negativity and doubt that is all too often pervasive in education. To be successful, stay motivated and be satisfied, you need to stay in touch with what originally brought you to teaching.

Think about your reasons for becoming an agriculture instructor. Check the reasons below that apply, and write your own additional reasons in the blanks.

- To help all students reach their potential.
- To influence tomorrow's citizens and leaders.
- To raise students' self-esteem.
- To instill a love of learning in students.
- To advance careers in agriculture.
- _____
- _____

• Write a mission statement.

Writing down your personal mission is an excellent way to clarify the goals and objectives that come from within—the goals that will ultimately provide satisfaction and motivation. When challenges arise and frustration sets in, your mission statement is there to help you regain focus on the issues that really matter.

A mission statement is not a vague collection of goals to be written and then set aside. It is a blueprint that will help guide everything you do in the classroom. Many teachers keep their mission statements close at hand as a constant reminder of what they are working toward throughout the day.

• Focus on your mission each day.

Let your mission statement serve as a guide to your actions. For example, if your focus is to help students reach their full potential, every action you take in the classroom must be directed toward achieving that goal.

QUESTIONS TO ASK ABOUT WORKING TOWARD YOUR MISSION:

1. Did all my interactions with students help raise their self-esteem?
2. Did I empower students to reach their potential?
3. Did I help students become better leaders?
4. Did I inspire students to love learning?
5. Did I prepare students for agricultural careers?

Only by living your mission will you meet your true personal goals as a teacher.

Source: "The Power of Mission," *The High-Performing Teacher*. Santa Monica, CA: Lee Canter & Associates.

INSTRUCTOR MISSION STATEMENT

Your instructor mission statement defines the reasons you teach and lays the foundations for actions you will take to turn those expectations into reality.

**My mission is to help
students BELIEVE in themselves
through building their
SELF-ESTEEM and ATTITUDE.
I will ENTHUSIASTICALLY
MOTIVATE
each student to
LEARN
and show each one of them that
I truly CARE. Through their
belief in themselves, they will
reach their
HIGHEST POTENTIAL and
ACHIEVE SUCCESS
IN THEIR LIVES.**

Source: Tammy Belavek, Agriscience Instructor, Lapeer County Vo-Tech, Lapeer, Mich.

SAMPLES

PROGRAM MISSION STATEMENTS

Your program's mission statement defines the reasons for your program and lays the foundation for actions you will take to turn those expectations into reality.

SAMPLE 1

The Model High School agricultural education program is dedicated to the development of an educational environment that helps each person grow into a creative, sensitive and thinking adult. Agricultural education is part of a career development continuum, from career motivation, orientation and exploration through career development. Adult education is an important part of the total program.

The program's goal is to prepare students to pursue, obtain and succeed at entry-level jobs or entrepreneurship in agriculture or in their further education. Students develop an awareness that work is society's way of creating, preserving, changing and improving their environment.

Provisions are made to allow for individual differences in all cooperative, on-the-job and classroom experiences. It is essential to help each person develop self-understanding and the ability to self-evaluate and, as a result, to initiate change when necessary. The teacher strives to create in students self-respect and personal values that will help them become more effective and happy persons. The teacher acknowledges and encourages student participation and interaction in accomplishing needed change while encouraging students to accept responsibility for their actions.

Student participation and interaction are provided through planned leadership activities in FFA. The FFA

provides opportunities for cooperation, citizenship and leadership development at the local, state and national levels. Students gain experience in decision making, learn to accept responsibility and participate in activities that may lead to more purposeful use of work and leisure time.

The development of wholesome community-school relations is essential in the establishment, planning and evaluation of the agricultural education program. Supervised Agricultural Experience visits and parent conferences are used to help interpret students' needs, as are visits to employers and prospective employers. Close student-teacher relationships combine with work and classroom achievements to give students a critical awareness of and respect for the community, the country, our democratic principles and their obligations to each.

SAMPLE 2

The purpose of the Any City R-III School agricultural education program is to provide a sound, broad agriscience education that meets the needs of the secondary students and adults in the Any City R-III School District. Instructional areas include leadership, agriscience experience, careers in agriscience, animal production, plant production, agricultural construction, agricultural structures, soil and water management, agribusiness, forestry and horticultural science.

TEN STEPS FOR SETTING PROGRAM GOALS

Check off each step as you establish goals for your agricultural education program.

- Identify program weaknesses, needs or wants.
- Using identified weaknesses, needs or wants, identify the goals for your program by filling out the "Program Goals" sheet (p. 6-6).

Using the "Program Goals" sheet as a reference, completely fill out the "Program Goal Attainment Plan" for each goal. Make sure you—

- Set a deadline date when the goal will be accomplished.
- Identify obstacles that must be overcome.
- Identify people or groups to work with.
- List skills and knowledge needed to reach the goal.
- Develop a detailed plan of action.
- List the benefits the program and its participants will realize by reaching the goal.
- List the benefits those who help achieve the goal will realize.
- Identify a reward for accomplishment.

BENEFITS OF DEVELOPMENTAL GOALS

Setting goals for your agricultural education programs offers you, your students and other program participants many advantages. Program goals can—

- enable the program to be, do and have more;
- empower the program to use participants' talents fully;
- provide purpose and direction to the program;
- set parameters to guide program-related decisions;
- improve organization and effectiveness;
- enable the program to do more for others;
- improve the program's sense of purpose;
- make program participants more enthusiastic and motivated;
- empower the program and its participants to achieve uncommon results.

FORM

PROGRAM GOALS

Identify your program's weaknesses, needs and wants. Based on these, write up to ten goals for the program.

QUESTIONS TO DETERMINE THE ORGANIZATION'S MAJOR GOALS (must be answered yes):

1. Is it really our goal?
2. Is it morally right and fair?
3. Are short-range goals consistent with long-range goals?
4. Can program participants commit themselves to complete the project?
5. Can program participants envision reaching this goal?

LIST OF PROGRAM GOALS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

When the organization accomplishes a goal, establish a new goal to take its place on the list.

PROGRAM GOAL ATTAINMENT PLAN

GOAL: _____
(simple one-sentence statement)

Accomplish by: _____
(give a specific date)

Obstacles to overcome:

Skills or knowledge needed:

People or groups who can help:

Action plan:

(WHO will act, WHAT will be accomplished, WHEN interim steps must be completed)

Benefits for program and participants:

Benefits for others:

Reward for accomplishment:

CURRICULUM DEVELOPMENT

Each state education department typically has set course descriptions used by agricultural education instructors. Use this section to collect outlines of materials to which you are exposed through your preservice training.

STEPS TO SUCCESS

1. Obtain a copy of your state's course descriptions. If you did not receive them during your college preparation, obtain them from the previous instructor in your position or from the state education department.
2. If the state in which you are teaching does not have curriculum guides, explore what has been done previously at this school. Obtain a class listing with course descriptions. Look through the previous instructor's materials and textbooks. Meet with your local vocational director to discuss the agricultural education curriculum.
3. Look for training opportunities in professional development and technology at state-level conferences. Contact teacher educators at the nearest university.
4. Contact the state's supervisor of agricultural education. Request information about available curriculum materials.
5. Reach out to agriculture instructors at neighboring schools. Ask for suggestions and help. See whether you can visit their classrooms and review their curriculum materials.
6. Request and use input from the local agriculture advisory council.
7. Determine instructional materials available. Order additional materials for students, following school policy.

TEACHING

At last, you're in command of a classroom. Good teaching is not a "power trip," however. Be sure to pay constant attention to observing, evaluating and improving your teaching.

STEPS TO SUCCESS

1. Review effective teaching methods and techniques you have seen demonstrated and/or learned in college. Use the best in your classroom, including **effective questioning skills** (p. 8-2).
2. Think about your teaching effectiveness every day. Record thoughts in your **daily teaching diary** (p. 8-4).
3. Take time out for **reflective self-evaluation** (p. 8-5) at least once a week. Use the insights you gain to improve next week's teaching.
4. Observe teachers—yourself (on video or audio tape) and others. Analyze the experience on the **teaching observation and evaluation form** (p. 8-6).
5. Enhance students' reading and mathematics skills. Have students read on a daily basis and use mathematics skills to solve problems.

I N T H I S S E C T I O N

Tips:

Developing and Using Questioning Skills 8-2

Form:

Daily Teaching Diary 8-4

Checklist:

Reflective Self-Examination 8-5

Form:

Teaching Observation and Evaluation 8-6

TIPS

DEVELOPING AND USING QUESTIONING SKILLS

You can improve your teaching by developing effective questioning techniques.

USE QUESTIONING DURING A CLASS TO—

- stimulate thinking,
- assess student progress,
- check on clarity of materials presented,
- motivate students to pay attention,
- maintain classroom control,
- provide repetition,
- emphasize key points.

Student success in answering questions is often determined by the teacher's questioning techniques. The way a student responds is determined by the level at which questions are worded: recall, comprehension, analysis or evaluation.

- Most questions teachers ask are simple **recall questions** that require students to remember factual information and recite it back.
- **Comprehension questions** require students to demonstrate understanding in addition to mere recall.
- **Analysis questions** require students to apply comprehension to a new setting.
- **Evaluative questions** ask students for their beliefs or opinions.

QUESTIONING SKILLS GUIDELINES

- Be sure the question is clear in your own mind. Think through what you want from the student before you ask the question.
- State the question without calling on a specific student. When you call on a student before the question is asked, every other student is free to ignore the question.
- After stating the question, pause while everybody has a chance to think of an answer, then (and only then) call on a student to respond. This is called wait time, and it is amazing how few teachers use this important questioning skill. Wait at least two to four seconds after posing any question before you call on a student to answer.
- Ask only one question at a time. Multiple-part questions are confusing and are likely to result in student misunderstanding.
- Use recall questions first to be sure the students have the knowledge. Then proceed to comprehension and analysis questions. Follow those with evaluative questions.

continued

SHIFT INTERACTION

Shifting the interaction involves redirecting the class discussion from one student to another if the first student's response is incomplete or incorrect and probing is not productive. Positive reinforcement should be provided to the first student and the same question redirected to a second or even third student.

When a student responds to your question with another question, you can use "shift interaction" to redirect the student's question to another student. If the student asks for an opinion, you may even redirect it back to the same student.

PROBING

Probing involves the use of further questions to help students answer the initial question or to provide a more complete answer. Effective use of probing is one of the most important questioning skills. Students may not know the complete answer but can provide a partial answer. In some cases, even though the question is clear to you, it might need to be restated or broken down into smaller pieces. Don't accept "I don't know" as the final response.

QUESTIONING EXAMPLES

Objective:	To relate soil slope to soil erosion and the use of terracing to control erosion.
Recall Question:	"What causes most topsoil erosion?" (WAIT) (Name a student) (WAIT)
Student:	"I guess water does."
Probing Question:	"How does water cause soil erosion?" (WAIT) (Name a second student) (WAIT)
Second Student:	"It washes the soil away."
Probing Question:	"That's true, but how does it do that?" (Look at second student) (WAIT)
Second Student:	"It dissolves the soil."
Probing Question:	"That is partly right. It does dissolve some minerals, but what action of water causes the soil to move away?" (Look at second student) (WAIT)
Second Student:	???
Shifting Interaction:	(Name third student) "(Name), can you help (name second student) with this?" (WAIT)
Third Student:	"As water moves, it picks up soil particles and carries them along."
Comprehension Question:	"That's right. Now, what does the slope of the field have to do with that?" (WAIT) (Name fourth student) (WAIT)
Fourth Student:	"The steeper the slope, the faster the water runs off, and that makes the erosion worse."

FORM

DAILY TEACHING DIARY

Keep a written or tape-recorded diary on a daily basis, using the questions here as a guide. This will help you do regular, quick reflective thinking about your life as an instructor. Take time for more in-depth reflective self-examination at least once a week (see p. 8-5).

1. What significant events happened today?

2. Did I have any problems? If so, what were they? How did I solve them? Is there a better solution?

3. What did I learn about teaching today?

4. What was the best thing that happened today?

5. If I had the day to live over, what would I do differently?

Source: Betty Heath-Camp and William G Camp. (1992). *Professional Development of Beginning Vocational Teachers*.

REFLECTIVE SELF-EXAMINATION

Participating in reflective self-examination will provide you with the opportunity to analyze the planning and delivery of your previous lessons and use the results to improve your teaching. Use the questions here as a guide for your reflective self-examinations.

- What significant events happened in my classroom and laboratory in the past week?
- Did I have any problems? If so, what were they?
- How did I solve the problems experienced? Were those good strategies? How might they be improved?
- What, if anything, can be done to avoid these problems in the future?
- Who could I go to or contact to help solve these problems?
- What have I learned about teaching this week?
- Did I accomplish what I planned to accomplish? If not, what kept me from doing so?
- What was the best thing that happened this week?
- Overall, how do I think I am doing?
- Where in my teaching responsibilities might I make improvements or changes?
- How do I honestly feel about teaching?
- What parts of this week's lessons did I feel good about?
- What would I do differently in this week's lessons next time?

FORM

TEACHING OBSERVATION AND EVALUATION

OBSERVE YOURSELF

Take every opportunity to be videotaped during a lesson. If you can be videotaped once a month, you will be able to watch how you do in the classroom over time. Take the tape home or to a place where you can watch it alone (if you choose), and use this form to evaluate your teaching behaviors and style.

Alternately, you can audio tape-record your lessons for later critique. Place the tape recorder where it cannot be seen so you will be less conscious of being taped.

OBSERVE OTHERS

In addition, find out who are the most successful teachers in your school or in neighboring schools, and observe their methods and techniques. Observing other classes can help you identify strategies that may help you in the classroom. Take notes and answer the questions that follow during or after your observations of others.

1. Was the instructor adequately prepared? yes no Evidence: _____

2. Were the objectives of the lesson clear, and did they relate to material covered in previous lessons?
 yes no Evidence: _____
3. What teaching methods were used? Were they appropriate for the lesson? _____

4. What teaching techniques were used? Were they used to best advantage? _____

5. Was interest in the topic developed at the beginning of the lesson? yes no
How? _____
6. Was the instruction student centered? yes no Evidence: _____

7. Did the students maintain interest in the lesson? yes no Evidence: _____

continued

7. Was there good rapport with students? yes no Evidence: _____

8. Did the instructor seem enthusiastic? yes no Evidence: _____

9. Did the instructor raise questions that stimulated thinking, encouraged discussion and assessed student understanding? yes no Examples: _____

10. Did the instructor use "real world" examples to present major ideas or concepts? yes no
Evidence: _____

11. Was the lesson content accurate and up-to-date? yes no
12. Were students rewarded for their contributions to class discussion? yes no
How? _____
13. Did the instructor experience any discipline problems? yes no If so, how were they handled?

14. Were major points reviewed near the end of the lesson? yes no Technique(s) used:

15. How was learning evaluated? _____

16. What positive things occurred during the observation? _____

17. What, if any, negative things occurred during the observation? _____

18. What was the most important thing I learned from this observation? _____

THE FFA CHAPTER

The local FFA chapter can provide motivation, fun and recognition for your students, your program and you. Ensure FFA success by seeking information and encouraging student leadership.

STEPS TO SUCCESS

1. Learn about the National FFA Organization and what it can do for your agricultural education program. Review current information and resources to learn about all the possibilities. If you were an FFA member in high school, realize that there may be new or additional opportunities in which your local chapter did not participate.
2. Set goals for **FFA chapter success** (p. 9-3). Prepare students to develop and take charge of a Program of Activities that serves their needs and the community. Encourage them to pursue recognition opportunities.
3. Ensure the FFA chapter is doing its best by following a process for **step-by-step FFA chapter development** (p. 9-5).
4. Help students run effective chapter meetings by using an **agenda** (p. 9-6) and incorporating proven **ideas for FFA chapter meetings** (p. 9-7).
5. Make the most of **vocational student organization partnerships** (p. 9-10).

I N T H I S S E C T I O N

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TIPS

FFA CHAPTER OVERVIEW

The National FFA Organization makes a positive difference in student's lives by developing their potential for **premier leadership, personal growth and career success** through agricultural education. It operates at the local, district/region, state and national levels. The local FFA chapter is an integral part of your agricultural education program, providing a variety of opportunities for students to develop leadership and take charge of their learning.

BENEFITS

Effective FFA chapters help students—

- make school-to-career connections;
- develop career skills;
- develop premier leadership skills;
- prepare for responsible citizenship;
- earn recognition and build self-confidence.

In addition, the FFA chapter can strengthen your agricultural education program by—

- integrating experiential and classroom learning with recognition opportunities;
- motivating students;
- encouraging students to take responsibility for their own learning;
- attracting additional students;
- building goodwill and recognition in the school and community.

THE ADVISOR'S ROLE

If you are the school's only agriculture instructor, you will be the FFA chapter advisor. If there are multiple instructors, you may not be the "official" advisor but will still be involved with the chapter and its activities.

In either case, you will be able to use FFA involvement to build student motivation and involvement in your program. Here are key activities related to the FFA advisor's role.

- Supervise chapter activities year-round.
- Stay informed about FFA programs, events and resources, and share related information with students.

- Inform prospective students and their parents about the FFA.
- Instruct students in leadership and personal development.
- Build school and community support for the program.
- Encourage involvement of all chapter members in activities.
- Prepare students for involvement in competitive events and awards programs.

KEY RESOURCES

The following National FFA Organization resources detail FFA chapter management and programming information. Obtain them from National FFA Distribution Services at P.O. Box 68960, Indianapolis, IN 46268-0960, 1-888-332-2668, toll-free FAX (800) 366-6556.

Order from the current *Agricultural Education Resources Catalog*:

- *Official FFA Manual*
- *FFA Student Handbook*
- *FFA Advisor's Guide to the Student Handbook*
- *Secretary's Book*

Free of charge on request:

- *Chapter Planning and Recognition: A Student Handbook*
- *Agricultural Proficiency Award Handbook*
- *American FFA Degree Handbook*
- *Career Development Events Handbook*

FFA CHAPTER SUCCESS

A successful FFA chapter provides a variety of activities and experiences that interest students, give them leadership responsibilities and help them explore careers and community involvement.

CHAPTER ACTIVITIES

During the course of a school year and extended program schedule, your FFA chapter will probably be involved in the following types of activities. Consult the *FFA Student Handbook* and other key resources listed on page 9-2 for how-to details in each area.

- Election of officers
- Chapter meetings
- Committee work
- Fund raising
- Public relations
- Membership recruitment efforts
- National FFA programs—Food For America, PALS, National FFA Week
- Chapter recognition programs—National Chapter Award, district/region and state membership awards
- FFA degrees and member recognition programs—Chapter Star Greenhand, Chapter Star in Agribusiness, Chapter Star Farmer, agriscience recognition award, proficiency awards
- Local, district/region and state career development events
- Community service projects
- Career seminars and tours
- State FFA convention and national FFA convention
- Team building and recreation
- Involvement with the local FFA Alumni chapter
- Chapter banquet and recognition ceremony

CHAPTER PROGRAM OF ACTIVITIES (POA)

Successful FFA chapters understand that success is the result of planning carefully, then carrying out the plans. They organize their plans through a written Program of Activities (POA) that defines chapter goals and outlines the steps students will take to meet the goals. The POA must be tailored to meet the unique needs of the local chapter, members and community. Guidelines for developing and implementing an effective POA are detailed in *Chapter Planning and Recognition: A Student Handbook*, available at no charge through National FFA Distribution Services at 1 (888) 332-2668. The POA is organized in three divisions, with five quality standards in each division, as outlined below.

Division I—Student Development

Quality Standards

- I-1 **Leadership activities** that help the individual develop technical, human relations and decision-making skills to enhance personal success.
- I-2 **Healthy lifestyle** activities that promote the well-being and self-esteem of students, either mentally or physically.
- I-3 **Supervised agricultural experience** activities that promote student involvement and growth through agriculture-related experience and/or entrepreneurship.

continued

TIPS

- I-4 **Scholarship** activities that develop a positive attitude toward lifelong learning experiences.
- I-5 **Agricultural career skills** activities that develop agricultural occupation and career skills through a progressive learning environment.

Division II—Chapter Development

Quality Standards

- II-1 **Chapter recruitment** activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.
- II-2 **Financial** activities conducted to encourage thrift and good financial management among members through earnings, savings and investments.
- II-3 **Public relations** activities conducted to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments.
- II-4 **Leadership** activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members.
- II-5 **Support group** activities conducted to develop and maintain positive relations among the FFA, parents, community leaders and industry.

Division III—Community Development

Quality Standards

- III-1 **Economic** activities conducted to improve the economic welfare of the community.
- III-2 **Environmental** activities conducted to preserve natural resources and develop more environmentally responsible individuals.
- III-3 **Human resources** activities conducted to improve the welfare and well-being of members and citizens of the community.

FFA CHAPTER SUCCESS

- III-4 **Citizenship** activities conducted to promote and encourage members to become active, involved citizens of their school, community and country.
- III-5 **Agricultural awareness** activities conducted to help the public become better informed about the food system and related agricultural issues.

RECOGNITION OPPORTUNITIES

Membership in the National FFA Organization offers your students many avenues for individual and chapter recognition. In addition to local publicity and the personal rewards of a job well done, members may want to seek recognition in some of the following award programs. Check the current *Official Manual* for information related to each opportunity.

- **Agriscience Awards**

Recognize members' outstanding agriscience programs.

- **Agricultural Proficiency Awards**

Recognize members' outstanding supervised agricultural experience (SAE) programs.

- **Scholarships**

Support members' higher education.

- **Star Awards**

Recognize members' accomplishments in SAE programs and leadership.

- **Career Development Events**

Recognize members' performance in competitive events addressing major areas of agricultural instruction and leadership.

- **National Chapter Awards**

Recognize FFA chapters for development, implementation and evaluation of an annual Program of Activities.

CHECKLIST

STEP-BY-STEP FFA CHAPTER DEVELOPMENT

Check off these steps to ensure your FFA chapter is ready for a year of exciting action.

EXISTING CHAPTER

- Review chapter records. Ensure the chapter has a constitution and is chartered. Check students' membership status. (Some may have already affiliated for three or four years. Past years' membership rosters will reflect these payments.)
- Obtain a copy of last year's Program of Activities (POA). See what results were achieved and which areas might attract further member involvement in the coming year.
- Meet with elected officers (many chapters select their leaders in the spring). Help them plan ways to obtain members' input, involve members in planning, develop a written POA and keep members involved. Make sure they are clear on their chapter roles and responsibilities. Provide them with key resources, as listed on page 9-2 of this manual.
- Support members as they set goals, develop activities and evaluate the results of their Program of Activities.
- Ensure an accurate chapter roster and state and national FFA dues are remitted by the deadline date.

