
Experiential Learning (Supervised Agricultural Experience Program)

The Experiential Learning (SAEP) component of the secondary agriculture program is designed to provide opportunities for students to experience the diversity of the agriculture, food, fiber and natural resources sectors. According to Phipps, Osborne, Dyer, and Ball (2008) *Handbook on Agricultural Education in the Public Schools*, Supervised Agricultural Experience (SAE) programs consist of “planned, sequential agricultural activities of educational value by students outside of class and laboratory instruction for which systematic instruction and supervision are provided by their teachers, parents, employers, and others” (p.438).

Vision

All students enrolled in a secondary agriculture program will develop an experiential learning (SAE) program that is a planned agricultural activity, supporting skill and competency development, career success, and application of agriculture and academic skills.

Mission

Experiential learning (SAE) programs prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources sectors. Experiential learning (SAE) programs are teacher-supervised, individualized, hands-on and student-developed; and provide students real-world experience to help them select a career, secure employment and/or prepare for further education in the field of agriculture.

Standards and Guidelines

The importance of SAE programs in the experience of students enrolled in secondary agriculture programs is reflected in the *National Quality Program Standards for Agricultural Education (2009)*, which identifies seven quality indicators for a Supervised Agricultural Experience Program

1. All students have experiential learning (SAE) programs based on career pathways/clusters/interests and agricultural curriculum standards.
2. Experiential learning (SAE) programs are planned, developed, and managed by the student with instruction and support from the agriculture teacher, parents and/or employer.
3. The agriculture teacher maintains accurate records of all experiential learning (SAE) supervision.
4. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agriculture teacher throughout the calendar year.
5. Each student maintains up-to-date and accurate experiential learning (SAE) records.
6. An annual summary of students’ experiential learning (SAE) programs is completed and submitted to the appropriate entities.
7. Students have comprehensive experiential learning (SAE) programs that show evidence in growth in size and/or scope.

Supervised Agricultural Experience Program Criterion

The SAE program should consist of one or more projects that meet the following criteria:

- **SUPERVISED** - Does the project plan include supervision by the teacher, parent (guardian), and/or employer?
- **AGRICULTURAL** - Is the project in an area related to agriculture, food, fiber and natural resources?
- **EXPERIENCE** - Does the planned experience include hands-on, practical opportunities for students?
- **PROGRAM** - Is there a planned course of action including record keeping and expansion?
- **INSTRUCTION** - Will related instruction be provided?
- **TIME** - Will a portion of the planned experience be conducted outside of scheduled class time?
- **ECONOMIC BASE** - Does the activity have the potential to make a contribution to family living now or in the future and will it be profitable?
- **EVALUATED** - Is there a planned evaluation, summary, and incorporated grade given?
- **RECOGNITION** - Does the project have the potential to be recognized through the FFA awards program?

Projects and Programs of Supervised Agricultural Experience

To be successful in the agriculture workplace and life, students need comprehensive **SAE Programs**, which consist of one or more SAE projects. **Projects** are planned and supervised workplace applications of skills and competencies learned in secondary agriculture programs. Projects must be both cumulative and relevant to the educational goals of the student. Each **SAE Project** naturally builds upon another to become an **SAE Program**. The following projects are approved as components of an SAE program.

Major Components of SAE (see diagram on the following page)

Entrepreneurship - students own and manage an agricultural enterprise, such as a crop, livestock, or an agricultural business.

Exploratory/Directed Laboratory Experience - designed primarily to help students become literate in agriculture and/or become aware of possible careers in agriculture.

Placement - students are employed in agribusiness firms, school or community facilities, and/or on farms or ranches.

Research/Experimental - students plan and conduct an Agriscience experiment using the scientific process.

