

**SAE For All:
Implementing the National Council for Agricultural Education's
SAE Philosophy and Guiding Principles**

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Introduction/Need for Innovation or Idea

Supervised Agricultural Experience (SAE) serves as the experiential, project-, or work-based learning component of a school-based agricultural education program with the goal of providing students opportunities in and exposure to the agriculture industry, possibly leading to a chosen career path (NCAE, 2016). As early as the 1980s, it was recognized that, while teachers generally supported the idea of SAE, they find difficulty implementing the concept with students (Osborne, 1988). Given this difficulty and other potential factors, SAE is often a component of school-based agricultural education that does not achieve a high degree of participation (Rank & Retallick, 2016).

How it Works

Based on the National Council for Agricultural Education's (NCAE) *Philosophy and Guiding Principles for Execution of the Supervised Agricultural Experience Component of the Total School Based Agricultural Education Program* (2015), all students should maintain an SAE program at some level. More specifically, the document describes that an Exploratory SAE is appropriate for all enrolled agricultural education students. The NCAE SAE Committee has recently renamed the Exploratory SAE to the Foundational SAE in recognition of the significant differences between what was previously considered exploratory activities compared to what the SAE Committee has detailed should be part of the new Foundational SAE. This new SAE category now includes four components, including 1) Career Exploration and Planning, 2) Personal Financial Management and Planning, 3) Workplace Safety, and 4) Agricultural Literacy. Students are expected to maintain this SAE by completing graded activities that address each component in every agricultural course in which students are enrolled throughout their secondary career.

Beyond the Foundational SAE, students may also choose to add an Immersion SAE to their program, which may include one or more of the following five SAE types: 1) Placement/Internship experience, 2) Ownership/Entrepreneurship experience, 3) Research experience (of which there are three sub-types), 4) a School-Based Enterprise, or 5) a Service Learning experience. The NCAE SAE Committee is in the process of identifying the expected graded components for each SAE type in addition to recognizing that some students are motivated to go beyond the minimum graded expectation to seek recognition opportunities through FFA awards programs or will maximize their experience for the purpose of personal career readiness.

The innovative idea proposed is an "SAE student roadmap," or framework for a student's experience in SAE throughout their career in agricultural education (Figure 1). This model may be used to assist local agricultural education teachers to conceptualize the NCAE's vision for SAE as the teacher plans to implement it into their local classes and program. It has also been used to help focus the work of the SAE Committee in the latest stages of materials development.

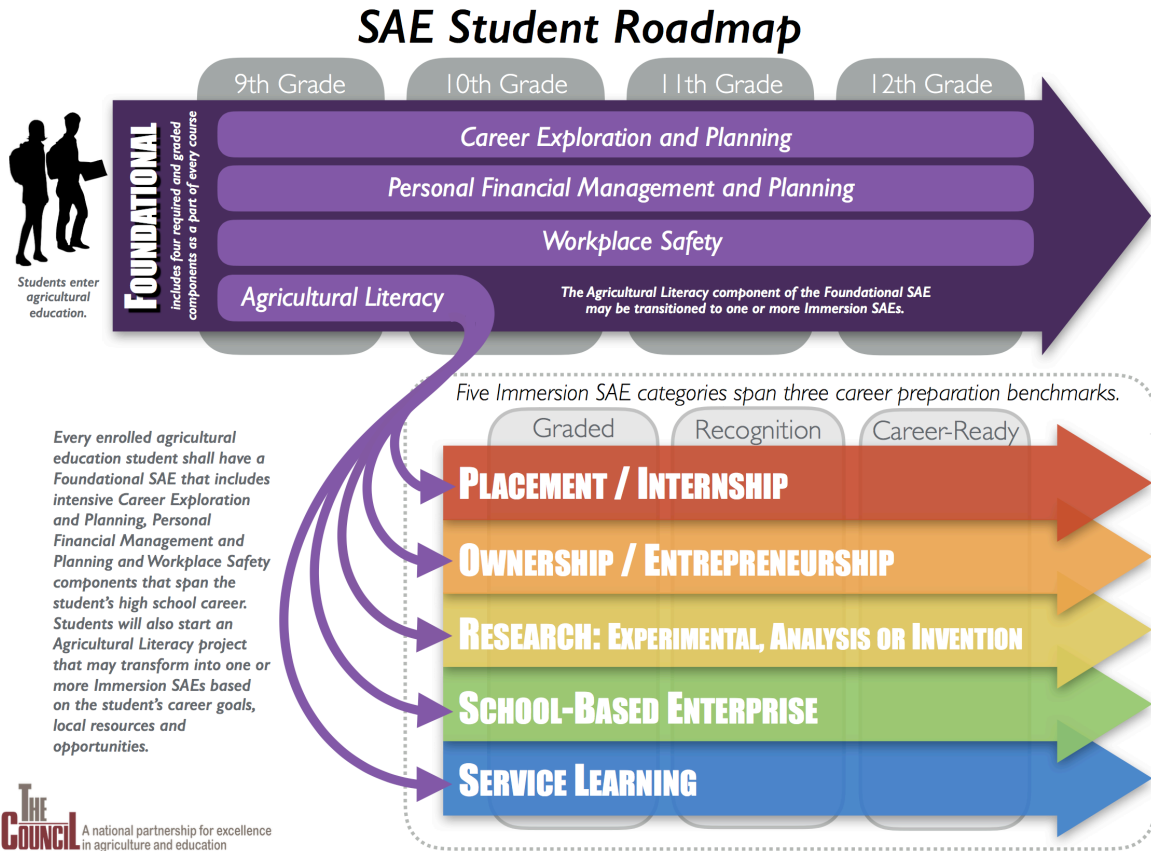


Figure 1. SAE Student Roadmap as drafted by Kreifels and the NCAE SAE Committee.

Results to Date/Implications

While the NCAE has been working to revise SAE since 2008, the adoption of the *SAE Philosophy and Guiding Principles* document in 2015 has accelerated development of tangible outcomes supporting these efforts. Within the last year, the SAE Committee has also drafted definitions and quality indicators for each type of SAE in order to commission the development of resources available to teachers and local programs beginning in the summer of 2017.

Future Plans/Advice to Others

With the development of resources available this summer, it is recommended that each state Team Ag Ed develop a plan for implementation that includes both pre- and in-service teacher development. Teacher preparation institutions are able to naturally embed the content into their undergraduate coursework. In terms of professional development for in-service teachers, it is recommended that teacher educators work to encourage cooperating teachers to be included in the first professional development opportunities, ideally consisting of long-term or sustained experiences or graduate coursework in order to better support future student teachers.

Cost/Resources Needed

Much of the work for the renewal of SAE has been funded by the NCAE, including the current development of educational and implementation resources. The cost for individual states to implement SAE will primarily come in the form of professional development for teachers based on the individual state's plan.

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