NEW CHAPTER

- Contact the state FFA advisor to express your interest in establishing a chapter. Ask the state advisor to provide information and materials that will help you do so.
- Contact the National FFA Organization for a packet that will guide you through establishing and chartering an FFA chapter.
- Discuss your intentions with school administrators. Explain how FFA experiences will enhance student learning and career preparation. Ask administrators to support your efforts.
- Inform students about FFA and get them excited to participate. The National FFA Organization offers many promotional publications and audiovisual products that can help. There are also additional ideas for student recruitment in this manual's Section 20, Marketing Your Program.
- Convene a meeting to organize the chapter and elect student officers.
- Collect state and national dues. Ensure a student leader completes the official membership roster and remits it, with dues payment, by the deadline date.
- Take students to FFA meetings and events, including district or state meetings, leadership retreats, Made For Excellence conferences, etc. You and your officers might also visit an established chapter nearby to observe how its leaders operate.

SAMPLE

FFA MEETING AGENDA

- I. Opening Ceremonies
- II. Minutes of Previous Meeting
- III. Officer Reports
 - President—executive committee meeting, appearances, etc.
 - Vice-President—update on Program of Activities progress
 - Secretary—minutes, correspondence
 - Treasurer—financial report, budget update
 - Reporter—public relations update
 - Sentinel—equipment repairs, clean up crew schedules, meeting set-up crews, etc.
 - Others
- IV. Program (planned by students)
- V. Unfinished Business
 - Move to recess for 15-20 minutes for committee meetings
 - (Vice-President has committee work materials)
- VI. Committee Reports
- VII. New Business
- VIII. Special Ceremonies (if any)
- IX. Closing Ceremony and Adjournment
- X. Entertainment, Recreation, Refreshments (planned by students)

CHAPTER MEETINGS

- Always use a prepared agenda.
- Use correct parliamentary procedure and official FFA ceremonies.
- If time allows, adjourn for brief committee meetings, then reconvene.
- Review the monthly calendar of events.
- Try to meet at the same time and day of the week each time you meet.
- Include a student-planned program. Members might find interesting presenters among—
 - ◆ school staff or students;
 - ◆ university faculty or staff;
 - ◆ FFA Alumni members;
 - ◆ state FFA officers;
 - ◆ employers;
 - ◆ parents and other community members.
- After the meeting, offer a recreational event planned by students, like bowling, skating, basketball, volleyball, softball, swimming, videos, bonfire, food, social, etc.

FORM

FFA CHAPTER OFFICERS

See the current Official Manual for descriptions of officer responsibilities.

ADVISOR(S)	
Name: _____	Name: _____
Home Phone: _____	Home Phone: _____

PRESIDENT	
Name: _____	Address: _____
Home Phone: _____	Grade: _____
Parent/Guardian: _____	Phone: _____
Parent/Guardian: _____	Phone: _____

VICE-PRESIDENT	
Name: _____	Address: _____
Home Phone: _____	Grade: _____
Parent/Guardian: _____	Phone: _____
Parent/Guardian: _____	Phone: _____

SECRETARY	
Name: _____	Address: _____
Home Phone: _____	Grade: _____
Parent/Guardian: _____	Phone: _____
Parent/Guardian: _____	Phone: _____

continued

TREASURER

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

REPORTER

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

SENTINEL

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

PARLIAMENTARIAN

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

HISTORIAN

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

Name: _____ Address: _____

Home Phone: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

TIPS

VOCATIONAL STUDENT ORGANIZATION PARTNERSHIPS

The National FFA Organization is one of ten vocational student organizations (VSOs) linked to vocational education programs. As with the FFA, other VSOs are major co-curricular components of their respective educational programs. They provide students with a variety of activities that help them prepare for leadership roles and careers. The co-curricular VSOs are listed below.

- Agricultural education (middle grades, high school and collegiate)—National FFA Organization
- Agricultural education (postsecondary and collegiate)—National Postsecondary Agricultural Student Organization (PAS)
- Agricultural education (adult)—National Young Farmers Education Association (NYFEA)
- Business education—Future Business Leaders of America (FBLA–PBL)
- Family and consumer sciences education (formerly home economics)—Future Homemakers of America (FHA/HERO chapters)
- Health care education—Health Occupations Students of America (HOSA)
- Marketing education—National DECA
- Office education—Business Professionals of America
- Technology education—Technology Student Association (TSA)
- Trade, industrial and technical education—Vocational Industrial Clubs of America (VICA)

MAKE THE VSO CONNECTION

Other VSO advisors in your school can be valuable allies as you begin your FFA advising efforts. Although each program's students will want to claim their VSO is "the best," each area has much to offer and can often complement the others. For example, if your FFA chapter grows flowers and designs floral arrangements, the DECA chapter might market and sell them. Such cooperation enhances extended learning opportunities and provides some "cross training" as students are exposed to other areas.

Ask your immediate supervisor for a list of the VSOs in your school, their sponsors, a description of each and their purposes. (Use the *School Clubs and Organizations* form on page 2-10 to record this information.) Get to know the other VSO advisors and their areas of expertise. Don't hesitate to ask for—and offer—assistance and ideas for joint projects.

SUPERVISED AGRICULTURAL EXPERIENCE

Supervised agricultural experience (SAE) programs are teacher-supervised, individualized, hands-on, student-developed activities that give students real-world experience directly applicable to careers in the broad fields of agriculture. An SAE may involve student ownership of an agriculture-related enterprise or placement in an agriculture-related job, either at a job site or in a school agriculture laboratory. SAEs will be unique and vital components of your agricultural education program, and your role in guiding and supporting students is an important one.

STEPS TO SUCCESS

1. Use written materials, training sessions and insights from experienced agricultural educators to gain an **overview of supervised agricultural experience programs** (p. 10-2).
2. Examine what is already in place in the school. Become familiar with students' ongoing SAEs by interviewing students and examining record books and other documentation.
3. Work with students, parents/guardians and employers to establish **successful SAE partnerships** (p. 10-4).
4. Set goals for strengthening local SAE programs. Follow **step-by-step SAE program development tips** (p. 10-6). Focus on **quality indicators** for SAE success (p. 10-8).
5. Keep careful records of **student-parent(s)/guardian(s)-instructor conferences** (p. 10-9) and your individualized **instruction and supervision** related to SAE programs (p.10-10).

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TIPS

SAE OVERVIEW

Supervised agricultural experience (SAE) programs are teacher-supervised, individualized, hands-on, student-developed projects that give students real-world experience in agriculture.

AN SAE MAY INVOLVE—

- student ownership of an agriculture-related enterprise;
- placement in an agriculture-related job in the community;
- placement in an agriculture-related job in the school's agriculture laboratory;
- placement in a research-based, home/community or experimentation setting.

During their experience, students are supervised by the agriculture instructor in cooperation with parents/guardians, employers and other adults who assist them in the development and achievement of their educational goals. Payment for student work is not essential to the SAE experience. However, child labor and minimum wage laws do apply to employers providing these experiences.

BENEFITS

Effective SAE programs help students by providing—

- real-world experiences that enhance the school-to-career transition;
- skill development opportunities;
- motivation to learn;
- academic integration/reinforcement opportunities.

In addition, SAE programs can strengthen your agricultural education program by—

- improving school–community relations;
- serving as motivational tools to enhance learning;
- keeping you in touch with current technologies and agricultural practices;
- promoting parental involvement and program support;
- developing public awareness of the program;
- improving the local agriculture industry;
- maintaining and promoting active FFA involvement;
- keeping your instruction practical, relevant and industry-based;
- providing year-round learning opportunities.

THE INSTRUCTOR'S ROLE

As the agriculture instructor, you will motivate and guide all your students through their SAE programs and coordinate involvement with parents/guardians, employers, the school system and FFA recognition opportunities. Here are key related activities.

- Identify appropriate SAE opportunities in the community.
- Ensure SAE programs represent meaningful learning activities that benefit students, the agricultural education program and the community.

continued

- Inform school administrators, the school board, advisory groups and the general public about SAE programs, and secure their support.
- Provide classroom instruction about SAE programs.
- Adopt a suitable record-keeping system students can use to track accurate financial transactions and record their progress, including skills and competencies attained.
- Clearly communicate to students, parents/guardians, employers and others the purposes and procedures for SAE programs.
- Help all students select quality SAE programs based on their individual aptitudes and abilities.
- Help students plan SAE programs and acquire needed resources.
- Provide adequate and meaningful supervision.
- Coordinate SAEs among students, parents/guardians and employers.
- Provide necessary individual instruction to students related to their SAE programs.
- Evaluate SAE programs.
- Encourage students to improve their SAE programs.
- Provide employers, parents/guardians and students sufficient advance notice of your supervisory visits.
- Select and secure appropriate training stations.
- Evaluate training stations for suitability for SAE programs.

QUALITY INDICATORS

Five factors define a quality supervised agricultural experience program. Quality SAEs are—

- teacher supervised;
- documented;
- curriculum based;
- student managed;
- planned and comprehensive;

and—

- the student receives recognition for the SAE.

Three levels of quality have been identified within each factor. See page 10-8 for a rubric you can use to assess the quality of students' SAE programs.

KEY RESOURCE

Detailed guidelines and forms for developing, implementing and managing SAE programs are included in *SAE: Experiencing Agriculture* from the National Council on Agricultural Education. Instructional materials titled *Decisions and Dollars*, also from the Council, provide useful information for the financial management of SAE programs. Both may be ordered from the Council toll free at 1-800-772-0939 or (703) 838-5881.

TIPS

SAE PARTNERSHIP SUCCESS

Successful SAE programs require cooperation among the student, instructor, parent(s)/guardian(s) and employer. In addition to these active partners, support is needed from the school administration, guidance personnel, advisory committees, community groups, local and state supervisors and teacher educators. The best SAE programs include partners with the following attitudes, skills, knowledge and support.

AN AGRICULTURE INSTRUCTOR WITH—

- high expectations;
- strong self-concept;
- knowledge of SAE philosophy;
- knowledge of SAE relevance to learning;
- university preparation and inservice training on SAEs;
- career/business/industry knowledge;
- social skills necessary to interact with others;
- opportunities for instructor recognition for quality SAEs;
- knowledge of the integrated nature of SAE with instruction and the FFA.

STUDENTS WITH—

- high expectations;
- career opportunities;
- an understanding of the importance of SAEs;
- examples of quality SAEs;
- an opportunity to see SAEs (tours);
- course credit based on SAE quality;
- course grades based on SAE quality;
- opportunities for local FFA awards based on SAEs;

- opportunities for state and national FFA recognition for quality SAEs;
- an understanding of traditionally strong SAEs with the program.

PARENT(S)/GUARDIAN(S) WHO—

- receive positive contacts from the program;
- receive personal face-to-face contact with program staff;
- understand the value of SAEs to their children;
- encourage their children's participation;
- support the instructor's guidance and supervision of the program.

EMPLOYERS WHO—

- understand the purposes and philosophy of SAE programs;
- are aware of the relationship of SAE programs to classroom learning;
- understand their responsibilities related to the student's SAE program;
- understand the student's and instructor's responsibilities related to the SAE program;
- commit to an SAE partnership with the student through a written agreement.

continued

SCHOOL BOARDS AND ADMINISTRATORS WHO—

- have knowledge of the benefits of SAEs;
- establish policies that support SAEs;
- provide quality program designs that include SAE opportunities.

BUSINESS, INDUSTRY AND COMMUNITY SUPPORTERS WHO—

- provide SAE sites;
- serve on advisory committees;
- understand the positive outcomes of SAEs;
- participate in a real two-way linkage for program operations.

OTHER NECESSARY FACTORS

Successful SAE programs also require the following components.

Resources including—

- time;
- financial support;
- sites for SAEs;
- political support;
- knowledge of quality SAEs;
- documents and procedures for operating SAEs;
- ideas (best practices) for innovative and high-quality SAEs.

Assessment procedures that—

- maintain high standards;
- provide students with exemplars;
- incorporate the FFA awards program;
- are based on clearly defined quality indicators.

CHECKLIST

STEP-BY-STEP SAE PROGRAM DEVELOPMENT

Here is a plan for introducing, establishing and managing supervised agricultural experience (SAE) programs. Check off each activity as you complete it.

Develop instructional programs to meet students' needs and interests.

Quality instructional programming is important and inspires high-quality SAE programs.

Find out what types of experiential learning are expected by the school.

This gives you an indication of how students can craft SAE programs to fulfill the school's overall expectations and/or requirements. Pay special attention to school-to-work, work-based-learning requirements.

Teach students about SAEs.

Introductory class—

Getting acquainted with SAEs:

- what is an SAE?
- why have it?
- what type of experience program—now and in the future?
- requirements.

Planning SAEs:

- immediate plans;
- long-range plans.

Other classes—

- Replanning the SAEs (annually)—immediate and long-range plans;
- Managing money earned in SAEs.

Teach parent(s)/guardian(s) about purposes, values and types of SAEs.

Explain purposes of SAEs during on-site instructional visits prior to time students enroll.

- Explore possibilities only.
- Give some indication of possible types of SAEs.
- Indicate minimums, expectations, rules, etc.

Hold meetings of all parents/guardians to teach and explain the values, purposes and conduct of SAEs.

- Meeting of parents/guardians of first-year students (annually).
- Periodic meeting of all students' parents/guardians.

Arrange conferences with student–parent(s)/guardian(s)–teacher (at student's home) to plan the SAE program. (See form, page 10-9.)

- Specific program for the year (finalize).
- Business agreement.

Inform industry people of the value, purposes and conduct of SAE programs.

Ask advisory committee to sponsor informational meetings.

Visit agricultural businesses.

continued

- Investigate and establish training centers for SAE placements.**
 - Develop a list of prospective cooperating employers based on advisory committee and administrator suggestions and personal knowledge and contacts.
 - Interview prospective cooperating employers to determine if employment situation is suitable and employer is interested in participating.

Criteria for selecting training centers—

 - provides a variety of experiences;
 - employer willing to provide a training program;
 - supervision will be provided;
 - employer willing to pay the student an acceptable wage in accordance with abilities and work performed;
 - up-to-date equipment, facilities, industry practices, etc.
 - employer understands the purposes of SAEs;
 - business and employer have a good reputation in the community;
 - good employer–employee relationships.
 - Select training centers and obtain approval of advisory committee and administration.
- Select students for placement-type SAE programs.**
 - Have students complete application.
 - Collect information from other teachers.
 - Interview students and meet with parent(s)/guardian(s) to complete student agreement.
 - Select students based on application, teacher input, interview and the following criteria—
 - parent(s)/guardian(s) approve of participation;
 - employable—has ability and willingness to work;
 - will work the minimum hours required;
 - has favorable attitude concerning the experience—interested for the training value, not merely for a job while in high school;
 - school attendance records indicate student will report for work regularly;
 - desirable personal attributes—initiative, cooperation, teamwork, honesty, etc.
- Be rather “selective” while you and the cooperating employers are just learning to implement SAE programs.
- Cooperate with students and parents/guardians to select training centers.**
 - Make tentative assignments. Factors to consider—
 - student’s occupational goal and objectives;
 - personality match between employer and student;
 - student’s abilities to perform required type of work—mechanical, meeting people, etc.
 - Have employer interview student and approve definite assignment.
- Complete a training agreement and training plan for each SAE program (entrepreneurship and placement).**
 - Detail exact expectations, understandings and arrangements for the SAE in the training agreement. Have it signed by the student, parent(s)/guardian(s) and employer.
 - Detail specific training activities in the training plan. Make sure the student, parent(s)/guardian(s), employer and you all have copies.
- Encourage students to use record-keeping systems available from state and national organizations to track SAE progress.**
- Supervise SAE programs (see form, page 10-9) and continue educating all partners through on-site visits, record book reviews and group meetings.**

TIPS

SAE QUALITY INDICATORS RUBRIC

The five factors that define a quality supervised agricultural experience (SAE) program are listed below. There are three levels of quality in each of the five factors. Using the narrative descriptions, you can assess the quality of a student's SAE. To be considered in one of the three levels—initial, commendable or superior—a student's SAE must achieve that level's entire narrative description.

INITIAL

1. The SAE is documented.

Student begins a record system and keeps appropriate records in a timely fashion with assistance; begins resume.

2. The SAE is curriculum based.

Information (knowledge): Student uses knowledge gained from instruction in planning SAE; marginal portions of curriculum are included in the SAE.

3. The SAE is student managed.

Student applies a limited number of classroom-learned skills in real-world settings with direct assistance; student does not control decisions.

4. The SAE is planned and comprehensive.

Student experiences a limited range of activities; focuses on limited skills; sets short-term goals. SAE is teacher-driven and planned.

5. Student receives recognition for SAE.

Student receives peer and teacher, parent and/or employer recognition for SAE accomplishments.

COMMENDABLE

Student maintains accurate records with some assistance; understands and summarizes records; updates resume.

Skill and Application: Student uses curriculum skills in carrying out SAE; student can apply information and skills in varied situations; major portions of the curriculum included in the SAE.

Student applies an increased number of classroom-learned skills in real-world settings with little direct assistance; student may control some decisions.

Student experiences skills that meet curricular expectations; accomplishes short-term goals; uses both managed and independent activities.

Student receives certificates and local membership degrees and receives public and school media recognition.

SUPERIOR

Student analyzes records, evaluates practices and identifies alternatives based on his/her records with little assistance; updates resume.

Integration and Synthesis: Student uses agricultural and academic principles to arrive at end products; assesses new situations and selects appropriate knowledge and skills from curriculum. The entire curriculum is included in the SAE.

Student applies classroom-learned skills in real-world settings with student-initiated assistance; initiates and controls decisions.

Student experiences a wide range of skills that exceed curricular expectations; accomplishes previous and sets new long-term goals; works independently.

Student receives recognition based on SAE above the chapter level and is recognized through public media.

STUDENT-PARENT(S)/ GUARDIAN(S)-INSTRUCTOR CONFERENCE RECORD

Student name: _____ Date: _____

Parent(s)/guardian(s) name(s): _____

Address: _____

Home phone _____

Student's past experience in agriculture/agribusiness:

Student's current involvement in agriculture/agribusiness:

Student's interest in SAE program:

Parent(s)/Guardian(s)' wishes for student's career development:

Other observations:

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: _____ Date: _____

Travel (miles) _____ Time: _____ to _____

Description and observation of current SAE program:

Suggestions, comments and instruction offered to student:

Future needs, education, support and/or follow-up:

Condition of records: Excellent Good Poor

Discussed program with parent(s)/guardian(s) or employer during visit: yes no

Name(s): _____

Other Notes:

Signatures:

Student: _____

Parent/Guardian: Employer: _____

Instructor: _____

EXTENDED PROGRAM

As an agriculture instructor, you're not a "typical" teacher. An FFA chapter, industry contacts and, sometimes, adult education are integral parts of your job. You may also be employed to conduct an extended program through the summer months. Goal setting, planning and accountability are key components of successful extended programs.

STEPS TO SUCCESS

1. Determine whether an extended program exists or would be considered in your situation.
2. Devote careful attention to **planning the extended program** (p. 11-2).
3. Consult experienced agricultural educators, state leaders and this manual for **suggested summer work activities** (p. 11-3).
4. Develop a written **extended program proposal** (p. 11-4) and present it to administrators. Include accountability measures, such as an **Extended Program Weekly Report** (p. 11-7) and **Extended Program Evaluation** (p. 11-8).
5. Inform students of your plans with a **summer schedule letter** (p. 11-9).

IN THIS SECTION

<i>Tips:</i>		
	Planning the Extended Program	11-2
<i>Checklist:</i>		
	Suggested Summer Work Activities	11-3
<i>Sample:</i>		
	Extended Program Proposal	11-4
<i>Form:</i>		
	Extended Program Weekly Report	11-7
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	Extended Program Evaluation	11-8
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	Summer Schedule Letter to Students	11-9

PLANNING THE EXTENDED PROGRAM

The position of the agriculture instructor is somewhat unique when compared to other areas of education, in that instructors are often employed for up to 12 months. This allows for year-round instruction that many instructors and administrators feel is the key to success for agricultural education. Many varied activities fill this summer schedule, with supervised agricultural experience (SAE) program visitation consuming the most time.

EXTENDED PROGRAM OBJECTIVES

Your summer activities should follow guidelines suggested by the state education department, as well as those expected by your administrators. Obtain these guidelines, then establish objectives for your summer program.

Your extended program objectives might include to—

- supervise the agricultural experience programs of secondary students;
- follow up on individualized instruction to adult students;
- plan and develop a program of instruction for the coming year;
- participate in FFA activities;
- maintain and further develop public relations;
- improve the department's physical facilities;
- participate in timely and appropriate community activities;
- obtain needed supplies and teaching aids and replace old or outdated ones;
- contact and survey prospective students;
- increase teaching competence through participation in a professional improvement program;
- develop an up-to-date library of books, bulletins and other reference material.

EXTENDED PROGRAM RECOMMENDATIONS

- Consider spending 50 percent of the time on SAE program visitation and/or adult visitation. In one state, 120 visits is the normal summer goal. During these visits you can readily observe whether the knowledge and skills secondary and adult students have learned in class are being incorporated into operations. Although other aspects of the extended program should not be ignored, visitation is the major focus.
- Plan your summer schedule well in advance. Print the schedule of events and give copies to all people who should know your summer plans, including administrators and those who will be visited. With half your time during summer being spent away from school, others will want to be very clear about your whereabouts. Report changes in your schedule as soon as possible.
- With increasing pressure for justification and funding of extended programs, documentation of time spent and activities performed will help you meet demands from state and local education officials. Documentation means more than shuffling papers. Knowing and recording your activities will help you and others assess department needs. It will also ensure you will have needed information on-hand to complete related state reports.

Source: *Program Planning Handbook for Agricultural Education in Missouri*. (1993). Jefferson City, MO: Joint State Staff in Agricultural Education.

CHECKLIST

SUGGESTED SUMMER WORK ACTIVITIES

Check those summer activities that would benefit your agricultural education program.

ADVISE SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

- Make regular planned on-the-farm or on-the-job instructional visits.
- Make special visitation during critical periods.
- Check students' record books.
- Evaluate the supervised agricultural experience programs of students.
- Conduct tour(s) of agricultural experience programs.
- Prepare a spot map showing locations of students, young farmers and/or adult farmers.
- Organize and supervise prevocational agricultural experience programs of prospective students.
- Follow up with former students.
- Assist students in securing placement in related jobs.
- Take pictures of SAE programs.