Minor Components of SAE

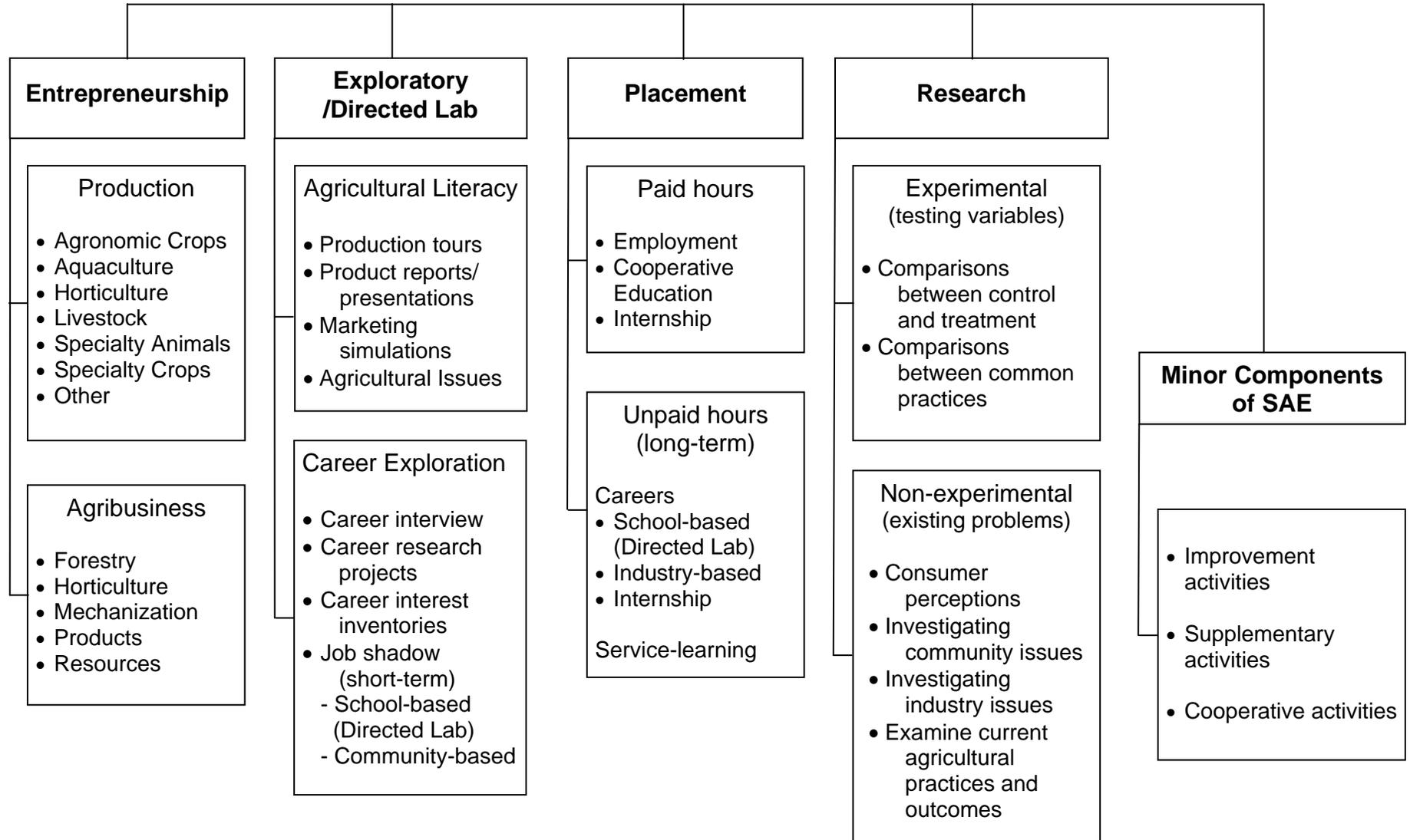
Improvement Activities – Learning activities that improve the value or appearance of a home, business, school, or community. It can also improve the efficiency of a business or enterprise. Improvement activities require include a planning component, require a series of steps and multiple days for completion.

Supplementary Activities - students perform a specific agricultural skill outside of normal class time; activity often accomplished in less than a day and does not require a series of steps.

Cooperative Activities - An individual, class, group of students, or chapter may form a cooperative business unit, where members share responsibilities and any profits/dividends from the project.