CONDUCT AND/OR FOLLOW UP ON OUT-OF-SCHOOL EDUCATIONAL ACTIVITIES

- Hold regular summer meetings.
- Make supervisory visits to all current and prospective students
- Conduct tours and/or excursions.
- Plan and conduct recreational activities.

PLAN NEXT YEAR'S PROGRAM

- Hold regular meeting of the advisory committee.
- Conduct a community survey or study.
- Develop a community program for agricultural

education.

- Develop or revise teaching program of work in the local program.
- Prepare teaching plans for lessons to be taught in—
 - classroom;
 - agricultural mechanics/greenhouse laboratories;
 - supervised agricultural experience program;
 - FFA;
 - out-of-school groups.
- Plan field trips and laboratory activities for the next school year.

CONDUCT FFA ACTIVITIES

- Hold summer chapter meetings.
- Participate in state and national FFA activities—
 - Washington Leadership Conference;
 - FFA camp.
- Prepare for and/or participate in—
 - junior fairs and local fairs;
 - district shows or fairs;
 - state fair as exhibitor or superintendent;
 - organized recreational activities;
 - FFA chapter summer tour or campout to develop tentative program of work for next year.
- Take pictures of FFA activities.
- Order needed paraphernalia, supplies or equipment.
- Attend district or state advisory meetings.

Source: *Program Planning Handbook for Agricultural Education in Missouri*. (1993). Jefferson City, MO: Joint State Staff in Agricultural Education.

SAMPLE

EXTENDED PROGRAM PROPOSAL

The summer months of the agriculture instructor/FFA advisor have legislatively and traditionally been months of supervision, teaching and learning. Since the passage of the Smith–Hughes Act in 1917, vocational agriculture instructors have been employed for a longer period of time than other teachers in the high school (originally 12 months). The extended program provides the opportunity to conduct summer educational activities and experiences through “directed and supervised practice.”

Extended programs are a valuable and necessary component of the agriscience program. The teaching of agriscience students cannot and should not stop at the beginning of June if we intend to gain the optimum advantages in learning for our students. Agriscience practices, agriscience/agricultural programs and supervised agricultural experience (SAE) programs are in full operation during the summer, and these students need supervision.

The major purpose of the extended program is to provide quality instruction for students enrolled in agriscience courses.

If the agriscience instructor is to be accountable for his/her time and activity, the instruction must focus on the SAE programs and other student-oriented activities. The following is a list of activities for a well-planned extended program. Activities in each of the six headings are vital to developing a successful agriscience/FFA program at Hastings Area Public Schools.

PROGRAM OPERATION

1. Develop and improve curriculum.
2. Plan direction of agriscience program.

3. Initiate FFA Alumni group.
4. Initiate advisory committee and hold meeting(s).
5. Complete records and reports—
 - prepare annual plan for program/FFA;
 - keep complete records of present/former students;
 - prepare local and state reports for funding, enrollment, etc.;
 - prepare monthly reports to school board and administration;
 - prepare annual report listing activities and accomplishments;
 - plan field trips and laboratory activities for school year;
 - make out request for equipment, books, bulletins, visual aids and other supplies necessary to update teaching materials.

SUPERVISED AGRICULTURAL EXPERIENCE

1. Supervise students’ SAE programs—
 - make initial contact with students and parents;
 - complete on-site visitation forms with students and parents;
 - keep complete record of student SAE programs;
 - check all project record books during visits;
 - visit students with work experience programs;
 - keep complete records of students’ experiences;
 - take pictures and gather data for student files.
2. Make initial contact with local agribusinesses and farms and their owners/operators.
3. Locate additional job stations for work experience opportunities.

continued

INSTRUCTION AND SUPERVISION

1. Provide instruction and supervision for fair exhibitors.
2. School laboratory—
 - plan and develop educational research/laboratory facility;
 - write grant applications to gain funding of research equipment.
3. Conduct tours, field trips and demonstrations—
 - Ag Expo;
 - others (to be scheduled).

FFA ORGANIZATION

1. Hold summer chapter meetings each month.
2. Hold summer executive meetings each month.
3. Oversee the development and completion of FFA Program of Activities (POA)
4. Conduct a local project tour.
5. Oversee the development and completion of a Food For America program.
6. Develop leadership training session for chapter officers and committee chairpersons, in conjunction with FFA camp or trip.
7. Attend FFA leadership training sessions with students.

PROFESSIONAL DEVELOPMENT

1. Attend summer professional development activities.
2. Participate in workshops sponsored by state vocational association.
3. Attend summer school.

PROMOTION AND SERVICE

1. Work with school administrators in developing the agriscience/FFA program.
2. Keep superintendent and principal informed of summer work.
3. Recruit for Hastings Area Schools FFA chapter, advisory board and FFA Alumni.
4. Make initial contacts with local agribusiness agencies and community organizations.
5. Attend fair board meetings, as necessary.
6. Work at local fair.
7. Oversee development and distribution of news media materials concerning program.
8. Cooperate with worthy community organizations and agricultural agencies.
9. Visit other departments and FFA chapters.

ACCOUNTABILITY

These activities are the basis for establishing and maintaining a successful agriculture/FFA program in a community. As a new member in the community, these activities will help me develop the relationships that will contribute to the continuing success of this program. However, the major purpose of the extended program is to provide quality instruction for students enrolled in agriscience courses. Accountability for the proposed extended program will be based on proper planning and reports between the agriscience instructor(s) and administration.

Accountability for these activities will be maintained by the following:

1. Estimate of Extended Program Activities
2. Extended Program Weekly Report
3. Extended Program Evaluation

continued

ESTIMATE OF EXTENDED PROGRAM ACTIVITIES

LEVEL & ACTIVITY	NUMBER OF DAYS
-----------------------------	-----------------------

Professional

Professional Development Institute	4
------------------------------------	---

Local

On-Site instruction (home visits, SAE evaluations)	10
--	----

Fair	3
------	---

Advisory committee / Alumni	1
-----------------------------	---

Officers / FFA	5
----------------	---

Curriculum review and development	2
-----------------------------------	---

Administrative	2
----------------	---

Grant writing	2
---------------	---

Ag Expo	1
---------	---

Regional

Regional officer conference	2
-----------------------------	---

State

State Leadership Conference for chapter officers / State Leadership Conference for regional officer	2
--	---

TOTAL	34
-------	----

34 days x 8 hours = 272 hours

23 days or 184 hours is spent with students

EXTENDED PROGRAM WEEKLY REPORT

For the week of _____

Were all planned activities completed? Yes No

If no, explain: _____

Were there any additions or corrections to the planned activities? Yes No

If yes, explain: _____

Major accomplishments of the week's activities:

Additional comments:

SAMPLE

EXTENDED PROGRAM EVALUATION

EXTENDED PROGRAM ACTIVITIES	Date _____		Date _____	
	Planned		Completed	
	Yes or No	Total	Yes or No	Total
1. Wrote, submitted and discussed with the administration a summer plan.				
2. Wrote, submitted and discussed with the administration a report of the completed summer instructional program.				
3. Visited each prospective FFA member once during the summer.		___ Visits		___ Visits
4. Visited each FFA member/project twice during the summer.		___ Visits		___ Visits
5. Reviewed each FFA record book once.				
6. Met once with the program advisory committee.				
7. Attended summer school.		___ Days		___ Days
8. Attended Professional Development Institute conference.				
9. Attended NAAE conference.				
10. FFA chapter held two meetings.				
11. FFA chapter officers attended Regional Leadership Conference.				
12. FFA chapter officers attended: State & Regional Leadership Conference SLCCO / SLCRO.				
13. FFA chapter had display at local fair.				
14. FFA members participated at local fair.				
15. Purchased materials for next school year.				
16. Updated and developed curriculum.				
17. Reviewed agriscience program direction.				

Source: Adapted from *Program Planning Handbook for Agricultural Education in Missouri*. (1993). Jefferson City, MO: Joint State Staff in Agricultural Education.

SUMMER SCHEDULE LETTER TO STUDENTS

[Date]

Dear _____:

Enclosed is a schedule of summer visits and FFA activities. The dates I will be visiting you are on the schedule. If you have a preference as to the time of day of the visit or if you cannot be there on the date indicated, please call me at my office or home. The number at school is 529-2987; home 529-3289. I will be going to summer school in Columbia between June 11 and July 6, so my visits will be in the afternoons and evenings during that time period. Otherwise, my visits will be between 8:00 a.m. and 6:00 p.m.

Note on the calendar the days I will be at the school. If you have projects to complete, you need to make arrangements to complete the projects on those days. If you cannot make those days, call me and I will set up a time for you to work at night or on Saturdays.

Please note fair dates, FFA meetings and other activities that are scheduled.

Also note the date, June 2, for the Saline County BBQ. We need as many Saline FFA members as possible to be at the County Courthouse in Marshall at 8:00 a.m. to help set up and others to clean up that evening as soon as the activities are over. Let's have a good showing of people both times, because it is very important that we show the people of Saline County how much we appreciate their support.

I will be checking your record books during my visits, so please have them ready and on hand when I arrive. I hope all of you realize the importance of keeping these record books up-to-date during the summer months. I am looking forward to seeing you and hope you have an enjoyable summer.

Sincerely,

Paul Crews
Agriculture Instructor and FFA Advisor

P.S. You might start thinking about where you want to go on a summer trip!

CLASSROOM MANAGEMENT

Students won't learn much if others in the class are disruptive or if they are confused about your classroom policies and procedures. Make sure you manage your classroom for students'—and your own—success.

STEPS TO SUCCESS

1. Think through the actions you will take to **maintain classroom discipline** (p. 12-2). Be ready to set standards from the very first day of class. Be aware of **group roles** (p. 12-4) that may influence your actions.
2. Write out your **classroom rules and procedures** (p. 12-5) so you are clear on your intentions and can explain them to students.
3. Establish your **grading** (p. 12-6) policies and procedures.
4. Write out your **testing, grading and record keeping plan** (p. 12-7) so you are clear on your intentions and can explain them to students.

IN THIS SECTION

<i>Tips:</i>	Maintaining Classroom Discipline	12-2
<i>Tips:</i>	Group Roles	12-4
<i>Form:</i>	Classroom Rules and Procedures	12-5
<i>Tips:</i>	Grading	12-6
<i>Form:</i>	Testing, Grading and Record Keeping Plan	12-7

TIPS

MAINTAINING CLASSROOM DISCIPLINE

- **Set your standards early.**

Classroom control is established during the first day of the school year. Keep your rules simple, clear and to a minimum. Set up the room to encourage good discipline. Use a seating arrangement.

- **Make your lesson interesting and varied.**

Employ a wide variety of teaching materials and methodologies that actively involve students. An ineffective and boring instructor invites disciplinary problems. Consider the attention span of your students. Be overly prepared each class, and start on the bell.

- **Make learning enjoyable and fun.**

Listen to your students and let them feel it is **their** classroom. An appropriate sense of humor can often prevent negative confrontations.

- **Let students know you like them.**

Students must feel they are well liked and respected by their instructor, but don't be a buddy—be an instructor. Good instructors, like good parents, can transmit feelings of respect and affection toward students even when reprimands are necessary. Learn to tolerate some noise and movement.

- **Emphasize the positive.**

Students who constantly experience classroom failure will generally end up as discipline problems. Give positive reinforcement to **all** students. Everyone likes to succeed.

- **Empower students to learn.**

Use student-friendly approaches that get students involved in learning activities and keep them on-task. This will reduce discipline problems.

- **Make your disciplinary actions quick, consistent, just, constructive and inevitable.**

Idle threats will soon result in challenges to your authority. Back your statements and policies with firm action. Students will be the first to realize when an instructor does not follow up with action.

- **Avoid group punishment.**

Instructors who punish an entire class for the poor actions of a few are inviting disciplinary problems. Punish only the individuals involved.

- **Do not humiliate students or use sarcasm.**

You can effectively discipline without humiliating students in front of their peers. If students constantly experience sarcasm and personal affronts, they will eventually strike back to regain some self-respect. For many disciplinary-problem students, sarcasm and humiliation are a carryover from their home environments.

- **Don't use grades as a threat.**

Instructors who threaten to lower academic grades as a means of enforcing discipline circumvent the purpose of grades. Grades are an earned reward for academic achievement. Undesirable classroom behavior is a separate concern.

continued

- **Know the background of each student.**
Learn all you can about your students' previous school experiences (but do not let this information bias you). Check the backgrounds, meet with parents and investigate the home situation of habitual disciplinary offenders. After pursuing every available alternative to correct the situation, it may be necessary to refer students to the appropriate personnel.
- **Involve parents of students who constantly misbehave.**
In many cases, parents can provide useful insights into their children's behavior. Make notes on the *Parent-Teacher Contact Worksheet and Record* (p. 15-5). Students may be carrying problems that originate at home to the classroom.
- **Keep a record of incidents committed by recurrent offenders.**
Keep accurate notes of incidents of misbehavior. You might want to use the back side of the *Student Information Form* (p. 13-6). You cannot rely on memory alone to relate specific incidents of misbehavior to the student, administrators, parents or other appropriate personnel.
- **Cultivate your own special disciplinary techniques.**
Because every instructor is different, disciplinary techniques that work for one instructor may not work for another. Experiment with a variety of techniques and find which work for you.
- **Do not assign extra school work as punishment.**
Assigning homework as punishment only encourages students to dislike the subject matter involved.
- **Use the principal as a resource before problems get out of hand.**
Find out your principal's philosophy on discipline. The principal should serve as an instructional helper in dealing with classroom management problems. This approach encourages implementation of preventive discipline. Too many instructors feel the principal's sole responsibility is to handle disciplinary problems.
- **Know yourself.**
Even the best instructors can't motivate others 100 percent of the time. Know your limitations and capabilities. Students will be the first to recognize instructors who misrepresent themselves. To augment your skills, use the expertise of students, parents and community members.

Source: Bill Bartow, Agriscience Instructor, Alpena, Mich.

TIPS

GROUP ROLES

Any classroom of students creates a dynamic system of interactions. Individuals in this system will adopt both beneficial and questionable group roles. By learning to identify these roles, you can encourage positive approaches and learn to counter and redirect negative ones.

TASK-ORIENTED BENEFICIAL GROUP ROLES

- **Initiator:** person who presents the problem and initiates the search for a solution.
- **Seeker:** person seeking relevant information on the problem and class members' opinions about the problem.
- **Giver:** person offering relevant facts or personal opinion concerning the problem.
- **Clarifier:** person interpreting and reflecting on the information and opinions presented through reflected ideas or examples.
- **Consensus tester:** person responsible for sending out trial conclusions to measure group agreement.
- **Summarizer:** person collecting related ideas, restating suggestions and offering a conclusion for group acceptance or rejection.

GROUP-BUILDING AND MAINTENANCE-ORIENTED BENEFICIAL ROLES

- **Encourager:** person offering praise, commendation and acceptance for members contributing to the group.
- **Harmonizer:** person attempting to reconcile disagreements between group members.

- **Compromiser:** person willing to yield personal status by compromising on a personal opinion related to the group problem.
- **Gatekeeper:** person facilitating participation through maintaining open communication channels.
- **Integrator:** person combining ideas and presenting them together in a new idea.
- **Standardizer:** person expressing standards for the group to achieve and follow.

INDIVIDUALLY ORIENTED QUESTIONABLE ROLES

- **Dominator:** person trying to "take over" the group by giving directions to and making decisions for the entire group.
- **Aggressor:** person publicly doubting the capabilities of everyone in the group.
- **Blocker:** person reacting negatively and rejecting all ideas concerning the entire problem or just one segment.
- **Recognition seeker:** person acting only in a manner contrived to result in personal attention and recognition.

Source: *BOACtion Leaders Facilitators' and Staff Member Guide* (1991). Alexandria, VA: National FFA Organization.

CLASSROOM RULES AND PROCEDURES

How will I start class?	
How will I take attendance?	
What is my definition of "tardy"? What will the consequence be?	
What is the procedure for leaving the room during class?	
What is the procedure for sharpening pencils?	
What is the procedure for handling classroom materials and equipment?	
What are the rules for team work? How will teams be formed? How will team assignments be made? How will they be evaluated (graded)?	
How will late work be handled?	
How will make-up assignments be given?	
How will completed work be turned in?	
How will completed/graded work be returned?	

TIPS

GRADING

- Determine your grading system, and adhere to it throughout the grading period.
- Be consistent and fair when assigning student grades.
- Be prepared to explain your grading system to others should any questions arise.
- Inform students in advance how they will be graded. Provide them with your grading scale at the beginning of the course.
- Learn about and find opportunities to use student self-grading or self-evaluating.
- Assign grades to all students using the same system.
- An easy-to-understand grading system is easier to administer than a complicated one.
- Be able to support the grades you assign to students. When asked, show the student how you arrived at his or her grade.
- Do not be afraid to admit it if you make a mistake in grading. Acknowledge it, and take the necessary steps to correct the grade.

TESTING, GRADING AND RECORD KEEPING PLAN

Will tests be announced or surprise?	
What kinds of tests will I use to measure progress?	
What will be the classroom rules during testing?	
What will students do who finish early?	
What will the general components of my grading system be? Is everything graded? Is a curve used? Will some assignments be more important than others? Will students be graded on improvement? How?	
How will I/my students keep track of progress (grade book? charts? etc.)	

WORKING WITH STUDENTS

“Teaching would be a breeze if it weren’t for the students!” If that’s your attitude, you’re in the wrong field. Students are more than empty vessels waiting to be filled with your knowledge. They’re dynamic, fun, frustrating, wise, confused, enthusiastic and apathetic individuals who may teach you just as much as you teach them.

STEPS TO SUCCESS

1. Get in touch with young people and their needs, concerns and interests both in and out of classroom and school settings. Look at school records, talk to other school staff and spend informal time with young people.
2. Review your studies and experiences that reveal **common characteristics of middle grade and high school students** (pp. 13-2 and 13-3).
3. Present yourself and your program in interesting **ways to motivate students** to learn (p. 13-4).
4. Use the **Student Information Form** (p. 13-6) to collect and track information on each of your pupils.

IN THIS SECTION

Tips:

Characteristics of Middle Grade Learners

13-2

Tips:

Useful Reminders About Secondary Students

13-3

Tips:

50 Ways to Motivate Students

13-4

Form:

Student Information Form

13-6

TIPS

CHARACTERISTICS OF MIDDLE GRADE LEARNERS

Early adolescents are interested in learning, full of energy and ready to conquer the world, given the chance. They may also be distracted, unkind and apathetic. Given the tremendous changes middle grade students experience as they move from childhood to adolescence, their range of emotions and behaviors is understandable.

Within three to four years, most middle grade students* go through more changes than at any period other than the first year of life, including—

- **physical changes:** puberty, rapid physical growth, metabolic changes;
- **emotional changes:** new anxieties about physical appearance, self-definition, societal issues and their own futures;
- **social changes:** increased importance of peer relationships, emerging independence from family, strong needs for acceptance and recognition;
- **cognitive changes:** from strictly concrete to more abstract thinking—an ability to think in terms of “what could be” and not only in terms of “what is” or “what was.”

During these years of great transition, middle grade students are also asked to begin to identify a career choice, acquire the knowledge they will need for high school and accept increasingly responsible roles in the family, school and community. Agricultural education and FFA involvement can help middle grade students through the maze of occupational, school and social demands.

* Middle grade students are those in sixth through eighth grades. Students in grades five and nine are sometimes also included. Students in grades seven and above may join the National FFA Organization.

Source: *Middle Grade Agricultural Leader's Guide* (Alexandria, Va.: National FFA Organization, 1996).

USEFUL REMINDERS ABOUT SECONDARY STUDENTS

Consider these insights when you wonder why students are often bored and resist learning and authority.

- Students sit in class six to seven hours a day with little time for social interaction between classes.
- Students experience good and bad teaching. Some instructors are not prepared and/or do not know how to deliver their material. Often students cannot see the relevance of what they are learning.
- Students experience positive and negative attitudes on the part of teachers.
- Students experience good and bad home environments that affect their ability to cope.
- Many students have poor self-images and are very insecure because they have never received positive reinforcement.
- Some teachers give only negative reinforcement instead of emphasizing the good things students do.
- Many students are frustrated and have anxieties about life and whether they are actually kids or grown-ups.
- Some students have emotional or physical problems that are not being addressed.
- Students must put up with the moods and quirks of each of their teachers.
- Students are constantly comparing themselves with others.
- Some students still think in terms of traditional male/female roles, and instructors and parents may send mixed signals that cause further confusion.
- The classroom environment may not be inviting to learning.

Adapted, with permission, from class notes developed by Betty Heath-Camp, Virginia Polytechnic Institute and State University.

TIPS

50 WAYS TO MOTIVATE STUDENTS

- Know your students, and use their names often.
- Plan every class; never try to “wing it.”
- Pay attention to the strengths and limitations of each student. Reward their strengths and strengthen their weaknesses.
- Set your room in a “U” shape to encourage interaction among students.
- Send positive messages with posters, bulletin boards and pictures.
- Be sure your classroom is comfortable; check air circulation, temperature, lighting and humidity.
- Keep the laboratory well organized and efficient.
- Vary your instructional strategies; use illustrated lectures, demonstrations, discussions, computers, tutoring, coaching and more.
- Review class objectives each day, and help students see the scope of the entire program.
- Make your instruction relevant. Show students how the content relates to them and the world of work.
- Open each lesson with an introduction that captures students’ interest.
- Move around the room as you teach; walk energetically and purposefully.
- Be expressive with your face. SMILE!
- Put some excitement into your speech; vary your pitch, volume and rate.
- Show demonstrative movements with your head, arms and hands; keep your hands out of your pockets.
- Use words that are highly descriptive; give lots of examples.
- Consider students’ ideas and comments, even if they are wrong; correct in a positive manner.
- Maintain eye contact and move toward your students as you interact with them.
- Give positive feedback when students respond, offer ideas, perform a task correctly, come to class on time and bring their materials with them.
- Foster an active FFA chapter.
- Use appropriate humor in both teaching and tests to relieve anxiety.
- Post program-related cartoons and use them on overheads and handouts.
- Provide opportunities for students to speak to the class.
- Be available before class starts, during break and after class to visit with students.
- Return assignments and tests to students as soon as possible. Make positive comments and suggestions.
- Teach by asking lots of questions during introductions, presentations, demonstrations and laboratory work.

continued

- Plan laboratory activities so all necessary tools, equipment and materials are available when students are ready to use them.
- Give students an opportunity to participate in the organization and management of laboratories.
- Be aware of students who need assistance, and see that they receive it.
- Plan the time so students keep busy with productive, relevant activities.
- Be professional in your dress, language, school support and respect for the profession.
- Be consistent in your treatment of students.
- Make sure your tests are current, valid, reliable and based on curriculum objectives.
- Organize a “student of the month” award.
- Invite parents, advisory committee members and school administrators to visit your program for special activities.
- Plan relevant study trips outside school.
- Bring dynamic subject matter experts to your program.
- Recognize appropriate behavior and reward it on a continuing basis.
- Use a surprise, such as an interesting film, special break or similar activity, to reward the class for good behavior.
- Use games and simulations to spark interest, provide a break in routine and supplement a unit in your curriculum.
- Praise students in front of the class; reprimand them in private.
- Explain your rules, why activities are important and why some requests must be denied.
- Involve all students in your teaching.
- Provide clear directions for program activities and assignments.
- Plan at least three 15-minute cycles per regular class period. Students have difficulty maintaining attention after a longer period of time.
- Provide opportunities for students to read alone and in a group.
- Make home visits to new students entering your program.
- Send positive reports home to parents periodically.
- Use task and job sheets to help students remember skill steps.
- Be enthusiastic about yourself, your students and your profession.

Source: Sullivan, R., & Wircenski, J. L. (1988). “50 Tips on Motivating Students”. *Vocational Education Journal*, 63(3), 39-40.*

FORM

STUDENT INFORMATION FORM

Instructor: _____ Period/Hour: _____
Conference hours: _____ Class meets: _____
(days and times)

The following information is for my records. Please complete this form and return it to me.

Name: _____ Grade: _____

Address: _____

Father's/Guardian's name: _____

Home telephone: _____ Work: _____

Mother's/Guardian's name: _____

Home telephone: _____ Work: _____

Email: _____

If you have any physical handicaps, please explain how I might help you do well in class (kept confidential):

Please read the statement below and sign it. Also take it home and have one of your parents or guardians sign it. If you have any questions about the course's guidelines and rules, please ask me about them before you sign. THANK YOU!

STUDENT:

I have read and agree to abide by the guidelines and rules for this course.

Signature: _____ Date: _____

PARENT/GUARDIAN:

I have read and discussed the course's guidelines and rules with my student.

Signature: _____ Date: _____

Instructor: Record details of student and parental course involvements on reverse.

WORKING WITH ADMINISTRATORS

Ideally, your administrators, guidance counselors and school board members are personable, visionary, committed leaders who support, promote and defend your program throughout the school system and community. But even if reality is far from this ideal, it is vital to your program and your career that you develop and maintain effective relationships with these decision makers.

STEPS TO SUCCESS

1. Investigate your administrators' past involvement with, and attitudes toward, your program. Ask for their opinions concerning the program's strengths and weaknesses.
2. **Engage administrators as allies** (p. 14-2) by recognizing their priorities and participating on their "school team."
3. Plan ways to work through challenges in **communicating with administrators** (p. 14-3). Target their areas of particular interest and/or concern and clarify ways your program addresses these. Observe their preferred communication styles. Provide frequent, targeted, positive communications that cultivate administrators' support.
4. Make sure you take **accountability** (p. 14-4) seriously. Provide the information administrators need to understand and endorse the value of your program.
5. Involve administrators, **guidance counselors** (p. 14-5) and **school board members** (p. 14-6) in program and FFA events.

IN THIS SECTION

Checklist:

Engage Administrators as Allies 14-2

Tips:

Communicating with Administrators 14-3

Tips:

Accountability 14-4

Tips:

Working with Counselors 14-5

Tips:

Working with the School Board 14-6

CHECKLIST

ENGAGE ADMINISTRATORS AS ALLIES

If you want administrators on your side, make sure you can check off the following items as completed.

- Know your job and do it well.
- Be enthusiastic about your job.
- Keep administrators informed of your plans; they like to know what you are doing.
- Give them a monthly calendar.
- Know and follow administrative policies and the chain of command.
- Make your department an integral part of the school.
- Put major events on your school's calendar.
- Be willing to serve on school committees beyond agriculture department needs.
- Become an active citizen of the community.
- Be an effective public relations contact for the entire school.
- Be willing to go beyond the call of duty.
- Volunteer to help in any way you can if you have the required abilities.
- Involve your administrators in FFA chapter activities, such as presenting awards or giving an opening speech at the FFA banquet, or participating in home or agribusiness visits or on field trips. Ask them to accompany your chapter to the state and national conventions.
- Share articles and letters printed in National FFA materials that illustrate other administrators' reasons for supporting agricultural education and a local FFA chapter.
- Have your officers present complimentary copies of *The Agricultural Education Magazine* and *FFA New Horizons* to your administrators. Also, give them the brochure, *Open A Promising Future*.
- Involve your administrators in advisory committee work. Keep them informed of committee activities, and ask them to help select the members.
- Give your administrators credit and praise. Look for ways to improve negative situations.
- Don't expect more from your administration than is reasonable.
- Be open to constructive criticism, and use it to evaluate your program and performance.
- Seek advice on matters you believe deserve administrative input.
- Remember that you and your administration are in the business of education. A united front is more successful than a divided approach.

Source: Adopted from material shared by Dr. John Mundt, University of Idaho

COMMUNICATING WITH ADMINISTRATORS

Certain conditions inherent in your job as an agriculture instructor may make it more difficult to maintain good relationships with school administrators. Some examples follow.

- It is easy to give the false impression you consider your program and department separate rather than an integral part of the school.
- Your training, background and experience are often different from that of your administrators.
- You may be more readily known and accepted in your community than your administrators.
- You and the agriculture/FFA program sometimes get as much or more publicity than the rest of the school.
- The agriculture program is expensive. Your school administrators have a right to expect an appropriate value for that expenditure.
- Loyalty is very important. Demonstrate support and loyalty to your administrators. Don't be suspected of divided allegiance.
- You may fall victim to the temptation to do some farming and/or participate in another business on the side.
- You may have many opportunities to handle other people's money.
- You have a special responsibility for the safety of your students.
- Class scheduling may cause problems for administrators and either take students away from other classes or take students away from your program.
- Patrons may call you instead of the school office when problems arise.

The most effective way to deal with these conditions is through effective communication, which includes both listening and talking. Few agriscience instructors have been asked to leave their teaching responsibilities if they are doing the work required and also communicating with the administration.

Always let administrators know what you are doing in the classroom, in your FFA chapter and in other activities. Stop and talk to the administration at least once a week. Use this time to share common problems. Remember, administrators also have problems, and you may be able to contribute solutions.

TIPS

ACCOUNTABILITY

Agriculture/FFA programs, and education in general, are increasingly expected to account for results produced with public monies and students' time. The results of your agriculture program are, indeed, everybody's business. Enrollments and budgets will be determined, in part, by whether others perceive your program as having a strong and positive influence on students, the school and the community.

You can support your administrator, and enhance your relationship with him or her, through careful stewardship of the school's educational goals as well as its funds. Track, record and share information that documents—

- student success in areas that the school considers important—citizenship, career awareness, leadership, academic achievements, etc.;
- graduate placement and career advancement;
- relevancy of program (instruction, SAEs and FFA) to current community and industry needs;
- implementation of learning activities that fit students' needs and current educational theory;
- accurate budgeting and careful budget tracking and analysis;
- careful and timely completion of administrative paperwork.

WORKING WITH COUNSELORS

School counselors are an important link between students and your program, since they often have a great deal of influence over which courses students select.

You may find that counselors' experience with agricultural education, if any, does not reflect the realities of today's programs. Begin by exploring their current knowledge level. Then identify what counselors want from your program, highlight program and chapter activities that deliver these benefits, and involve counselors with your program so they develop first-hand awareness.

Here are important messages to emphasize and steps to take when working with counselors.

- Focus on career opportunities available in agriculture. Materials from the National FFA Organization provide an impressive overview of careers.
- Clearly communicate the mission of agricultural education and FFA.
- Highlight scholarship opportunities available to FFA members and agriculture students. Make sure your counselor is aware of all scholarships awarded to your students.
- Demonstrate how your program provides school-to-career transition activities, including work-based learning (SAEs) and business–school partnerships (advisory committee).
- Volunteer for school committees or activities that deal with student academic and career planning and with scheduling.
- Make sure you are involved in school-to-career programs such as serving as a job-readiness advisor to a small group of students.
- Ask counselors to join you on visitations to students' supervised agricultural experience (SAE) sites in businesses or home enterprises.
- Involve counselors as evaluators of a leadership skills event at the chapter or district level.
- Invite counselors to accompany the FFA chapter to the state or national FFA convention.

TIPS

WORKING WITH THE SCHOOL BOARD

The school board provides philosophical direction for the district's educational approach and determines funding for its programs, including agricultural education. School board members serve as the community's fiscal watchdogs over the use of public monies to provide the best possible educational experiences.

To nurture support from the school board, incorporate the following activities and approaches into your plan for each year.

- Attend school board meetings, and ask FFA and FFA Alumni members to join you.
- Present annual or semi-annual reports of your program's activities at school board meetings. Have students and advisory committee members (or other industry supporters) make the presentation.
- Get to know school board members professionally. Create an open dialogue about what they want the agricultural education program to provide. Explain exactly how you provide students with those experiences, skills and attitudes.
- Invite board members to chapter events and FFA conventions. (They will usually attend athletic events. This is an opportunity for them to show their support for other students and their learning activities.)
- Train your students to be goodwill ambassadors for the school as well as the agricultural education program and FFA chapter.
- Participate in other school events. When possible, tie FFA activities into larger school events, such as a safety booth at a school carnival or a Food For America lesson for children while parents attend parent—teacher conferences.
- Volunteer for task forces or committees that recommend policies to benefit the entire school.

WORKING WITH PARENTS/GUARDIANS

Students whose parents or guardians are involved in and supportive of their education have much greater chances of school and “real world” success. Young people may not do much to invite their parents’ involvement, so it’s up to you to reach out and find ways to bring parents into the educational process.

STEPS TO SUCCESS

1. Seek opportunities to meet students’ parents/guardians and find **ways to involve parents/guardians** (p. 15-2).
2. Explain your approach through an **introductory letter to parents/guardians** (p. 15-3).
3. Make the most of each **parent/guardian–teacher conference** (p. 15-4).
4. Prepare for and track your contacts with parents regarding student problems using the **Parent/Guardian–Teacher Contact Worksheet and Record** (p. 15-5).

I N T H I S S E C T I O N

Tips:

Ten Ways to Involve Parents/Guardians 15-2

Sample:

Introductory Letter to Parents/Guardians 15-3

Form:

Parent/Guardian–Teacher Conference Pointers 15-4

Form:

Parent/Guardian–Teacher Contact Worksheet and Record 15-5

TIPS

TEN WAYS TO INVOLVE PARENTS/GUARDIANS

Parental support is important to students, your program and FFA chapter activities. Even during the often-turbulent teen years, young people want the encouragement and approval of parents, guardians and other adults with whom they live. Here are some ideas for involving parents (the term used throughout this section to indicate biological parents and the other adults with whom students live).

- Obtain the names and addresses of students' parents (use the *Student Information Form*, page 13-6). Contact them to introduce yourself and ask them to be partners in their child's learning. (The sample letter on page 15-3 may be useful.) Be sure to contact both parents separately if they do not live together but are both involved with the student.
- Personally invite parents to visit you during school open houses and parent-teacher conferences. Offer to be available at other times for interested parents who can't make the "official" conference times. (See tips for parent/guardian-teacher conferences on page 15-4).
- Support the local parent-teacher organization, and try to become involved in activities with your students' parents.
- Welcome parent volunteers in your classroom and during FFA activities. Identify short-term, one-shot projects they could help with—for example, a single evening supervising float building.
- Create take-home assignments that require interaction with parents, like researching the family's connection to agriculture or bringing a soil sample from home.
- Recognize that some adults are not comfortable in the school setting. Invite parents to help on field trips and events held in the community.
- Recognize that many families do not have both a mother and father in the home. Review all materials and presentations for parents to make sure they don't assume a two-parent household. Some parents won't participate in school events because they feel they're different from everyone else.
- Encourage parents to become involved in the FFA Alumni affiliate. (See Section 19, *Working with FFA Alumni and Young Farmers*.)
- Make parents true partners in their child's supervised agricultural experience (SAE) program. (See Section 10, *Supervised Agricultural Experience*.)
- Provide information, including brochures available from the National FFA Organization, that illustrates the breadth of careers related to agriculture.
- Salute parents at the annual FFA chapter banquet and other events. Mention their assistance with chapter activities in newspaper reports. Make sure they know you appreciate their help.

INTRODUCTORY LETTER TO PARENTS/GUARDIANS

[Date]

[Parent/Guardian's Name]

[Address]

[City, State, ZIP]

Dear Ms./Mr. [last name]:

ABC High School agricultural education department is happy to welcome you and [your son/your daughter/student's name] to our program and FFA chapter. We believe you will find the curriculum provides a solid foundation that prepares students for both further education and career goals. The FFA chapter provides important (and fun) opportunities to develop leadership and other career-related skills. Each agriculture student is also asked to plan and complete an individual learning project called a supervised agricultural experience (SAE) program.

Our agricultural education program thrives on parental support, and we hope you will participate in our many FFA activities and events. You can help prepare your student and others for successful futures by helping out as a guest speaker, chaperon, event judge – or in a hundred other ways. Please let us know if there are particular ways you would like to be involved. And, please say yes if at all possible when we ask for help with a specific project.

Copies of our curriculum outline and calendar of events are enclosed. We look forward to working with your student and you this year. If you have any questions about the program or chapter, please call [instructor's name] at [phone number].

Sincerely,

Agriculture Instructor/FFA Advisor

FFA Chapter President

TIPS

POINTERS FOR PARENT/GUARDIAN–TEACHER CONFERENCES

- Welcome parent(s)/guardian(s) to the conference. Shake hands and introduce yourself.
- Make sure you have the parent(s) “matched” to the correct student.
- Always start with a positive statement about the student—his or her warm smile, sense of humor, good manual skills, etc. Stretch your imagination for something if you have to!
- Summarize what your course has covered to this point. Point out the range of careers to which this learning applies.
- Indicate the grade the student has earned for the grading period.
- Indicate ways the student could improve future grades.
- Cover any concerns you have regarding the student’s specific behaviors or actions.
- If there are problems with out-of-class assignments, “fish” for indications of student work at home. Suggest an amount of time most students spend on your out-of-class assignments each day or week.
- Ask if parent(s) have any questions. Listen to their ideas and concerns.
- Redirect parents’ concerns to actions the student can take to improve learning and performance. Steer them away from critiques of your teaching.
- Thank parent(s) for coming. Give them your business card, and make sure they know they should feel free to call you with any questions.
- Keep a record of who participates in parent–teacher conferences. (There is room for this on the back of the *Student Information Form*, page 13-7).

PARENT/GUARDIAN-TEACHER CONTACT WORKSHEET & RECORD

Use this form to plan your contact with a student's parent(s) at the first sign of a problem.

Date: _____

Student's name: _____ Class: _____

REASON FOR CALLING PARENTS:

STATEMENT OF GOAL:

I need your help in _____.

STATEMENT OF OBJECTIVES:

Whenever I _____,

I need you to _____.

RATIONALE:

It is in _____'s best interest that we work together to _____.

CONSEQUENCE:

If _____ doesn't _____,

I will have no choice but to _____.

Mr./Ms./Mrs. _____, thank you for your time. I believe _____

will benefit from our actions.

FOLLOW-UP/RESULTS:

WORKING WITH COLLEAGUES

To succeed in your career, you need respect, assistance and cooperation from fellow teachers and other school staff. You will be called on to work with other teachers on school and professional committees, teaching teams and student organization events. You will also informally interact with colleagues to guide specific students, juggle schedules and share equipment and facilities. Establishing effective professional relationships will smooth your path to career success.

STEPS TO SUCCESS

1. Learn about other educators and school staff.
(Use the *School Staff Contacts* form, pages 2-7 through 2-9, to record the information you collect.)
2. Implement **pointers for effective relationships with colleagues** (p. 16-2).
3. Learn about students with disabilities and **partner with special needs teachers** (p. 16-3) to meet their needs.
4. Treat substitutes well, and ensure student learning continues when you are out of the classroom. Prepare a basic **substitute teacher packet** (p. 16-4) each time you start a new set of courses. Provide detailed **substitute teacher plans** (p. 16-5) whenever you will be out.

IN THIS SECTION

Tips:

Ten Pointers for Effective Relationships with Colleagues 16-2

Tips:

Partner with Special Needs Teachers 16-3

Checklist:

Substitute Teacher Packet 16-4

Sample:

Substitute Teacher Plans 16-5

TIPS

TEN POINTERS FOR EFFECTIVE RELATIONSHIPS WITH COLLEAGUES

Establishing effective professional relationships will smooth your path to career success.

- Never make negative comments about another teacher to students.
- Learn about other teachers' expertise and interests. Invite them to share these with your students. Turn to them for advice in your teaching and advising.
- Initiate efforts to tie together what students learn in your classes and what they learn in other teachers' classes. Help students recognize that the "academic" concepts others teach them do have real-world application.
- Share your expertise and facilities as possible. Point out to other teachers the lessons their students might learn in the agriculture laboratories. Suggest ways to add real-world examples in their own classrooms.
- Contribute to teaching teams. Many times other team teachers meet while you have students, but do all you can to stay up-to-date on and involved with team plans.
- Invite other staff members to attend FFA chapter activities and accompany students on field trips.
- As a beginning teacher, realize that more experienced teachers may at first treat you with patronizing or parental-style attitudes. Be tolerant, friendly and highly professional. As you prove yourself, they will recognize you as a valued member of the teaching faculty.
- Respect other teachers' schedules and teaching goals. If you have to take students out of classes, make sure they discuss missed material with affected teachers and complete all required learning activities. Many instructors create a form to track students through this process.
- Try to avoid getting too involved in defending your "turf" against other teachers. Keep your focus on what's best for students.
- Participate in faculty meetings and formal and informal staff get-togethers.

PARTNER WITH SPECIAL NEEDS TEACHERS

When students with disabilities take your courses, you will work in partnership with other educators to fulfill their special needs. Here is some background information to lay the groundwork for that partnership.

The Individuals with Disabilities Education Act (IDEA), passed in 1990, legislates the provision of a free and appropriate education to children with disabilities. It also details the development of an Individual Education Plan (IEP) for each student with a disability. This plan is a collaborative effort among parents, children with a disability, school administrators and employers. The instruction and educational experiences you offer special needs students can become part of their IEPs.

The Americans with Disabilities Act (ADA), also passed in 1990, prohibits discrimination against individuals with disabilities in employment, public services, public accommodations, communications, transportation and state and local governments. Since FFA programs receive some in-kind or direct financial support from state and local governmental agencies, all facilities, services and communications associated with FFA must, to the fullest extent possible, be made accessible.

It may be valuable to review with school administrators how legislation concerning students with disabilities directly affects your program and FFA activities. Being proactive and informed can be effective means to minimize problems and ensure full participation by everyone.

Working with special needs students offers rewards beyond meeting legal requirements. Through the skills you teach and the care you demonstrate, you can cultivate independence and confidence in students with disabilities to enable them to go places they never thought possible. Furthermore, all FFA members can

benefit from the opportunities to interact regularly with youth they perceive to be different and to learn they really are not so different. Members grow socially by developing positive attitudes and removing prejudices. They also enjoy the benefits of new friendships and shared experiences.

RESOURCE PEOPLE

Consult and collaborate with the following resource people as you develop ways to include and serve the needs of students with disabilities.

- parents;
- health care specialists;
- government agencies;
- school personnel (principal, administrators, special education teacher, teacher aide, school physician, school nurse, guidance counselor, school psychiatrist/psychologist, resource room teacher, home-room teacher);
- other FFA advisors;
- local independent living center staff;
- organizations specific to a particular disability;
- regional assistive technology center.

KEY RESOURCE

Bridging Horizons: An Advisor's Guide to FFA Involvement for Members with Disabilities, available from the National FFA Organization, supplies detailed information, case studies and tips for working with special needs students. It is the source of information provided on this page.

CHECKLIST

SUBSTITUTE TEACHER PACKET

Whether your absence is planned or unexpected, it is important that students continue to have valuable learning experiences when a substitute teacher fills in. Prepare a folder with standard information for substitutes each time you begin a new set of courses. Add detailed lesson plans for each class as soon as you know you will be out. Check that the packet includes the following.

- Attendance procedures.
- Lunch room procedures (if applicable). List times for all activities, lunch and recess.
- Study hall procedures (if applicable). Number to be excused at one time.
- Issuance of passes—
 - library (how many at a time, for how long, etc.);
 - bathroom (if allowed);
 - special activities (band, speech, remedial reading, etc.; include names).
- Emergency procedures for fire and weather emergencies. (Color code should be posted in each classroom.)
- Class schedule with exact time of activities.
- Up-to-date seating chart.
- List of three students from each class who are dependable. Mark on seating chart.
- “Emergency” lesson plan(s) that can be used at any time of the year in your class or subject area. (This is not a substitute for the required daily lesson plans.)
- Name(s) of teachers in the area, with room number, who could assist the substitute with any questions.
- Instructions if there is a student teacher involved.
- Any other general classroom procedures.
- Special locks and keys (where they are, etc.); combinations to lockers.
- Location of all instructional materials/technology and procedure for using.
- Textbooks for each class and location of same.
- Student handbook.

Remember: You will need to update the packet periodically!

SUBSTITUTE TEACHER PLANS

- A. Attendance Procedures: On bubble sheet, darken "A" for absent or "T" for tardy. Please, **DO NOT WRITE IN THE GRADE BOOK WITH INK!**
- B. Passes: Passes should not be issued unless you feel it is an emergency situation.
- C. Emergency Procedures: Follow directions posted in each classroom.
- D. Class Schedule:
- | | |
|----------|---------------------------------|
| 1st hour | Applied Technology |
| 2nd hour | Conference Period |
| 3rd hour | Integrated Science 9 |
| 4th hour | Seminar |
| 5th hour | Drafting Technology |
| 6th hour | Business Management & Marketing |
| 7th hour | Advanced Large Animal Science |
| 8th hour | Conference |
- E. Lesson Plans and Instructional Materials: See attached detailed plans.
- F. Textbooks: See attached detailed plans.
- G. Seating Charts: See attached.
- H. List of Dependable Students:
- | | |
|----------|--|
| 1st hour | Steve Dawson, Kendra Brown |
| 3rd hour | Brian Baptista, Corey Taylor |
| 4th hour | Sarah Bellman, Emily Garner |
| 5th hour | Ben McNeil, Kimberly Williams |
| 6th hour | Tye Robinson, Amanda Moigula |
| 7th hour | Maria Garcia, Elenna Lefever, Andy Schmitt |
- I. Emergency Lesson Plans:

Applied Technology: Students are to select one of the magazines on left side of the room, read an article and write a two-page report on a related class topic.