After logging on to <https://www.ffa.org/home>, fact sheets about each type of SAE project, project ideas, and promotional brochures can be downloaded at <https://www.ffa.org/about/supervised-agricultural-experiences>.

SUPERVISED AGRICULTURAL EXPERIENCE PROJECT TYPES



Instructor Supervision

The *National Quality Program Standards for Agricultural Education (2009)* indicate all student SAE projects should be supervised by the agriculture teacher, including regularly scheduled on-site supervisory visits or observations. The purpose of the supervisory visits is to monitor student progress toward SAEP and instructional goals, to provide one-on-one time between instructor and student to work on financial records and individual problems, and provide opportunities to interface with parents. Motivation and communication with students and parents are the underlying benefits from regular SAEP visitations.

For SAEP supervisory visitations to be successful, they should be planned and scheduled in advance. The general recommendation has been to make one visit during each school semester and two during the summer to complete four visits per year. Setting up a calendar of visits at the beginning of the fall semester, at the beginning of the winter/spring semester, and during May for summer will insure that the visitation schedule is evenly distributed and that students are available.

The *National Quality Program Standards for Agricultural Education (2009)* outline seven exemplary quality indicators for SAEP supervision in the secondary agriculture program:

- All students enrolled in the program have an approved experiential learning (SAE) program, documented by a continuous record keeping program.
- Each student has an experiential learning (SAE) program developed through a consultation between the student, agricultural instructor, parents/guardians, and the employer (when applicable).
- A documented record of each experiential learning (SAE) supervision visit outside of regular class time with a minimum of 180 supervisory visits or 4 per student per year per teacher.
- A 12-month calendar of instruction, including regularly scheduled supervisory visits of student experiential learning (SAE) is filed monthly with the school administration.
- Each student enrolled in the program maintains an up-to-date and accurate experiential learning (SAE) record, examined and approved monthly by the agriculture instructor.
- An annual summary of students' experiential learning (SAE) programs is completed and submitted to the appropriate entities, including state department of agricultural education, local school board, administration, and is maintained in the department's permanent records.
- All students enrolled in the program have comprehensive experiential learning (SAE) programs that show evidence of growth in size and/or scope.

The following are approved guidelines for SAE supervisory visits:

1. Teacher must spend at least 20 minutes in an individual conference with the student.
2. Individual conferences will be scheduled outside of class time.
3. Activities must be instructional in nature and related to the student's SAEP.
4. At least one SAEP observation per year should include the parents and guardians.
5. Teacher should provide written document of observations.

Supervisory Period

School districts should provide an SAE supervision period for the agriculture instructor to make supervisory observations. This period should be reserved and used for SAE instruction. In some cases, it may be difficult to arrange on-site observations during this period because of when it falls during the day and students' class schedules. However, the practice of completing one or two supervisory observations with each student at school during the instructor's SAE period or conference time has been recognized as being appropriate and worthwhile for many students, as long as the remaining supervisory observations are completed on-site. Instructors should use extreme discretion in removing students from other classes for SAEP supervisory visitations. Make sure that adequate notice is provided and proper permission is obtained from teachers of other classes. Local school policies often dictate how flexible students and teachers can be in participating in SAEP observations during the school day. Observation schedules should always be shared with the appropriate school administrators.

Possible types of at school observation are:

- Work on financial records, applications, exploratory, experimental and analytical projects.
- Conference related to work in school laboratory.
- Conference related to planning an observation activity - at school or home.

NOTE: The intent is not to include work with Career Development Events or FFA officer meetings.

SAEP Records - Each student should maintain SAEP records as a part of his/her SAE program. Most will use the Missouri Agriculture Record Book for Secondary Students, available at <http://dass.missouri.edu/aged/resources/record-book.php>. Other record systems, such as computer programs, can be used as long as they provide the necessary information for record summarization. SAEP records should be evaluated regularly and included as a factor in students' grades. Sample grading procedures are included in *Experiencing Agriculture, A Handbook On Supervised Agricultural Experience* (1992), in Chapter 8 of the *Program Planning*

Handbook for Missouri Schools, and NAAE communities of Practice:
(<http://communities.naae.org/community/experiential-learning>).