The following format needs to be followed:

1. Student name in upper right-hand corner
2. Name of magazine
3. Title of article
4. Date of magazine
5. Author(s) name
6. Summary of article—introduction, body & conclusion
7. Report due at end of hour

Integrated Science: Same as above. Topics should be related to the class.

Drafting Technology: Students are to work on current drawings. If they have no work, assign them a drawing from page 90 in their textbook (always on their desk). They are qualified to do any of these drawings and have, in fact, already done some.

Business Management and Marketing: Students are to read articles included in this folder. They must then write no less than 1/2-page summary of each article.

Advanced Large Animal Science: Students always have assignment(s) to work on. Ask them if they are in library or room. (If nobody shows up to room, it is because we often meet in the library.)

J. Teachers in Immediate Area:

1st, 5th and 7th hours: Doug Marks (rm. E-106), Mimi Schneiderhan (rm. E-104) & Ed Church (rm. E-103)

3rd and 6th hours: Steve King, (rm. B-209), Gary Walton (rm. B-207) & Peggy Marshall (rm. B-208)

K. Student handbook: See attached.

WORKING WITH THE BUSINESS COMMUNITY

Your local business community will be very important to you and your agriculture program. Members of the business community can be your program's advisors, benefactors, advocates and partners—as well as the “consumers” of your final product, career-ready students. Becoming familiar with and to members of the business community could be vital to your success.

STEPS TO SUCCESS

1. **Explore your business community** (p. 17-2) by researching and/or visiting businesses and industries located in your area. Make a list of these businesses and place asterisks next to those that could prove helpful or important to your program.
2. Compile information about the people you meet and the businesses and industries you visit using the **Business Contact Record** (p. 17-3).
3. **Involve the business community** (p. 17-4) in your program and FFA chapter.
4. **Stay in touch** (p. 17-5) with the local agriculture-related community for long-term partnership and success.

I N T H I S S E C T I O N

Checklist:

Explore Your Business Community 17-2

Form:

Business Contact Record 17-3

Tips:

Involve the Business Community 17-4

Tips:

Ten Tips for Staying in Touch 17-5

CHECKLIST

EXPLORE YOUR BUSINESS COMMUNITY

Check off each category as you obtain information about businesses located in your school district and within the geographic area in which local citizens work. Record information on the Business Contact Record (p. 17-3).

- agricultural production enterprises
- agriculture-related businesses—
 - sales/service to production enterprises;
 - consumer retail (nursery, florist, etc.)
 - consumer sales/service (lawn care, landscaping, etc.)
- regional agriculture-related sales/service divisions
- school district suppliers
- retail businesses
- business-to-business services
- consumer services
- financial services
- health care services
- small businesses and entrepreneurs
- agriculture-related agencies
- agriculture-related organizations

CONTACT OPPORTUNITIES

Look for every opportunity to meet members of the business community. Visit their businesses. Seek out their displays at community events. Attend civic organization meetings and Chamber of Commerce activities in which they participate.

Introduce yourself as the new agriculture instructor, and give them your business card. Be prepared with pertinent information about you, your program and how the business might become involved.

Arrange for FFA officers and other students to give presentations to civic and business organizations.

BUSINESS CONTACT RECORD

Name of business: _____

Address: _____

Type of business: _____

Description: _____

Potential work-based student experiences: _____

CONTACT PERSONS

Name: _____

Title: _____

Phone: _____ Fax: _____

Date contacted:	Notes:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____

Title: _____

Phone: _____ Fax: _____

Date contacted:	Notes:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TIPS

INVOLVE THE BUSINESS COMMUNITY

Your business community and its members can be vital resources for your agriculture program. At the same time, your program and its students provide businesses with current and future workers, as well as leaders who will take charge of tomorrow's agriculture industry and local community. Try some of these suggestions for involving business contacts with your program and FFA chapter.

Your business community can provide—

- guest speakers (on everything from specific businesses or agricultural career options to personal and leadership development topics);
- Advisory Committee members (see Section 18, Working with the Advisory Committee);
- competitive event judges;
- current, real-world information and examples;
- real-world experiential learning opportunities for students, including supervised agricultural experiences (SAE) and other work-based learning experiences;
- field trip sites;
- interactions for student learning experiences/projects such as job shadowing, industry interviews, research, etc.
- student employment (paid or unpaid);
- graduate placement;
- program promotion, including quotes in brochures or videos and presentations to students, parents, school board, etc.;
- validation that your program's goals, curriculum and lesson plans prepare students for the world of work;
- evaluation of students' performance;
- borrowed resources (merchandise, equipment, literature, handbooks, displays, industry guides);
- assistance with purchasing decisions for program equipment, materials and resources;
- equipment and materials for your agriculture program (donations of new or used materials usually provide tax deductions for the business);
- financial support.

TEN TIPS FOR STAYING IN TOUCH WITH YOUR AGRICULTURE COMMUNITY

- Meet all business, industry and agriculture organization leaders important to your program area.
- Stay in touch with these people on a regular basis.
- Ask to be put on their mailing lists.
- Keep them informed about your program. (Involve students in this effort.)
- Mail them holiday greeting cards from your program (being conscious of people from various faiths).
- Invite them to program functions and events.
- Invite them to your classroom and laboratory.
- Organize an appreciation banquet for your business community.
- Ask them for their assistance, and be willing to offer your assistance to them.
- Say thank you, thank you, thank you!

WORKING WITH THE ADVISORY COMMITTEE

An advisory committee is a group of business, industry, community and school-related people who help you keep your program on track. With appropriate management, it can provide both guidance and support. Use your committee and its members to help you develop, design and deliver a quality program.

STEPS TO SUCCESS

1. Gain an understanding of **advisory committee functions** (p. 18-2) and operations. Talk with experienced agricultural educators and, if possible, observe other programs' committees.
2. Set up your advisory committee using a **step-by-step process for advisory committee implementation** (p. 18-4). Even if your program's advisory committee is already established, review the steps to ensure everything has been covered.
3. Ensure **success with your advisory committee** (p. 18-5) through clear communication, effective management and meaningful involvement.
4. Record related information on the **Advisory Committee Member Information** (p. 18-7) and **Advisory Committee Subcommittees** (p. 18-8) forms.

I N T H I S S E C T I O N

<i>Tips:</i>	Advisory Committee Functions	18-2
<i>Checklist:</i>	Step-by-Step Advisory Committee Implementation	18-4
<i>Tips:</i>	Pointers for Success with Your Advisory Committee	18-5
<i>Sample:</i>	Advisory Committee Agenda—First Meeting	18-6
<i>Form:</i>	Advisory Committee Member Information	18-7
<i>Form:</i>	Advisory Committee Subcommittees	18-8

TIPS

ADVISORY COMMITTEE FUNCTIONS

Members of your agricultural education advisory committee play an important and necessary role in the development of a successful agricultural education program. Members must also understand from the beginning that the committee has no administrative policy-making or legislative authority.

A well-functioning advisory committee will—

- Evaluate the current agricultural education program to determine if it is providing realistic and current preparation and training for students.
 - ♦ Review all features of the program—goals, competencies, curriculum, lesson plans and classroom and lab formats—and evaluate overall program effectiveness.
 - ♦ Assist in conducting surveys and interpreting survey data.
 - ♦ Identify the most recent educational and employment trends in specific businesses and industries, and determine those agricultural education programs needed to provide preparation for jobs in the community.
 - ♦ Provide advice on the establishment and maintenance of a realistic agricultural education program.
 - ♦ Provide advice about curricula content, training techniques and equipment.
 - ♦ Investigate the types of facilities and equipment currently used in business and industry.
 - ♦ Assist in the preparation and selection of course materials.
 - ♦ Research and explain technical information.
 - ♦ Inform school personnel of changes in the labor market.
- ♦ Determine student and community interest in cooperative education and adult classes.
- ♦ Inform the school about business and industry personnel needs.
- Act as a change agent to increase the agricultural education program’s relevance.
 - ♦ Follow up on recommendations made to agricultural education coordinators, instructors, administrators and the local board of education.
 - ♦ Research and recommend changes in agricultural education programs.
 - ♦ Suggest new or modified curricula.
- Help secure training stations and assist in the placement of program graduates.
 - ♦ Assist with the development of student placement programs.
 - ♦ Assist and counsel students preparing to enter the job market.
 - ♦ Identify places for internships and cooperative work experiences.
 - ♦ Recommend policies for internships and cooperative work programs.
 - ♦ Provide advice on types of students best suited for participating in cooperative work programs.
 - ♦ Assist in implementing procedures to provide students release time for part-time jobs.

continued

- Provide input and support for legislation and corresponding funding at the local, state and federal levels.
 - ♦ Suggest and support local, state and national action regarding agricultural education programs: attend legislative meetings, write letters, promote agricultural education programs.
 - ♦ Provide financial assistance to agricultural education programs: arrange for donations, establish student scholarships and awards.
- Act as a communications link to assist in the development of community understanding of and support for the agricultural education program.
 - ♦ Encourage cooperation and a better understanding of agricultural education programs among employers, students and the general public.
 - ♦ Develop plans for recognizing outstanding students.
 - ♦ Serve as a communications link within the community.
- Provide a service to the agricultural education program.
 - ♦ Assist in securing meeting places for adult classes, advisory committee meetings, competitive events and special demonstrations.
 - ♦ Recommend resource personnel, guest speakers and instructors for agricultural education programs.
 - ♦ Serve as judges for local awards and contests.
 - ♦ Help plan special events: Vocational Education Week, National Student Organization Week, competitive events, banquets and other social activities.

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.*

CHECKLIST

STEP-BY-STEP ADVISORY COMMITTEE IMPLEMENTATION

BE CONVINCED OF THE NEED FOR AN ADVISORY COMMITTEE.

- Study the duties, functions and advantages of an advisory committee.
- Visit advisory committees in operation.
- Talk to administrators at a school where a successful advisory committee is in operation.

SECURE APPROVAL.

- Explain the function of an advisory committee to administrators. Point out the local need for, and advantages of, the advisory committee. Provide examples of schools where advisory committees are successfully operating.
- Show how an advisory committee will be an asset to administrators, the school and yourself.
- Ask for administrators' assistance in preparing final plans for presentation to the board of education.
- Present plans to the board of education.
- Outline specific purposes of the advisory committee. Point out that it is not a pressure or lobby group, but merely addresses problems.
- Explain that the board of education may designate a member to sit in on all committee meetings.

SELECT AND CONTACT COMMITTEE MEMBERS.

- Prepare a list of people from which committee members will be selected. Work with the superintendent and/or the board of education to make the final selection. Be sure to include business, industry, community and school-related people. Include some "nonusers"—people who have not had close ties to your program in the past.
- Contact selected members and determine whether they are interested in serving.
- Visit all members who accept a position on the committee. Answer their questions about the overall program. Check on possible times to hold the first meeting.
- Arrange for the secretary of the board of education to write personal letters of notification, signed by the board president, to each newly selected committee member.

CALL THE FIRST MEETING.

- Avoid time conflicts as much as possible.
- Stress the importance of attendance.
- Mail reminder cards to committee members, and call them the day before the meeting.
- See page 18-6 for a sample agenda.

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.*

POINTERS FOR SUCCESS WITH YOUR ADVISORY COMMITTEE

- Send a letter to each new committee member, signed by the highest possible school official, appointing the representative to the committee.
- Provide biographical information about the chairperson and other members of the committee to each new member.
- Communicate your program's purpose and goals so committee members can provide on-target advice and guidance.
- Tell committee members exactly what is expected of them in the way of advice, assistance, cooperation and time. Provide a written position description.
- Familiarize committee members with education staff and the school environment.
- Continually provide committee members with information concerning educational developments at the local, state and national levels.
- Occasionally invite committee members to attend school functions, board of education meetings or state board meetings.
- Inform committee members of happenings in other schools and school systems.
- Demonstrate your own enthusiasm for and commitment to the committee's role in improving your program.
- Invite committee members to the school, and be willing to spend some time with them.
- Provide opportunities for representatives to meet with students several times during the school year.
- Select a representative from each graduating class to serve as an ex-officio member for one year to help determine the effectiveness of committee action.
- Form subcommittees of three to four members to address specific issues and accomplish specific tasks.
- Schedule meetings at a convenient time, preferably at the school.
- Notify committee members of meetings at least two weeks in advance.
- Keep meetings within a reasonable time limit. Industry and business representatives are accustomed to crisp, business-like procedures.
- Before each meeting, provide members with an agenda containing a brief background statement of the problems to be discussed and possible solutions for each.
- Provide recognition in newspaper articles, presentations, your program's annual report and at the annual FFA chapter banquet.

Sources: Hutt, R. (1979, October). "Get the Most Out of Marketing and D.E. Advisory Committees," *The Balance Sheet*, pp. 58-62. Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing Co.*

SAMPLE

ADVISORY COMMITTEE AGENDA— FIRST MEETING

1. Welcome and opening remarks by school personnel.
2. Introduction of and biographical information about committee members.
3. Statement of the role of the committee and how it is expected to be of assistance to the school.
4. Names and brief biographical information of key school officials and teachers.
5. A brief sketch of the history and background of the school.
6. The objectives of the school as a whole.
7. The nature and objectives of the specific agricultural education program.
8. A brief outline of problems in the school and in the specific agricultural education program.
9. Future plans for expansion of the school or specific program.
10. Standards specified in federal acts for agricultural education and the state plan for agricultural education.
11. Discussion/input from committee members about what they need from and envision for the local agricultural education program.
12. Organization of the committee—
 - ♦ selection of chairperson and secretary;
 - ♦ selection of dates and times for meetings.
13. Other items.
14. Adjournment.

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.*

ADVISORY COMMITTEE MEMBER INFORMATION

Name: _____ Title: _____

Home address: _____ Home phone: _____

Business address: _____ Business phone: _____

Career/Expertise: _____

Involvement:

Speaker Topic: _____ Date: _____

Judge Event: _____ Date: _____

SAE supervisor Program: _____ Date: _____

_____ Event: _____ Date: _____

_____ Event: _____ Date: _____

Name: _____ Title: _____

Home address: _____ Home phone: _____

Business address: _____ Business phone: _____

Career/Expertise: _____

Involvement:

Speaker Topic: _____ Date: _____

Judge Event: _____ Date: _____

SAE supervisor Program: _____ Date: _____

_____ Event: _____ Date: _____

_____ Event: _____ Date: _____

FORM

ADVISORY COMMITTEE SUBCOMMITTEES

Subcommittee name: _____

Purpose: _____

Date formed: _____ To report by: _____

Members: _____

Subcommittee name: _____

Purpose: _____

Date formed: _____ To report by: _____

Members: _____

Subcommittee name: _____

Purpose: _____

Date formed: _____ To report by: _____

Members: _____

Subcommittee name: _____

Purpose: _____

Date formed: _____ To report by: _____

Members: _____

WORKING WITH FFA ALUMNI AND YOUNG FARMERS

Former FFA members and others in the community can supply invaluable assistance, expertise and support to your program and FFA chapter. Organizing supporters through local affiliates of the National FFA Alumni Association and the National Young Farmer Education Association (NYFEA) will add cohesion, prestige and national resources to their efforts.

STEPS TO SUCCESS

1. Find out whether FFA Alumni or NYFEA groups are or have been active in your program. Talk with their leaders to see what sorts of plans the groups have for the coming year.
2. Learn about the National FFA Alumni Association and what it can do for your program (see **overview**, p. 19-2). Gather ideas for **local FFA Alumni activities** (p. 19-3) from written materials, other affiliates and agriculture instructors.
3. Learn about the National Young Farmer Education Association and what it can do for your program (see **overview**, p. 19-5). Gather ideas for **local NYFEA activities** (p. 19-6) from written materials, other affiliates and agriculture instructors.
4. Record FFA Alumni and NYFEA membership and involvement information on the **FFA Alumni Member Information** (p. 19-4) and **NYFEA Member Information** (p. 19-8) forms.

I N T H I S S E C T I O N

<i>Tips:</i>	FFA Alumni Overview	19-2
<i>Sample:</i>	Local FFA Alumni Activities	19-3
<i>Form:</i>	FFA Alumni Member Information	19-4
<i>Tips:</i>	NYFEA Overview	19-5
<i>Sample:</i>	Local NYFEA Activities	19-6
<i>Form:</i>	NYFEA Member Information	19-8

TIPS

FFA ALUMNI OVERVIEW

The National FFA Alumni Association secures the promise of FFA and agricultural education by creating an environment in which people and communities can develop their potential for premier leadership, personal growth and career success. The association operates at the local, state and national levels. Members may be former FFA members, parents, industry representatives, counselors, administrators, community leaders, agricultural educators or any other adults who wish to support the FFA and agricultural education.

BENEFITS

An active FFA Alumni affiliate can strengthen your agricultural education program by—

- supporting FFA members through coaching, mentoring or financial contributions;
- linking students to the community and the community to students;
- bringing parents back to school;
- building community partnerships;
- influencing educational legislation and policies at the local, state and national levels;
- helping insure continued program support and success.

In the meantime, FFA Alumni involvement benefits adult supporters through opportunities to—

- grow personally and professionally;
- gain recognition;
- contribute to students' growth and success;
- strengthen local agriculture and agricultural education;
- contribute to the community.

- Communicate with Alumni members openly and directly. Clarify roles. For example, the instructor generally directs the program, an Advisory Committee provides vision, and Alumni and other volunteers support efforts to achieve the vision.
- Encourage FFA members and Alumni members to work together. The resulting interactions can be valuable "real world" learning experiences for students.
- Recognize and thank Alumni supporters.

KEY RESOURCE

The National FFA Alumni Association provides assistance and information for local instructors and FFA Alumni affiliates. Contact the association at—

P.O. Box 68960
Indianapolis, IN 46268-0960
(317) 802-4292
E-mail: gstarr@ffa.org

THE INSTRUCTOR'S ROLE

As the agriculture instructor and FFA advisor, you will be an important resource to the FFA Alumni affiliate, just as it will be a tremendous help to you. Here are some important aspects of your role.

- Share your expectations for the agricultural education program. Identify specific areas in which Alumni members might provide assistance.

LOCAL FFA ALUMNI ACTIVITIES

Local FFA Alumni activities provide rewarding experiences for community supporters while enhancing your agricultural education program and FFA chapter. Your FFA Alumni affiliate might want to try some of the following ideas.

- Present agricultural careers day for school, school district or county.
- Coach career development event participants.
- Raise funds to support agriculture program and FFA chapter projects—pork raffle, fruit and nut sale, steak fry, chicken BBQ, pancake breakfast, etc.
- Raise funds for improved agriculture program facilities and/or technology.
- Finance students' trips to National FFA Convention.
- Finance students' trips to Washington Leadership Conference.
- Assist with agricultural improvement programs.
- Host a beginning-of-school-year event for FFA members, families, incoming students and FFA Alumni members.
- Sponsor scholarships for FFA members to study agriculture after high school.
- Assist with students' supervised agricultural experience (SAE) programs and other work-based learning experiences.
- Assist with FFA chapter activities—county fair auction, annual banquet, fund raisers, etc.
- Assist with FFA chapter programs—Food For America presentations, community service, Project PALS, etc.
- Chaperon students on FFA trips.
- Transport students to FFA-related events and on tours.
- Transport students' projects to fairs, judging events, etc.
- Host a joint leadership seminar for FFA and FFA Alumni officers.
- Judge local award applications and career development events.
- Serve as guest speakers in agriculture classes and at FFA meetings.
- Challenge FFA members to recreational tournaments...softball, volleyball, etc.
- Advocate for agriculture program and FFA chapter at school board and town council meetings.
- Arrange an exchange between two FFA chapters.

Ideas compiled from reported activities of FFA Alumni affiliates in Michigan.

FORM

FFA ALUMNI MEMBER INFORMATION

Name: _____ Home phone: _____

Home address: _____

Career/Expertise: _____

Involvement:

<input type="checkbox"/> Speaker	Topic: _____	Date: _____
<input type="checkbox"/> Judge	Event: _____	Date: _____
<input type="checkbox"/> Coach	Event: _____	Date: _____
<input type="checkbox"/>	Event: _____	Date: _____
<input type="checkbox"/>	Event: _____	Date: _____

Name: _____ Home phone: _____

Home address: _____

Career/Expertise: _____

Involvement:

<input type="checkbox"/> Speaker	Topic: _____	Date: _____
<input type="checkbox"/> Judge	Event: _____	Date: _____
<input type="checkbox"/> Coach	Event: _____	Date: _____
<input type="checkbox"/>	Event: _____	Date: _____
<input type="checkbox"/>	Event: _____	Date: _____

NYFEA OVERVIEW

The mission of the National Young Farmer Education Association (NYFEA)—“The Association for EDUCATING AGRICULTURAL LEADERS”—is to promote the personal and professional growth of all people involved in agriculture. NYFEA strives to develop and provide educational and leadership opportunities to educate others so they, too, can educate. The association operates on the individual, local, state and national levels. NYFEA invites any adult with an active farm, agribusiness or agricultural interest to become a member.

BENEFITS

An active NYFEA affiliate can strengthen your agricultural education program in several ways, including—

- organizing community leaders behind agricultural education;
- helping with projects;
- building business loyalty through service projects that benefit worthy causes.

In the meantime, NYFEA involvement benefits adult learners through opportunities to—

- promote the personal and professional growth of all people involved in agriculture through leadership training;
- stimulate support for agriculture through projects that help others understand the challenges facing today’s producers;
- serve as a valuable source of current information on production issues;
- sharpen personal skills as promoters, negotiators, communicators, time managers and business managers.

THE INSTRUCTOR’S ROLE

The agriculture instructor/FFA advisor is an important resource to the NYFEA affiliate. The instructor usually takes the lead to organize a regular meeting of adult learners and arrange for an educational program.

The NYFEA national association offers program materials. Local meetings should be held at least quarterly.

PROGRAMS AND SERVICES

NYFEA provides a national framework to inspire

personal achievement and strengthen agricultural leadership that fosters economic growth. National programs and member services include—

- national newsletter and updates to all members;
- annual leadership and management seminars;
- video courses on leadership and business skill development;
- Ag Colleges focusing on leadership and management training with an agricultural perspective;
- partnerships with national commodity and consumer organizations;
- international farmer education programs;
- recognition of outstanding members;
- National Spokesperson, Reporter and Chapter Advisor Contests;
- National Farm and Ranch Management, Photo and Essay Contests;
- Leadership, Management and Instruction Degrees;
- annual National Convention;
- Summer Leadership Conference.

On the local level, farm tours, technical training, contests and service projects are often provided. See page 9-6 for sample local NYFEA activities.

KEY RESOURCE

The national association provides assistance and information for local instructors and NYFEA affiliates. For program and membership information, contact NYFEA at—

P.O. Box 20326
Montgomery, AL 36120
(334) 288-0097

SAMPLE

LOCAL NYFEA ACTIVITIES

Local NYFEA activities provide rewarding experiences for adult learners while enhancing your agricultural education program. The NYFEA affiliate might want to try some of the following ideas.

COMMUNITY SERVICE

- Identify and participate in local service projects.
- Inform members of service opportunities that will benefit the community. (For suggestions, see NYFEA's educational plan, "Education for American Agriculture.")
- Encourage the sponsorship of agricultural learning opportunities for youth.
- Enable NYFEA members to use their skills to host constructive projects in the community.

PUBLIC RELATIONS

- Make the news media aware of activities.
- Strive to get FFA youth involved.
- Publicize chapter activities and encourage public attendance.
- Make a special effort to publicize the accomplishments of the local affiliate and individual members.
- Encourage sponsors and contributors to continue their support of the NYFEA Foundation.
- Make the community aware of state and national proposals and plans that can either help or hinder agricultural education.

STATE AGRICULTURAL EDUCATION SUPPORT

- Know state agricultural education organization representatives.
- Keep abreast of state education programs.
- Know procedures for enlisting coalitions of organizations to confront problems.
- Attend agricultural education activities.
- Report activities to NYFEA.

NATIONAL ASSOCIATION SUPPORT

- Contact state delegates for information on opportunities available from NYFEA.
- Share local activities with the national office.
- Give support to the national association through continued membership.
- Stay aware of NYFEA educational programs and the "Education for American Agriculture" plan.

CHAPTER ACTIVITIES

The local NYFEA affiliate's activities will determine its success. Activities should be developed to meet members' needs and interests and help solve problems that are essentially local. Some major areas of emphasis are—

- leadership and personal development opportunities;
- local competition in NYFEA contests;
- transportation to district and state activities;
- chapter fund raising;
- chapter recognition awards for special accomplishments;
- educational opportunities for producers and nonproducers;
- leadership, educational and service projects in conjunction with the local FFA and FFA Alumni chapters.

SAMPLE PROJECTS

- Suggest ways the local agricultural education program and FFA chapter can stay up-to-date with agricultural technology and production and business practices.
- Help secure job and cooperative education placement opportunities for youth.

continued

- Inspire and build confidence in young agriculturalists.
 - Host joint meetings between FFA, FFA Alumni and local NYFEA.
 - Conduct farm and agribusiness tours that explain agriculture to elementary school and civic groups.
 - Present safety demonstrations for young people.
 - Conduct an agricultural careers day.
 - Provide practice facilities and coaching for FFA activities.
 - Serve as resource people for classroom discussions.
 - Provide judges to select local FFA and 4-H award winners.
- Assist in the development of leaders for other agricultural organizations.
 - Conduct service projects that promote a positive image of agriculture.
 - Sponsor field trips to the state's major agricultural industries.
 - Conduct activities during Farm–City Week.

Additional ideas can be obtained by reading NYFEA's newsletter, which describes activities conducted by chapters around the country.

FORM

NYFEA MEMBER INFORMATION

Name: _____ Home phone: _____

Home address: _____

Career/Expertise: _____

Completed learning experiences:

<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____

Name: _____ Home phone: _____

Home address: _____

Career/Expertise: _____

Completed learning experiences:

<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____
<input type="checkbox"/> Topic: _____	Date: _____

MARKETING YOUR PROGRAM AND FFA CHAPTER

A strong program and FFA chapter can be immeasurably enhanced by administrators who recognize their value; students who want to participate; and parents, community leaders and others who are willing to support and enhance related activities. That's why marketing—the process of identifying key audiences and showing them how they can benefit from your program—is an important part of the agriculture instructor's job.

STEPS TO SUCCESS

1. Establish goals and plans for **program marketing success** (p. 20-2). Use a variety of school and community outlets to build support for your agricultural education program and FFA chapter.
2. Establish goals and plans for **student recruitment success** (p. 20-3). Involve FFA members in your efforts, and feature student leaders during recruitment presentations.
3. Gauge potential for current and future enrollment with a **student interest survey** (p. 20-4).
4. Inform potential students about your agriculture program and its courses with a **course description flyer** (p. 20-6).

IN THIS SECTION

<i>Tips:</i>		
Program Marketing Success		20-2
<i>Tips:</i>		
Student Recruitment Success		20-3
<i>Form:</i>		
Agriscience Interest Survey		20-4
<i>Sample:</i>		
Course Description Flyer		20-6

TIPS

PROGRAM MARKETING SUCCESS

Potential students, parents, administrators, industry supporters and others can only know what's going on in your program if you tell them. That's where marketing comes in.

Marketing empowers agriculture teachers to—

- make a positive difference in the lives of young people;
- ensure program survival;
- maximize the limited resources available to their agricultural education program and FFA chapter.

MARKETING STRATEGIES

Experienced agriculture instructors recommend the following activities for spreading the word about your program.

- Use business cards as the agriculture instructor.
- Have business cards for FFA officers.
- Have an open house in the agriculture department.
- Invite the press early and often.
- Work closely with your FFA reporter.
- Send out newsletters on the agriculture program.
- Use slides and/or videos at your chapter banquet.
- Announce results of contests and other activities the morning after they occur.
- Promote your program with signs, posters, T-shirts and hats, FFA calendars and handouts during National FFA Week.

CAN YOU ANSWER YES TO THE FOLLOWING QUESTIONS?

- Would someone traveling through town know there is an FFA chapter in the local school?
- Would someone walking into the school for the first time know where the agriculture department is?
- Do all of the FFA members and their parents know when the next FFA meeting is?
- Is there an active FFA Alumni affiliate?
- Does the FFA chapter send mailings of FFA activities to parents, alumni members, school board members and local businesses?
- Does the guidance counselor know the curriculum and content I am teaching students?
- Have I worked with another teacher in the high school?
- Have I worked with another teacher in the middle/junior high school?
- Is my program using the agriculture concepts and content I think it should?
- Have I, or any of my FFA members, participated in a radio program this school year?

KEY RESOURCES

For detailed how-to information about program marketing, consult the *FFA Advisor's Public Relations Guide* and other resources available from the National FFA Organization. For more information, see this manual's Section 25, Resources, or the current *Agricultural Education Resources* catalog. Request a free copy by calling 1-888-332-2668.

STUDENT RECRUITMENT SUCCESS

Like a sports team, your agricultural education program and FFA chapter constantly need new recruits to replace those who graduate and move on. Recruitment efforts can be exciting opportunities to expand student learning, involve the community and build your program's size, prestige and support.

TARGET POTENTIAL MEMBERS

Focus on the “next generation” of agriculture students with—

- PALS (Partners in Active Learning Support) and Food For America programs;
- agricultural safety events for children and families;
- invitations to the chapter banquet for students who might enroll next year;
- demonstrations and hands-on activities at school orientations;
- brochures and displays;
- ninth grade “ambassadors” to seventh and eighth graders;
- sponsorship of a junior chapter and a junior officer team.

START WHERE PROSPECTS' INTERESTS LIE

FFA members eventually appreciate the solid learning and serious training the organization provides.

Chances are, though, that fun, hands-on activities get them involved in the first place. Try—

- course topics and learning activities that appeal to students' existing interests in plants, animals and the environment;
- student-directed recreational activities, like open gym, bowling, volleyball tournaments, lock-ins and dances;

- team-building workshops or challenges;
- trips;
- big brother/big sister pairings between older and younger FFA members based on common agricultural interests.

EDUCATE COUNSELORS AND ADMINISTRATORS

These key educational “gatekeepers” don't automatically know about agricultural education and the FFA—you have to tell them. (See Section 14, Working with Administrators, for additional ideas.) Try—

- establishing an agricultural careers corner in the guidance office;
- providing brochures, magazines, calendars and copies of the annual Program of Activities;
- identifying opportunities for students to fit agricultural education into their course schedules;
- involving counselors and administrators as judges for leadership events and scholarship selections;
- providing placement information about recent and past graduates.

KEY RESOURCES

The National FFA Organization's “Leadership for a New Millennium” initiative provides information, resources and support for agricultural education and FFA recruitment efforts. For information, contact the FFA Teacher Services Team at 317/802-6060.

FORM

AGRISCIENCE INTEREST SURVEY

We are conducting a survey of students to determine interest and attitudes about agriscience, natural resources and environmental education. Your answers will help us decide what to teach. Please help by filling in the information below.

Name: _____ Home phone: _____

Parent(s)/Guardian(s) name(s): _____

Address: _____ Town/City: _____ Zip: _____

Age: ____ Grade: 7th 8th 9th 10th 11th 12th E-mail address: _____

I live: in the city in a town in the country/not on a farm on a farm

I have (or) have not taken agriscience, natural resources or environmental courses.

ACTIVITIES AND HOBBIES

Check which of the following activities interest you (check all the apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> sports | <input type="checkbox"/> music | <input type="checkbox"/> travel |
| <input type="checkbox"/> reading | <input type="checkbox"/> hunting/fishing | <input type="checkbox"/> camping |
| <input type="checkbox"/> motorcycles | <input type="checkbox"/> public speaking | <input type="checkbox"/> mechanics |
| <input type="checkbox"/> hiking | <input type="checkbox"/> photography | <input type="checkbox"/> horseback riding |
| <input type="checkbox"/> raising animals | <input type="checkbox"/> computers | <input type="checkbox"/> science |
| <input type="checkbox"/> art | <input type="checkbox"/> gardening | <input type="checkbox"/> drama |
| <input type="checkbox"/> clothes/fashions | <input type="checkbox"/> crafts | <input type="checkbox"/> boating |

CAREER INTERESTS

Check which of the following career areas interest you (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> broadcasting | <input type="checkbox"/> newspaper/magazine editor | <input type="checkbox"/> marketing/sales |
| <input type="checkbox"/> forestry | <input type="checkbox"/> computer programming | <input type="checkbox"/> engineering |
| <input type="checkbox"/> mechanics | <input type="checkbox"/> raising crops | <input type="checkbox"/> raising animals |
| <input type="checkbox"/> public relations | <input type="checkbox"/> ranching | <input type="checkbox"/> genetics |
| <input type="checkbox"/> landscaping | <input type="checkbox"/> government service | <input type="checkbox"/> scientific research |
| <input type="checkbox"/> raising plants | <input type="checkbox"/> flower arranging | <input type="checkbox"/> health services |
| <input type="checkbox"/> chemistry | <input type="checkbox"/> teaching | <input type="checkbox"/> banking |
| <input type="checkbox"/> accounting | <input type="checkbox"/> natural resource management | <input type="checkbox"/> military |
| <input type="checkbox"/> travel/tourism | <input type="checkbox"/> performing arts | <input type="checkbox"/> soil conservation |
| <input type="checkbox"/> law | <input type="checkbox"/> golf course management | <input type="checkbox"/> horse training |

continued

AGRISCIENCE, NATURAL RESOURCES AND ENVIRONMENTAL EDUCATION

Check which of the following subjects interest you (check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> mechanics | <input type="checkbox"/> horticulture | <input type="checkbox"/> animal science |
| <input type="checkbox"/> water quality | <input type="checkbox"/> crop science | <input type="checkbox"/> drafting |
| <input type="checkbox"/> business management | <input type="checkbox"/> marketing | <input type="checkbox"/> floriculture |
| <input type="checkbox"/> computers | <input type="checkbox"/> electrification | <input type="checkbox"/> outdoor recreation |
| <input type="checkbox"/> soil science | <input type="checkbox"/> communications | <input type="checkbox"/> sales and service |
| <input type="checkbox"/> forestry | <input type="checkbox"/> natural resource management | <input type="checkbox"/> nutrition |
| <input type="checkbox"/> landscaping | <input type="checkbox"/> biotechnology | <input type="checkbox"/> turf management |

CHECK WHICH OF THE FOLLOWING LEADERSHIP SKILLS INTEREST YOU (CHECK ALL THAT APPLY):

- | | | |
|--|---|---|
| <input type="checkbox"/> public speaking | <input type="checkbox"/> parliamentary procedure | <input type="checkbox"/> job interview |
| <input type="checkbox"/> teamwork | <input type="checkbox"/> personal development/success | <input type="checkbox"/> being part of a group |
| <input type="checkbox"/> making decisions | <input type="checkbox"/> planning and organizing | <input type="checkbox"/> public relations/marketing |
| <input type="checkbox"/> new and different opportunities | <input type="checkbox"/> motivations | <input type="checkbox"/> time management |
| <input type="checkbox"/> interpersonal communications | | |

COURSE DESCRIPTION FLYER

A FUTURE IN AGRISCIENCE?

Yes, there is a future in agriscience, and a bright one at that! Today's career choices include: biotechnology, international marketing, genetics, engineering, food science, computers, horticulture, communications, veterinary science and many more! Currently, agriculture is our nation's largest employer. Its future depends on having the best and brightest young people to fill employment opportunities.

The 21st century promises exciting challenges! To prepare for these opportunities, enroll in agriscience.

WHY AGRISCIENCE?

Agriscience classes will provide you with the needed knowledge to be successful in college or on the job. Besides, agriscience is FUN! Students who enroll in agriscience not only learn from textbooks, but "learn by doing," through hands-on experiments in and out of the classroom. Also, you will have the opportunity to travel around the state and, yes, maybe even the country and the world.

AGRISCIENCE COURSES

Horticulture (for 9th – 12th graders)

This course is divided into three major areas:

- greenhouse management
- landscape design
- floriculture

The Horticulture course will provide you with skills in bedding plant production, floral design, landscape architecture and many other exciting topics.

Horticulture provides a practical approach to learning about plants through hands-on experiences.

Plant and Animal Science (for 10th graders)

This course is designed to provide you with an understanding of how plants and animals grow and function. You will have the opportunity to work with plants in the greenhouse and animals in the lab area.

Plant and Animal Science satisfies the 10th grade biology requirement and can serve as a prerequisite for Biology II.

Agriscience and Natural Resources (for 10th – 12th graders)

This course will cover four areas of study in a two-hour block program. Topic areas are:

- greenhouse management
- landscape design
- plant science
- animal science

Agriscience and Natural Resources will provide you with skills necessary to be successful in entry-level jobs or in college.

For more information about these courses, look in your course description handbook or contact your counselor.

PROFESSIONALISM AND PERSONAL DEVELOPMENT

The image you project and the success of your program will depend, in part, on your own commitment to professionalism and personal development. As a role model for students, you need to “walk the talk”—to practice the same high standards of ethics, professionalism, goal setting, leadership and coping skills you expect from students.

STEPS TO SUCCESS

1. Plan ways you will establish a reputation for strong **image and ethics** (p. 21-2). Make these practices an integral part of everything you do.
2. Recognize and prepare for **your role as leader** (p. 21-4).
3. Commit to professionalism by striving for the standards outlined in the **NAAE Teacher Creed** of the National Vocational Agricultural Teachers' Association (p. 21-5).
4. Set **professional goals**, develop detailed plans for their attainment and work your plan (p. 21-6 through 21-8).
5. Implement strategies for **coping with stress** (p. 21-9 through 21-11).

IN THIS SECTION

<i>Tips:</i> Ethics and Public Image	21-2
<i>Tips:</i> You as a Leader	21-4
<i>Sample:</i> NAAE Teacher Creed	21-5
<i>Tips:</i> Ten Steps for Setting Professional Goals	21-6
<i>Form:</i> Professional Goals	21-7
<i>Form:</i> Professional Goal Attainment Plan	21-8
<i>Tips:</i> Coping with Stress	21-9
<i>Form:</i> Barksdale Personal Stress Index	21-10

ETHICS AND PUBLIC IMAGE

Among the many factors that contribute to the survival of a beginning teacher, ethics and public image are among the top contenders. The topics cannot be separated, since they are so closely related. Volumes could be written and several courses taught on these topics. You will need to “flesh out” the limited tips here to fit your personality and community needs.

Begin by taking a careful look at the community in which you teach. Pay close attention to the nature and background of the people you will serve. You are the professional, but community members pay the salaries and thus deserve consideration.

ETHICS

True or False: “In this age of moral turmoil, what is right and wrong is viewed as a conditional issue that can be skewed to fit each individual’s wants and wishes, as long as it can be properly rationalized.” That may have been “true” at the college you attended or even your home community. The reality in the community where you teach is likely to be quite different.

Most communities where agriculture is taught are conservative and reflect a legacy of strong ethics and values. Therefore, you’ll always do better to act and live in ways that fit those standards. This is not to say you should adopt specific political or religious doctrines, but you will do well to respect and uphold the community’s overall attitudes in such matters.

In addition, clear professional and personal ethics will earn you respect, career success and personal fulfillment. Here are some basic tips for upholding ethical standards.

- **Never violate the integrity of a student.**
When a student is embarrassed by the teacher, that teacher must be prepared to expect and accept repercussions. After all, every person is an individual and must be treated with respect. Otherwise, students will fight back to preserve their self-worth.

- **Always speak positively about colleagues.**
Students pick up on nonprofessional behavior and take it back to the staff person in question. They may even turn it on you if it is in their best interest to do so.
- **Avoid the use of inappropriate language.**
If you cannot find enough descriptive adjectives with which to communicate, you cannot expect a student to do so, either.
- **Realize personal habits are often emulated by students.**
After all, “If Ms./Mr. Adams does it, it must be okay for me too.” Expect students to behave in ways similar to the example you set.
- **Hold to high moral standards.**
If parents find out a teacher has loose moral standards (with regards to sexual conduct, alcohol abuse, illicit drugs, criminal activity, etc.), they will undoubtedly pull their children from that teacher’s classes. You may never find out the reason—it will just happen.
- **Stand firm on convictions as to what is right and wrong.**
You will earn more respect from students and parents when you do not waver concerning absolutes in your life.
- **Hold fast to a single standard.**
Inconsistency, when spotted, erodes others’ perceptions of your dependability. Students recognize inconsistency quickly and will often risk negative behavior since “a pot cannot call the kettle black.”

continued

- **Avoid being alone with a student.**

Fantasies can run rampant with teenagers. Many teachers have been destroyed and were perfectly innocent. It can happen without any physical contact, so it is crucial to watch this situation closely.

PUBLIC IMAGE

Teachers who survive for 20 or 30 years with a successful program in a single school are usually in tune with community expectations. Though their actions are not always angelic, they are solid citizens and can always be counted on to be fair, forthright and dependable.

Strong ethics are the start of establishing a positive public image for yourself and your program. Here are some additional tips. For specific suggestions about marketing your program, please see Section 20.

- **Make some quality friends in the community.**

Often, teachers only befriend teachers. Get to know other people in the community. Find friends who are not only compatible to you but will be a source of strength and help in times of need. On the converse, you can be there for them when you are needed.

- **Develop an advisory committee.**

It is just as the college prof told us—it is absolutely imperative that you form an advisory committee. A good advisory committee has ownership, and that will spell undaunted support for your program and you. (See Section 18, Working with the Advisory Committee.)

- **Do the humanitarian thing when there is a serious illness, death or other tragedy in the community.**

People may well expect you to respond in a caring manner when such circumstances exist. However, it is amazing what a visit to the hospital or home or some similar outreach accomplishes. When you act from the heart, people respond in a host of positive ways.

- **Locate a good farm or agribusiness organization and become a part of it.**

When community members observe you in a supportive role, they realize you care about them and their livelihood.

- **Become involved in other community groups or organizations**

Examples include a church, service clubs, sports leagues, etc. Other members of these groups can offer perspective and support.

- **“Blow your own horn,” even if it makes you uncomfortable.**

It is not normally the nature of service-oriented teachers to tell their own story, but it must be done. Community members will never know what is happening in your program if nothing is reported. If it is impossible for you to tell the story to the media, do it through a parent or chapter reporter.

If the comments made in this section seem inappropriate, wait ten years, and then respond. The ideas expressed have been tried and proven by thousands of agriculture instructors. In fact, find a successful teacher and ask that professional to be your sounding board and mentor. An important step to becoming a truly professional teacher is admitting you do not know all there is to know.

TIPS

YOU AS A LEADER

Agriculture instructors/FFA advisors often find themselves in leadership roles, not only in their classrooms but with colleagues and other adults in school, community and professional organization settings.

A “facilitator” leadership style works well with students and adults and produces desirable results in terms of both activities completed and goodwill generated. It also provides the instructor with an opportunity to model a leadership style used by effective managers in a variety of work settings.

As leader/facilitator, you provide a group with the training, information, equipment and materials it needs to act. Your goal is to empower group members to work together to find their own solutions and manage their own efforts.

To empower the groups you lead—

- share information with group members;
- help members attain the knowledge and skills they need;
- seek, find and create the resources members need;
- build member confidence;
- help remove barriers that prohibit or limit the release of individual member energy and talent;
- resolve conflicts that paralyze group action;
- provide organizational arrangements appropriate to group effort;
- share power by giving initiative and responsibility to members.

DELEGATION

There are many reasons leaders fail to delegate, including fear; distrust; and lack of confidence, time and planning. Nonetheless, delegation is an important means to achieve goals, strengthen an organization and build additional leaders.

Here are five essential areas to cover when delegating a task.

- **Task:** What do you expect the delegated person or group to do?
- **Reasons:** Why does the task need to be accomplished? Why should the person or group complete this task?
- **Players:** Who is involved in this task? Why is each involved?
- **Standards of performance:** What are specific expectations? At what quality and quantity do you expect the task to be completed? What type of feedback do you expect? By what time do you expect things to be completed?
- **Authority given:** What decisions is the delegated person or group allowed to make? Within what set of limitations must decisions be made?