Research/Experimental and Analytical SAEP Program - Accurate records are critical to meaningful scientific inquiry. Students should keep a log book of all research and experiments as outlined in the National FFA Agriscience Fair Handbook:

Students should also document research activities using the Agriscience Project log record book forms available on the University of Missouri Agricultural Education website:
(<http://dass.missouri.edu/aged/resources/record-book.php>).

Students Placed for Credit In Cooperative Vocational Education Programs - Students who are placed for credit (Agriculture - Coop), either during the school year or in the summer, must meet state established guidelines concerning written instructional plans, instructor supervision, and hours of credit granted for work experience
(<https://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/supervised-business-marketing/cooperative>).

Agricultural Coop credits and supervision should be guided by DESE's Supervised Business Handbook, available at
https://dese.mo.gov/sites/default/files/BE_SBE_Handbook_0.pdf.

If students are placed in off-campus programs for credit, a copy of the latest policy statement must be obtained from the Department of Elementary and Secondary Education to make sure that all requirements are being met.

The following policies apply to the operation of cooperative education as part of DESE approved Career and Technical Education programs:

(https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf):

- The teacher/coordinator must provide both in-class related instruction and supervision of students' on-the-job training.
- Students must be enrolled in both the class and the supervised employment simultaneously.
- Training stations must be appropriate for the occupational area for which the program is designed.
- There must be a written Instructional Management Plan (IMP) between the school and the training sponsor that identifies both in-class instruction and on-the-job training that the student will receive.
- A current IMP must be on file for each student receiving cooperative education credit.
- There must be a written training agreement between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or disability.

- The credit awarded for on-the-job training should be 1 unit per school year for each 10 hours of employment per week. No more than 2 credits may be awarded for on-the-job training during a school year.
- Teacher/coordinator employment contracts should include an additional week beyond regular teacher contracts for each twelve to fifteen cooperative education students so that counseling, placement, scheduling and training station development can be conducted.
- The teacher/coordinator's schedule must include 225 minutes per week for each 12-15 cooperative students for supervision of an on-the-job training.
- Evaluation of students on the job must include occupationally specific skills as well as attitudinal criteria.

References - Two primary references are available and should be used by Missouri agriculture instructors in planning and conducting SAE programs: *Developing Programs of Supervised Agricultural Experience*, (<http://www.missouricareereducation.org/for/content/ag>), and *Missouri Record Book for Secondary Students*, (<http://dass.missouri.edu/aged/resources/record-book.php>). The curriculum guide provides instructional units to be included in each year of instruction.

An additional reference entitled, *Experiencing Agriculture, A Handbook on Supervised Agriculture Experience*, (1992) contains instructional and planning materials developed as a project of *The National Council for Agricultural Education* for agriculture instructors across the country. The materials should be used to supplement Missouri's curriculum guides. A copy of the materials can be ordered from the National FFA Supply Service. Additional support documents and reference text for SAE can be found at the following websites:

SAE Central Website: <http://harvest.cals.ncsu.edu/agscience/resources/sae-central/>

National FFA Website: <https://www.ffa.org>

MyCAERT: <http://www.mycart.com/>

NAAE Communities of Practice: <http://communities.naae.org/community/experiential-learning>

The following documents and forms are provided to assist in planning and supervising students' SAEs:

- Exploratory SAE Opportunities
- Exploratory SAE Planning Form
- SAE Training Plan – Management Practices – Experiences Gained
- Placement SAE Weekly Report
- Placement Evaluation
- Scientific Writing
- The Scientific Paper
- Laboratory Experiment Report
- Supervision Record
- SAE Supervision Log
- High School Record Book Procedures
- “Sample” Monthly Scoring Guide Key for Record Book
- “Sample” Annual Scoring Guide Key for Record Book
- Agriculture - Cooperative Memorandum of Understanding
- Student Work Agreement - Agriculture Cooperative
- Agriculture Cooperative Parent Letter