Sources: *BOAction Leaders Facilitators' and Staff Member Guide* (1991). Alexandria, VA: National FFA Organization. and Charles C. Maz and Henry P. Sims, Jr. (1993). *Business Without Bosses*. New York: John Wiley & Sons, Inc.

NAAE TEACHER CREED

MY CREED

I am a teacher of vocational agriculture by choice and not by chance.

I believe in American agriculture; I dedicate my life to its development and the advancement of its people.

I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state and nation.

I will endeavor to develop professionally through study, travel and exploration.

I will not knowingly wrong my fellow teachers. I will defend them as far as honesty will permit.

I will work for the advancement of vocational agriculture and I will defend it in my community, state and nation.

I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers of the school.

My love for youth will spur me on to impart something from my life that will help make for each of my students a full and happy future.

NATIONAL ASSOCIATION OF AGRICULTURAL EDUCATORS

CHECKLIST

TEN STEPS FOR SETTING PROFESSIONAL GOALS

- Identify your professional weaknesses, needs or wants.
- Using identified weaknesses, needs or wants, identify your professional goals by filling out the “Professional Goals” sheet (p. 21-7).

Using the “Professional Goals” sheet as a reference, completely fill out the “Professional Goal Attainment Plan” for each goal. Make sure you—

- Set a deadline date when the goal will be accomplished.
- Identify obstacles you must overcome.
- Identify people or groups to work with.
- List skills and knowledge you will need to reach the goal.
- Develop a detailed plan of action.
- List the benefits you will realize by reaching the goal.
- List the benefits those who help you achieve the goal will realize.
- Identify a reward for accomplishment.

BENEFITS OF PROFESSIONAL GOALS

Setting goals for your professional development offers many advantages. Professional goals can—

- enable you to be, do and have more;
- empower you to use your talents fully;
- give you more purpose and direction in your career and your life;
- set parameters to guide your professional decisions;
- improve your organization and effectiveness;
- enable you to do more for others;
- improve your sense of purpose;
- make you more enthusiastic and motivated;
- empower you to achieve uncommon results.

PROFESSIONAL GOALS

Identify your professional weaknesses, needs and wants. Based on these, write up to ten professional goals.

**QUESTIONS TO DETERMINE YOUR MAJOR PROFESSIONAL GOALS
(must be answered yes):**

- 1. Is it really my goal?
- 2. Is it morally right and fair?
- 3. Are short-range goals consistent with long-range goals?
- 4. Can I commit myself to completing the project?
- 5. Can I envision reaching this goal?

LIST OF PROFESSIONAL GOALS:

- 1. (Example) Obtain my master's degree & administrative certification.
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

When you accomplish a goal, establish a new goal to take its place on the list.

FORM

PROFESSIONAL GOAL ATTAINMENT PLAN

GOAL: _____
(simple one-sentence statement)

Benefits for me:

Accomplish by: _____
(give a specific date)

Obstacles to overcome:

Benefits for others:

Skills or knowledge needed:

My reward for accomplishment:

People or groups who can help:

Action plan:

(WHO will act, WHAT will be accomplished, WHEN interim steps must be completed)

CHECKLIST

COPING WITH STRESS

Stress is an inevitable part of any new job and a fairly constant companion for teachers. Check off the strategies below that you will use to cope with day-to-day stress.

CONTROL THE SITUATION.

- Avoid unrealistic deadlines.
- Do your best, but know your limits.
- Realize you cannot be everything to everyone.
- Learn to identify and limit your exposure to stressful situations and people. Recognize when to walk away from a stressful situation rather than fight a losing battle.

OPEN UP TO OTHERS.

- When faced with a tough situation, smile! A sincere smile often can defuse emotion and build a bridge of goodwill.
- Discuss your problems, frustrations and sources of uptightness with those who care about you.
- Start a peer teacher support group to share frustrations and solutions with others in similar situations (see pages 23-5 through 23-6).
- Ask for help from others, including FFA Alumni leaders and other volunteers.

PACE YOURSELF.

- Plan your day on a flexible basis.
- Don't try to do two or more things at the same time.
- Remember—haste makes waste! Counter unproductive haste by forcing yourself to slow down. Stop and smell the roses.
- Think before reacting.
- Live on a day-to-day basis rather than on a minute-by-minute basis.

EXERCISE AND RELAX.

- Engage in regular physical activity.
- When feeling uptight, relax for a few minutes by following these simple steps—
 - sit comfortably with eyes closed in a quiet location;
 - slowly repeat a peaceful word or phrase over and over to yourself in your mind;
 - avoid distracting thoughts by keeping a passive mental attitude.

Source: Adapted from Kreitner, R. (1989). *Management*. Boston, MA: Houghton Mifflin.*

FORM

THE BARKSDALE PERSONAL STRESS INDEX

On a scale of 0 to 4, rate how strongly you identify with the following statements, with 0 being least strongly and 4 most strongly. It is essential that you answer these statements according to how you actually feel or behave, rather than according to any concepts you have about how you "should" or "shouldn't" feel or behave.

	least		most		
	0	1	2	3	4
1. I am easily angered by others' undesirable attitudes and behavior.	<input type="checkbox"/>				
2. I feel trapped by circumstances, demands and obligations.	<input type="checkbox"/>				
3. I have a compulsive need to do "more" and "better."	<input type="checkbox"/>				
4. I often put off doing things that I feel I ought to do now.	<input type="checkbox"/>				
5. I experience insecurity and anxiety about my future.	<input type="checkbox"/>				
6. I have an intense need for appreciation, love and caring.	<input type="checkbox"/>				
7. I have a strong need for recognition and respect.	<input type="checkbox"/>				
8. I have a compulsive need to meet others' requests.	<input type="checkbox"/>				
9. I deeply resent unfair situations and events.	<input type="checkbox"/>				
10. I do not get the recognition and credit I feel I deserve.	<input type="checkbox"/>				
11. I have an intense need for attention and approval.	<input type="checkbox"/>				
12. I find responsibility difficult to handle.	<input type="checkbox"/>				
13. I have an intense need for the confirmation and agreement of others.	<input type="checkbox"/>				
14. I find my life unfulfilled and meaningless.	<input type="checkbox"/>				
15. I often feel inadequate, inferior, unworthy and guilty.	<input type="checkbox"/>				
16. I am extremely impatient and easily frustrated.	<input type="checkbox"/>				
17. I have a compulsive need to prove my worth.	<input type="checkbox"/>				
18. I find it difficult to make decisions and stick to them.	<input type="checkbox"/>				
19. I am harsh and demanding with myself.	<input type="checkbox"/>				
20. I have a strong need to control people, situations and events.	<input type="checkbox"/>				
21. I blame myself for mistakes, defeats and failures.	<input type="checkbox"/>				
22. I experience anxiety about undertaking new endeavors.	<input type="checkbox"/>				
23. I worry a great deal about my work and my loved ones.	<input type="checkbox"/>				
24. I have a driving need to win—to be the best.	<input type="checkbox"/>				
25. I am very critical of people and displeasing behavior.	<input type="checkbox"/>				

continued

To find your personal stress index (PSI), simply add up your scores on the 25 stress statements. Your PSI will fall somewhere between 0 and 100. The higher your PSI, the more attention stress deserves if you want to make the most of your life.

SCORE INDICATIONS

5 or less—exceptionally low level of stress

20 or less—favorable level of stress

21 to 50—Stress threatens to handicap your well-being. Learn to identify stressors and implement stress-coping strategies.

Higher than 50—You are probably experiencing damaging levels of stress that, if prolonged indefinitely, could well be higher than the human organism can tolerate. Look for immediate help in coping with the high levels of stress in your life.

Source: Kaponya, P. (1990). *How to Survive Your First 90 Days at a New Company*. Hawthorne, N.J.: The Career Press, Inc.*

PROGRAM EVALUATION AND IMPROVEMENT

With any luck, your program and FFA chapter will never reach the point of being “the best they’ll ever be.” Changes in students, technology, knowledge and your own teaching expertise provide motivation and opportunity for continuous growth.

STEPS TO SUCCESS

1. Learn about **Total Quality Management** (p. 22-2), and plan ways you will apply this process to your program.
2. Track your specific ideas for improvement on the form, **Things I Learned This Year That I Can Use Next Year** (p. 22-4).
3. Publish an **annual report** (p. 22-5) for your program each year.
4. Continually seek and implement **ways to strengthen agricultural education** (p. 22-6) at the local, state and national levels.

IN THIS SECTION

Tips:

Total Quality Management 22-2

Form:

Things I Learned This Year That I Can Use Next Year 22-4

Checklist:

Annual Report Outline 22-5

Tips:

Ways to Strengthen Agricultural Education 22-6

TIPS

TOTAL QUALITY MANAGEMENT

The business improvement process of Total Quality Management (TQM) can be applied to the classroom and FFA chapter. Well used, it increases student ownership in coursework and prepares students for quality experiences in the work place. Following is a brief overview of how to use TQM in the classroom. Please consult other resources for more in-depth information.

Total Quality Management can be defined by four components—

- customer satisfaction;
- continuous improvement;
- empowerment;
- teamwork.

The TQM “Walk the Talk” Classroom Model* uses the steps that follow to implement TQM in the classroom.

DEVELOP CLASS VISION

Students need to understand why they are in school and why they are taking your course. Have students brainstorm a list of reasons they are in school. Then ask “Why are you taking this particular class?” Together, students can translate these reasons into a joint class vision. Guide students through a discussion until they reach consensus on their joint vision for the class. Post each class’s vision where students can see it and be reminded about why they are taking the course.

DETERMINE AND LIVE UNDER A SET OF CLASS “VALUES”

Class “values” might be called “rules,” “standards” or “code of conduct” in your classroom. Have students brainstorm potential class values. Inform them of any school and class rules that must apply. If they suggest ideas to which you object, share your objections and reasons. Guide students through a decision-making process to choose a list of seven to eight class values. Make the list available to students.

WORK AS TEAMS

Students will work on teams at work, at home and in the community for the rest of their lives. Your classroom is a great place for them to learn how to be effective team members. Identify class work that can be accomplished in teams. Assign students to the class’s first set of teams. Have each team develop a set of ground rules by which members will conduct themselves. Assign projects to the teams. As they work, help students analyze and understand not only project content but also the team process.

IDENTIFY CUSTOMERS

A class’s customers are those who depend on the outcome of the class to gain some level of knowledge or some desired result. Potential class customers include students, the instructor, other teachers, employers, parents, the school district, postsecondary institutions and colleges. Guide students through a brainstorming and discussion process to identify the class’s customers. Ask them to develop and use a method for measuring customer satisfaction.

DEFINE AND MEASURE CLASS QUALITY

Students (and teachers!) may not be accustomed to thinking of their education in terms of quality. Start a discussion of class quality by asking students to define quality characteristics of more concrete things—cars, movies, music, etc. Then ask, “What is quality education?” and “What is quality school work?” Work with

continued

students to identify specific quality measurements for this course, such as grading period grades, examination grades, percentage of homework turned in, class attendance, class tardiness, number of classroom disturbances or discipline problems. Have students choose one measurement to receive focus during the course's term. FFA chapter leaders can implement a parallel process by involving all members in setting the chapter's standards. Measure the level of the chosen indicators on a periodic basis.

CONTINUOUS IMPROVEMENT PROCESS

Step

1. Define the key quality measurement.
2. Measure current performance.
3. Understand and document the process.
4. Use a problem-solving process to understand why quality is lower than desired.
5. Develop and test solutions.
6. Implement solutions.
7. Evaluate solutions.
8. Recycle to step 4.

STRESS CONTINUOUS IMPROVEMENT

Continuous quality improvement is a commitment to develop and implement ways to raise performance in the specific quality measurements chosen by the class. It is a continuous process of student problem solving and evaluation of themselves, their peers and their work processes.

Example

Number of projects completed on time

Analysis of due dates and "actual" dates shows roughly 65% of team projects are completed by their due dates.

Teams form and begin projects on time. Teams are allowed time in class to work on projects. Teacher provides additional information when requested.

Track work process of teams that generally complete projects on time and teams that generally do not. Identify problem areas within the ineffective work processes.

Brainstorm better ways of working. Test each solution during project work. Discuss "what if" possibilities.

Train all teams in an effective work process. Provide periodic check-ups to make sure they understand what to do and are on target.

Determine percent of projects handed in on time for subsequent assignments. Discuss pros and cons of the new method with participants.

* Source: David Leigh. (1995). *The TQM "Walk the Talk" Classroom Model: A Step-by-Step Guide to Implementation in the Classroom*. Temple, Tx.: Temple Junior College.

CHECKLIST

ANNUAL REPORT OUTLINE

Each year, develop an annual report that covers the following categories. In the process, you will review and evaluate classroom, SAE and FFA activities and identify areas for further improvement. Distribute your report to administrators, the advisory committee, community supporters and parents as appropriate.

- Scope of Agriculture Education**
Include the goals or objectives of your department with a general description of the program.
- Enrollment by Classes**
Breakdown of classes taught with the number of students in each.
- Course Descriptions and Outlines**
Detailed course description and outline for each course taught to show direction of the total program.
- Advisory Council**
List of members, meeting dates and year's accomplishments.
- FFA Chapter Membership**
List of chapter officers and breakdown of membership by number in each grade and out of school.
- FFA Alumni Affiliate**
List FFA Alumni officers, total membership number, purpose and year's activities.
- NYFEA Affiliate**
List NYFEA leaders, total adult student/membership number, purpose and year's activities.
- Adult Class Descriptions and Outlines**
- Supervised Agricultural Experience Programs**
Include—
 - total number of programs;
 - breakdown of entrepreneurial and placement projects;
 - number of SAE program visits and mileage.
- Activities**
Calendar of yearly activities including classroom, FFA and instructor activities.
- Achievements**
Include accomplishments of the agriculture department and FFA chapter—
 - contest participation and students who participated;
 - FFA Conventions and leadership activities attended;
 - awards and honors received;
 - positive public relations (newspaper coverage, radio shows, etc.).
- Professional Improvement of Agriculture Instructor**
List workshops, conferences and inservice activities you attended for the year.
- Planned Summer Activities**
A monthly calendar with a listing of activities planned. (See Section 11.)
- Financial Reports**
Overview of funds received from all sources, expenditures and future plans.
- Conclusion**
Your focus on the year's accomplishments and goals for the future, curriculum changes, facility or structure improvements, etc.

Source: University of Illinois

TIPS

WAYS TO STRENGTHEN AGRICULTURAL EDUCATION

Here are some ways you can improve agricultural education at the local, state and national levels. Add your own ideas to the list.

- Obtain information and implement strategies to ensure your program includes the six essential elements for Local Program Success—
 - strong classroom and laboratory instruction;
 - connections between instruction and careers through supervised agricultural experience (SAE) programs;
 - active FFA chapter;
 - strong community and school partnerships;
 - program planning and marketing; and
 - teacher and program development.
- Offer to pilot new courses or curriculum software. Submit requested feedback on time. Write an article for the state agriculture teachers association newsletter about the results and how you implemented them in your local program.
- See whether local or state staff professional improvement funds can be used to attend workshops.
- Develop a World Wide Web page to showcase your program.
- Establish strong relationships or memberships with agricultural grassroots organizations such as the agricultural alliance and Farm Bureau that can provide support in legislative arenas.
- Create a program that allows FFA members to purchase items at a discount at major stores.
- Develop relationships with your state’s commodity organizations, and ask if you can attend their regional and state meetings and use their resource materials.
- Provide news releases and photos at every contest, award or event for members to send to local or regional news media.
- Conduct a “good will” tour with the FFA officer team to inform and cement relationships with key education and industry leaders in your area.

PROFESSIONAL DEVELOPMENT

Earning your degrees and achieving teacher certification are just the beginning of your training. As a professional educator, you need to demonstrate the concept of lifelong learning by constantly seeking new knowledge, experience, skills, insights and positive character traits.

STEPS TO SUCCESS

1. Learn about the **stages of professional development** (p. 23-2). Follow the suggested activities to advance in your development.
2. Become familiar with the **professional organizations** (p. 23-3) that can guide your professional development.
3. Recognize and aspire to the professional practices of **high-performing teachers** (p. 23-4).
4. Participate in a **peer teacher support group** (p. 23-5) to share teaching successes, challenges and insights.
5. Develop and **maintain a professional portfolio** (p. 23-7) that reflects your professional progress and achievements.

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TIPS

STAGES OF PROFESSIONAL DEVELOPMENT

Over the course of their careers, agriculture instructors/FFA advisors tend to go through various stages of personal and professional development that lead to job satisfaction or lack thereof. The model here can help you find “renewal” activities that provide professional fulfillment.

INITIAL PREPARATION STAGE

Training received as a preservice teacher including experiences in and out of the classroom.

INDUCTION STAGE

The first year of teaching begins the process of synthesizing various duties required in a model agricultural education program. Preservice training, previous experience in the classroom, FFA background and other elements help the first-year teacher make the transition from student to teacher.

CONTINUING DEVELOPMENT STAGE

Instructors/advisors take part in yearly professional growth opportunities that sharpen their skills and give them opportunities to meet with peers and develop plans for upcoming years.

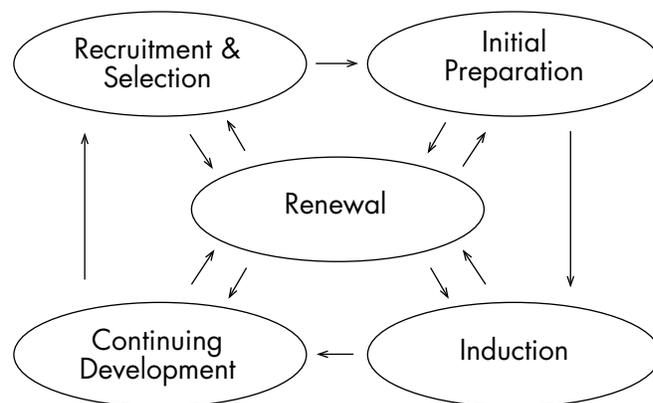
RENEWAL STAGE

During each phase of the model, instructors/advisors are able to participate in activities that serve to “renew” them both personally and professionally. Renewal leads to highly motivated, trained professionals who find fulfillment in their jobs.

RECRUITMENT AND SELECTION STAGE

Agriculture instructors/FFA advisors work with chapter officers and members in developing a viable membership recruitment program with accompanying activities. Students are encouraged to pursue careers of their choice, and teachers offer agricultural education as one of many careers in agriculture for students.

A MODEL FOR TEACHER PROFESSIONAL DEVELOPMENT IN AGRICULTURAL EDUCATION



Source: William G. Camp, Virginia Polytechnic Institute and State University

CHECKLIST

PROFESSIONAL ORGANIZATIONS

Developing as a well-rounded professional in any field requires a level of familiarity with and commitment to its professional organizations. Participating as an active member in these organizations, as well as the National FFA Organization will provide you with a variety of opportunities to—

- grow professionally and personally,
- obtain access to pertinent information related to agricultural education in general and to your field of expertise,
- develop associations with other professional educators.

Please note that membership dues for these professional organizations vary in cost and are typically tax deductible. Check off each organization when you receive related information.

National Association of Agricultural Educators (NAAE)

NVATA is “progressive leaders providing opportunities, service and advocacy for the agricultural education of society.” Contact NAAE at—

1410 King Street, Suite 400
Alexandria, VA 22314
Phone: (800) 772-0939
(703) 838-5885
Fax: (703) 838-5888
E-mail: jjackman@teamaged.org

State Agriculture Teachers Association

The state affiliate of the NAAE brings together agricultural educators who teach at the middle grade, high school, postsecondary and university levels.

Association for Career & Technical Education (ACTE)

ACTE brings together all areas of vocational education. It acts as a communications link between vocational educators, policy-makers, decision makers and the general public. Contact ACTE at—

1410 King Street
Alexandria, VA 22314
Phone: (703) 683-3111
Fax: (703) 683-7424

State Association

The state affiliate of the American Vocational Association, bringing together educators in all vocational areas.

Agricultural Industry Professional Organizations

Different professions within agricultural industry—such as horticulturists, cattle growers, nursery operators, agricultural engineers, etc.—have their own professional organizations. You may be able to maintain an affiliate or associate membership to stay up on current information, resources and contacts.

HIGH-PERFORMING TEACHERS

Every teacher can be a high-performing teacher! High-performing teachers have learned valuable strategies and skills that give them the confidence they need to rise above the challenges they face, make a difference in the lives of their students and be successful as teachers in today's society. High-performing teachers—

- **have a mission.** They know exactly what they want to accomplish in the classroom every day. They remind themselves each day of their purpose for teaching.
 - **possess a positive belief** in their ability to work successfully with students. They believe in themselves and have self-confidence that they can make a difference in students' lives.
 - **recognize that the choices they make have a profound impact** on their success. They know they need to seek solutions to help students learn and be successful in their lives, rather than worrying about what "should" be.
 - **develop problem-solving skills** that allow them to overcome any challenges they might encounter. They look for solutions to these challenges from a variety of sources such as other teachers, support staff, resource books and seminars.
 - **build positive relationships with students**—even the most challenging ones. They realize the more a student trusts and respects them, the more the student is willing to give of him- or herself and learn.
 - **build positive relationships with parents/guardians.** They understand they need to team with parents to let each student know the importance of education.
 - **maintain a positive attitude.** They understand that the success of their students in the classroom depends on their positive attitude. High-performing teachers set examples for their students so they, too, can be successful.
 - **develop communication skills** that help them motivate students and increase classroom effectiveness. Only ten percent of what people remember after someone has spoken involves what was said; the other 90 percent has to do with the way the speaker looked and sounded while speaking.
 - **take necessary steps to avoid teacher burnout.** They take good care of themselves physically and mentally by separating their personal life from their teaching life and managing their time effectively. They also reach out to colleagues and develop a positive support network.
 - **know where to put their time and effort to get the best results** and the greatest satisfaction out of teaching. They spend most of their time building relationships with students and parents, taking care of themselves and preventing problems.
 - **become part of the total school team.** They get involved and contribute to the achievement of the school's goals.
 - **teach students these same high-performing strategies** so students can reach their highest potential and achieve success.
- These high-performing teacher strategies and skills are not born within teachers, but are acquired attributes. High-performing teachers set goals to improve effectiveness in the classroom and realize they must take risks and seek help to accomplish this. Ask other teachers, administrators and counselors to share success stories that illustrate using high-performing techniques.

Source: Adapted, with permission, from class notes written by Tammy Belavek, Agriscience Instructor, Lapeer County Vo-Tech Center, Attica, Mich.

PEER TEACHER SUPPORT GROUP

A peer teacher support group is a group of teachers who meet on a regular basis to provide support to one another. Your group can include other beginning instructors who share thoughts, experiences, problems and solutions related to teaching. Even if you do not start a formal group, stay in touch with other nearby instructors on a regular basis.

ESTABLISHING A PEER TEACHER SUPPORT GROUP

Your state agriculture teachers association or state education department may have a system for connecting you to existing support groups. Otherwise, approach other beginning agriculture instructors to start a group. Here's how.

1. Collect names and phone numbers of other beginning agriculture instructors who are within a short drive. Call and invite each person to a meeting at which you will explore setting up a peer teacher support group.
2. As a group, review the suggested peer teacher support group functions and determine willingness to participate.
3. As a group, establish meeting dates, times and places. Collect names, phone numbers and e-mail addresses, and publish in a directory for the group.
4. Before each meeting, make a list of the thoughts and experiences you would like to discuss with your support group. Keep these lists so you may reflect on them over the course of the school year. Additional topics may be brought up during the meetings.
5. Make your support group participation a learning experience. Review your notes from each meeting, and compile lists of the things learned during the meetings. This will help you remember discussions that are important to you and your teaching. Keep these lists so you may reflect on them over the course of the school year.

PEER TEACHER SUPPORT GROUP FUNCTIONS

- **Serve as an outlet.**

The peer teacher support group should be a positive outlet you can use to improve your teaching, share your success, express your true thoughts and feelings, and vent your frustrations. Many times, unfortunately, groups of this type merely become complaint sessions where members become more and more discouraged and gain little that is helpful to them. Ward against this type of negativity by structuring your peer support group meetings to achieve the outcomes described below.

- **Generate solutions to problems.**

The peer teacher support group should attempt to generate solutions to teachers' identified problems. Allowing problems to surface without any effort to solve these problems will turn the group into a complaint session rather than a problem-solving group.

- **Learn new techniques for accomplishing teaching-related tasks.**

Discovering how other teachers tackle teaching-related tasks will help you learn new ways to tackle the same tasks. Ask your peers to describe techniques they use to accomplish a variety of teaching-related tasks.

continued

- **Gain insights from others' experiences.**
Listening to and discussing the experiences (both positive and negative) of other beginning agriculture instructors within the group will help you gain special insights on teaching. These insights may lead you toward or against certain teaching experiences. They may provide you with opportunities to evaluate aspects of teaching that you have not personally experienced as a beginning teacher.
- **Relieve stress by expressing and discussing frustrations.**
Telling others about your frustrations, then discussing them with others who face similar challenges, will help relieve some of the stress you may be experiencing due to your teaching and teaching-related tasks. Discussing the group's frustrations will provide you with opportunities to generate options that may be used to avoid or lessen teaching-related stress.
- **Reflecting on positive experiences.**
Use group time to reflect on group members' positive experiences. This will create an atmosphere conducive to encouragement and instructional improvement.
- **Build alliances among beginning agriculture instructors.**
Learning about and discussing the experiences and thoughts of other beginning agriculture instructors gives you opportunities to build relationships with others in similar situations. These alliances can evolve into a supportive network that far surpasses the boundaries of group meetings.
- **Share successes among beginning agriculture instructors.**
Sharing your successes with other beginning agriculture instructors gives group members the opportunity to gain positive feedback and encouragement related to their teaching accomplishments.
- **Create teacher "do's and don'ts" lists.**
Listening to and discussing the thoughts and experiences of other beginning agriculture instructors will help you create "do's and don'ts" lists for improving your teaching abilities. Of course, the "do's" lists will consist of those things you would like to do as a teacher, and the "don'ts" list will consist of those things you want to remember NOT to do.
- **Encourage group members to express their thoughts.**
The active participation of all group members will be important to the success of the peer teacher support group. All group members should be encouraged to express their thoughts and feelings regarding teaching experiences, activities, circumstances and situations.
- **Concentrate on how to improve teaching.**
The improvement of group members' teaching abilities should be a major outcome of the peer teacher support meetings. All topics discussed during group meetings should support and encourage improvement in teaching.

PROFESSIONAL PORTFOLIO MAINTENANCE

Develop and maintain a professional portfolio that reflects your professional progress and achievements. Such a collection can come in handy for salary reviews, award applications, graduate course admissions and at such time as you may explore other job opportunities.

It is important to keep track of activities you do related to the success of your local program. Keep records on your participation, involvement and achievements in professional development, classroom/laboratory instruction, experiential learning, student organization(s), program promotion and program development. At least once a year, summarize your professional activities and organize a notebook/portfolio with related samples.

The following sample activities are used for the Honorary American FFA Degree application and may remind you of professional involvements you need to track.

PROFESSIONAL DEVELOPMENT

- years of service and schools;
- education/degree;
- membership in professional organizations serving agricultural education;
- articles written;
- Professional Growth Series attended;
- inservice presentations attended;
- awards earned;
- local, district, area, state, regional and/or national professional offices and committee memberships;
- teacher recruitment;
- student teacher supervision;
- mentor program participation;
- membership in other professional organizations;
- conference and conventions attended;
- membership in other (nonprofessional) organizations.

CLASSROOM/LABORATORY INSTRUCTION

- instructional techniques and methodologies used;
- laboratory improvements—design, creation and/or funding of facilities;
- new curricula developed and implemented;
- tech-prep articulation efforts;
- new technologies;
- service on local, state or national curriculum development projects;
- service on curriculum advisory committees.

AGRICULTURAL EDUCATION STUDENTS' EXPERIENTIAL LEARNING

- supervised agricultural experience (SAE) programs;
- co-op programs;
- internships;
- apprenticeships;
- school-to-career programs;
- other student educational experiences beyond the classroom, school laboratories and student organization activities.

AGRICULTURAL EDUCATION STUDENT ORGANIZATION(S)

- student involvement in FFA programs, such as PALS, Food For America and the local Program of Activities;
- student participation in FFA training and events, such as Made for Excellence, Washington Leadership Conference, state FFA convention, National FFA Convention, etc.;

continued

- student accomplishments in FFA recognition activities, such as proficiency awards, FFA star awards program, career development events, National Chapter Award program, Agriscience Student Award program, scholarships, etc.;
- student election to offices beyond the local level;
- involvement and achievements of Young Farmer members;
- coordination of efforts with other student organizations.

BUILDING PARTNERSHIPS IN AGRICULTURAL EDUCATION

- FFA Alumni affiliate;
- advisory committees;
- parent partnerships;
- administrator/counselor partnerships;
- business community partnerships;
- community volunteers;
- Young Farmer students;
- booster clubs;
- civic/community organization involvement;
- Ag in the Classroom projects;
- partnerships with two- and four-year colleges.

AGRICULTURAL EDUCATION PROGRAM MARKETING

- communications plan—radio, television, newspaper and Internet/World Wide Web;
- student recruitment activities;
- agriculture celebrations (safety week, National FFA Week, National Agriculture Day, etc.);
- speaking engagements;
- consulting engagements.

AGRICULTURAL EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

- program financing and budgets;
- grant proposals completed;
- grants secured;
- program evolution and growth;
- future program planning;
- program outcomes;
- evaluation.

GLOSSARY

Here are definitions of terms used in this manual with which you may be unfamiliar. Use space at the end to add new terms you “discover” as your career advances.

advisory committee—group of business, industry, community and school-related people who function as a formal, school-appointed body to provide guidance and support for the agricultural education program/ FFA chapter.

agricultural education program (“program”)—the total structure and content of agricultural education at a school; includes classroom instruction, supervised agricultural experience (SAE) programs, FFA chapter activities and more.

Agricultural Proficiency Award program—national FFA program that rewards FFA members for exceptional accomplishments in progressing toward specific career objectives through their supervised agricultural experience (SAE) programs; awards are presented in up to 35 specific career areas.

agriculture instructor—educator certified to teach agricultural education.

American FFA Degree program—national FFA program that rewards FFA members who show exceptional progress in their supervised agricultural experience (SAE) programs; students must first attain the Greenhand Degree, Chapter FFA Degree and State FFA Degree.

career development events—hands-on educational activities organized by the National FFA Organization through which students demonstrate mastery of skills related to specific agricultural careers and leadership.

entrepreneurship—type of supervised agricultural experience (SAE) program that typically involves student ownership of an agricultural production or agribusiness enterprise.

extended program—activities conducted during times when school is not in session by agriculture instructors employed for up to 12 months a year.

FFA advisor—local agriculture instructor who guides student involvement in the FFA chapter.

FFA chapter—students in agricultural education program at the middle school, secondary or high school level who integrate classroom and laboratory instruction with supervised experience and FFA activities such as leadership training, competitive events and award recognition.

FFA Ventures Marketing Group—merchandising arm of the National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960.

Food For America—national FFA program that involves FFA members in presenting agricultural education lessons to teach elementary students about the ag heritage and where their food comes from.

learning technology—equipment and software used to facilitate instruction and enhance student learning.

middle grades students—students in grades six through eight; sometimes also includes grades five and nine, depending on local school system structure.

National Chapter Award program—national FFA program that rewards FFA chapters for accomplishments in developing and using a Program of Activities.

National FFA Alumni Association—national organization of past FFA members, parents, administrators, community leaders and others who wish to express support for students' involvement in the National FFA Organization.

National FFA Center—Business Operations for the National FFA Organization.

National FFA Foundation—branch of the National FFA Organization charged with soliciting and collecting donations for FFA programs and services.

National FFA Organization—national organization of students enrolled in agricultural education programs that develops students' potential for **premier leadership, personal growth and career success** through agricultural education.

PALS—national FFA mentoring program that involves FFA members working one-on-one with elementary students to improve their self-esteem and academic skills.

placement—type of supervised agricultural experience (SAE) program that involves a student working for wages, school credit or experience in the community or in the school's agriculture laboratory.

Program of Activities—written student-developed plan that defines FFA chapter goals and outlines steps students will take to meet the goals.

supervised agricultural experience (SAE) program—specific learning experiences planned and conducted by an individual student that contribute to the development of agricultural and personal skills.

KEY PUBLICATIONS AND RESOURCES

*Don't reinvent the wheel! By obtaining **and using** the many resources designed for agriculture instructors, you'll have a constant flow of new ideas and insights for all of the topics covered in this manual.*

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TIPS

NATIONAL FFA ORGANIZATION RESOURCES

The National FFA Organization offers a wide variety of resources to serve FFA chapters and agricultural education programs. Many of these are listed on this page and in other sections of this manual. For a complete current listing, consult the Agricultural Education Resources catalog and FFA Official Chapter Catalog published and distributed to FFA advisors annually. Call National FFA Ventures 1-888-332-2668 for most current Educational Resource Catalog

FOR INFORMATION, CONTACT—

National FFA Organization
6060 FFA Drive
P.O. Box 68960
Indianapolis, IN 46268-0960
317/802-6060
FAX: 317/802-6061
Telephone orders: 888/332-2668
FAX orders: 800/366-6556
<http://www.ffa.org>

PERIODICALS

FFA New Horizons
Sent to affiliated FFA members at their homes.

FFA Advisors Making a Difference
Sent to advisors of affiliated FFA chapters.

FFA-RELATED HANDBOOKS AND INSTRUCTIONAL MATERIALS

*Bridging Horizons, an FFA Advisor's Guide to FFA
Involvement for Members with Disabilities*

*Chapter Planning and Recognition: A Student
Handbook*

FFA Advisor's Guide to the Student Handbook

FFA Advisor's Public Relations Guide

Official FFA Manual

FFA Student Handbook

PALS: Partners in Active Learning Support Handbooks,
Brochure, Posters and Video

Reporter's Handbook

Secretary's Book

Treasurer's Book

LEADERSHIP AND PERSONAL GROWTH VIDEOS

"Goal Setting"

"Self-Motivation"

"Teamwork"

"Self-Esteem"

"Leadership"

"Communication"

CURRICULUM-RELATED HANDBOOKS AND INSTRUCTIONAL MATERIALS

American FFA Degree Handbook

Aquaculture Instructional Materials

Career Development Event Handbook

Food For America Kit

Middle Grade Agricultural Leader's Guide

Proficiency Award Handbook

continued

TIPS

NATIONAL FFA RESOURCES

INSTRUCTIONAL VIDEOS

"Agricultural Issues: Food Safety"
"Agricultural Issues: Water Quality"
"Agricultural Sales Training"
"CDEs, Career Success for the Future"
"Introduction to Parliamentary Procedure"
"Livestock CDE, Fundamentals for Success"
"Livestock Judging: Market Hog Evaluation"
"Marketing, It's More Than You Think"
"National FFA Horse Selection Career Development Event Training"
"Retail Cut Identification: Update"
"SAE, It's More Than You Think" Video

CAREERS

Agricultural Biotechnology National Skills Standards
Booklet, Guide and Video
Agriculture: An Industry Too Big to Ignore Brochure
Chronicle Agricultural Occupations Guidebook
"Create a Reaction" Video
Discover an Agricultural Biotechnology Career That May Be for You Brochure
Open Door Brochure
Think About It Brochure

AGRICULTURAL SAFETY

Teaming Up...A Farm Safety Walkabout for Kids
Workbook
Teaching Agricultural Safety to Kids Curriculum
"Safety Net" Video

Teen Farm Stress Management Workshop Kit
Farm Safety Walkabout Curriculum Package
First Aid Kit
Coloring/Activity Book
Helmet Promotion Folders
"Play It Safe" Game
Evaluation Guidebook for Community Youth Safety Programs

RECRUITMENT

Bulletin Board Kit Series
Discover World-Class Opportunities in FFA Brochure
"FFA: Building Tomorrow" Video
"Make It Happen...Join FFA" Video
"Today's FFA...It's You" Video

SCHOOL, COMMUNITY AND BUSINESS SUPPORT

"Agricultural Education...Investing in Our Future"
Video
Agriculture: An Industry Too Big to Ignore Brochure
Open a Promising Future for Students Brochure with
Chartering a Chapter Insert
Open a Promising Future for Students Brochure with
School Counselor Insert
Partner Development Handbook
School-to-Career Solutions Brochure
Think About It Brochure

PROFESSIONAL ORGANIZATION RESOURCES

NAAE

The National Association of Agricultural Educators offers the following resources. For information, contact—

NAAE

1410 King Street, Suite 400

Alexandria, VA 22314

1-800-772-0939

703/838-5885

FAX: 703/838-5888

Internet Guide

George Washington: Agricultural Pioneer Instructional Materials

Get the Facts About Teaching Agriculture Flyer

Legislative Guide

NAAE News & Views

Risk Management Instructional Materials (forthcoming)

NATIONAL COUNCIL FOR AGRICULTURAL EDUCATION

The Council offers the following resources. For information, contact—

National Council for Agricultural Education

1410 King Street, Suite 400

Alexandria, VA 22314

703/838-5881

FAX: 703/838-5888

Animal Welfare Instructional Materials

Applied Environmental Science Activities

Aquaculture Species Manuals

Beef Marketing

Decisions & Dollars Instructional Materials

Focusing on Agricultural Issues Instructional Materials

Food Science, Safety and Nutrition Instructional Materials

Maximum Economic Yield/No-Till Ag Instructional Materials

SAE Experiencing Agriculture Handbook

ACTE

The American *ACTE* offers a variety of resources focused on school-to-career education and other areas. It also publishes *Techniques* magazine, *School-to-Work Reporter* and *Vocational Education Weekly*. For information or to order, contact—

ACTE Product Sales

1410 King Street

Alexandria, VA 22314

800/826-9972

FAX: 703/683-7424

E-mail: avahq@avaonline.org

<http://www.avaonline.org>

OTHER TEACHER- RECOMMENDED RESOURCES

PERIODICALS

FFA Advisor's Making A Difference

6060 FFA Drive, P.O. Box 68960
Indianapolis, IN 46268-0960
317/802-6060

Agricultural Education Magazine

See link at www.teamaged.org

FFA Alumni New Visions

6060 FFA Drive
P.O. Box 68960
Indianapolis, IN 46268-0960
317/802-6060

Journal of Agricultural Education

c/o Business Manager
American Association for Agricultural Education
Texas A&M University
FE Box 2588
College Station, TX 77843
409/845-6601

INFORMATION ON TEACHING AND EDUCATIONAL ISSUES

Association for Supervision and Curriculum Development

1250 North Pitt Street
Alexandria, VA 22314
800/933-ASCD or 703/549-9110, press 2
<http://www.ascd.org>

Curriculum and program planning

Energize, Inc.

5450 Wissahickon Avenue
Philadelphia, PA 19144
215/438-8342

Volunteer and organization management

Gary Huesel

114 Agricultural Hall
University of Nebraska Lincoln
Lincoln, NE 68583-0700
402/472-9009
E-mail: fhyd001@unlvm.unl.edu
Diversity/teamwork

National Occupational Information Coordinating Committee

202/653-5665

*Career portfolios; request contact information for your
state's office*

Research for Better Teaching, Inc.

56 Bellows Hill Road
Carlisle, MA 01741
508/369-8191
Teaching skills

continued

TIPS OTHER TEACHER-RECOMMENDED RESOURCES

INTERNET WEB SITE ADDRESSES

* Be sure to type <http://> before all web site addresses.

@griculture Online

www.agriculture.com

Agigator

gnv.ifas.ufl.edu/www/agator_home.htm

American Crop Protection Association's "Ag on the Internet"

www.acpa.org/public/interest/interest.html

Career Magazine

www.careermag.com

Center of Education and Work

www.cew.wisc.edu

Dairy Industry

www.moomilk.com/

Environmental Careers Guide

www.princeton.edu/~rcurtis/careeroe.html

Farm Bureau

www.fb.com/

Agriculture Information Services

www.aginfo.com

Cooperative State Research Education and Extension Service

www.reeusda.gov/

Livestock Virtual Library

www.ansi.okstate.edu/library/

Matt Raven's Home Page (agriculture-related links)

www2.msstate.edu/~raven/ag/aglinks.html

National Council for Agricultural Education

www.council@ffa.org

National FFA Online

www.ffa.org

National 4-H Council

www.fourhcouncil.edu/

University Council for Vocational Education

www.ed.uiuc.edu/

U.S. Department of Agriculture

www.usda.gov

Virtual Library for Integrated Pest Management

ipmwww.ncsu.edu/cipm/Virtual_Center.html

SOURCES OF TEACHING MATERIALS

AGRICULTURE AND NATURAL RESOURCES CURRICULUM

Curriculum and Instructional Materials Center

1500 W. Seventh Avenue
Stillwater, OK 74074-4364
800/654-4502
FAX: 405/743-5154

Instructional packets, videos

Instructional Materials Service

Mail Stop 2588
College Station, TX 77843-2588
409/845-6601
FAX: 409/845-6608

Instructional units, slides, videos, ag. literacy

Deere & Co. Service Publications Dept.

John Deere Road
Moline, IL 61265
309/765-3000
FAX: 309/765-5154

Textbooks, videos, films: farm management, machinery, soil management

MAVCC

1500 W. Seventh Avenue
Stillwater, OK 74074-4364
800/654-3988
FAX: 405/743-5154

Natural resources, drafting, power units

NASCO

P.O. Box 901
Fort Atkinson, WI 53538-0901
800/558-9595
FAX: 414/563-8296

Ag. supplies, lab equip., books, videos, software, ag. games

National Council for Agricultural Education

P.O. Box 15035
Alexandria, VA 22309-0035
703/360-8832
FAX: 703/360-5524

Curriculum materials

Ohio Ag. Ed. Curriculum Materials Service

The Ohio State University
Room 254
2120 Fyffe Road
Columbus, OH 43210-1067
614/292-4848
FAX: 800/292-4919

Videos, books, software

Wisconsin Dept. of Public Instruction, Pub. Sales

Drawer 179
Milwaukee, WI 53293-0179
800/243-8782
FAX: 608/267-1052

Curriculum planning guide for Wisconsin, classroom activities

AUDIOVISUALS, BOOKS, SOFTWARE, ETC.

AAVIM

220 Smithonia Road
Winterville, GA 30683
800/228-4689
FAX: 706/742-7005

Software, videos, books

Academic Press, Inc.

Attn: Orders Dept., 5th Floor
6277 Sea Harbor Drive
Orlando, FL 32887
800/321-5068
FAX: 800/433-6303

Textbooks

Ag Ed Network

137 South Main Street
West Bend, WI 53095
800/334-9779
FAX: 414/334-6223

Internet agricultural instructional units

TIPS

SOURCES OF TEACHING MATERIALS

Agri-Education, Inc.

P.O. Box 497
Stratford, IA 50249
515/838-3000
FAX: 515/838-2788

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DIRECTORIES

“Location, location, location” may be the key to success in real estate, but “contacts, contacts, contacts” are vital to the agriculture instructor. Collect directories of names, addresses, phone numbers and e-mail addresses in the following categories. (If a number is given, it indicates the page number of a related form in this manual.) If there is not enough room in this manual, set up a separate notebook labeled “directories” to hold them. You may want to use a computer database or management contact program for frequent contacts.

School

- School district personnel
- School administrative offices
- School faculty and staff extension numbers

Program

- Student Information Form* (13-6)
- Advisory committee members (18-7)
- Advisory subcommittees (18-8)
- NYFEA members (19-8)

FFA Chapter

- FFA officers (9-8)
- FFA members
- FFA Alumni members (19-4)

Community

- Business Contact Record* (17-3)
- Community leaders (2-6)

Peer Support Group

- Peer support group members

State Staff

- Department of Education staff
- University staff

State Agriculture Teachers Association

- Officers and board
- Legislative network
- Regions and districts
- State map showing regions/districts

State FFA Organization

- FFA and FFA Foundation staff
- State officers and advisors
- Region/District officers and advisors
- State FFA Alumni Association leaders

State Government

- State legislators
- State Department of Agriculture
- State Department of Natural Resources

National FFA

- National FFA staff teams
- National FFA Foundation staff
- National FFA Alumni Association staff
- State FFA advisors and executive secretaries

Related National Organizations

- American Association for Agricultural Education (AAAE)
- National Association of Supervisors of Agricultural Education (NASAE)
- The National Council for Agricultural Education
- National FFA Alumni Association
- National Postsecondary Agricultural Student Organization (PAS)
- National Association for Agricultural Educators (NAAE)
- National Young Farmers Educational Association (NYFEA)

TIPS

TIPS

SAMPLE

SAMPLE

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FORM