

The Integration of SAE for All Philosophy Throughout the Preservice Agricultural Education Experience

Jason Hughes
 Brandie Disberger
 Dr. Jon Ulmer
 Dr. Gaea Hock

Department of Communications and Agricultural Education
 Kansas State University

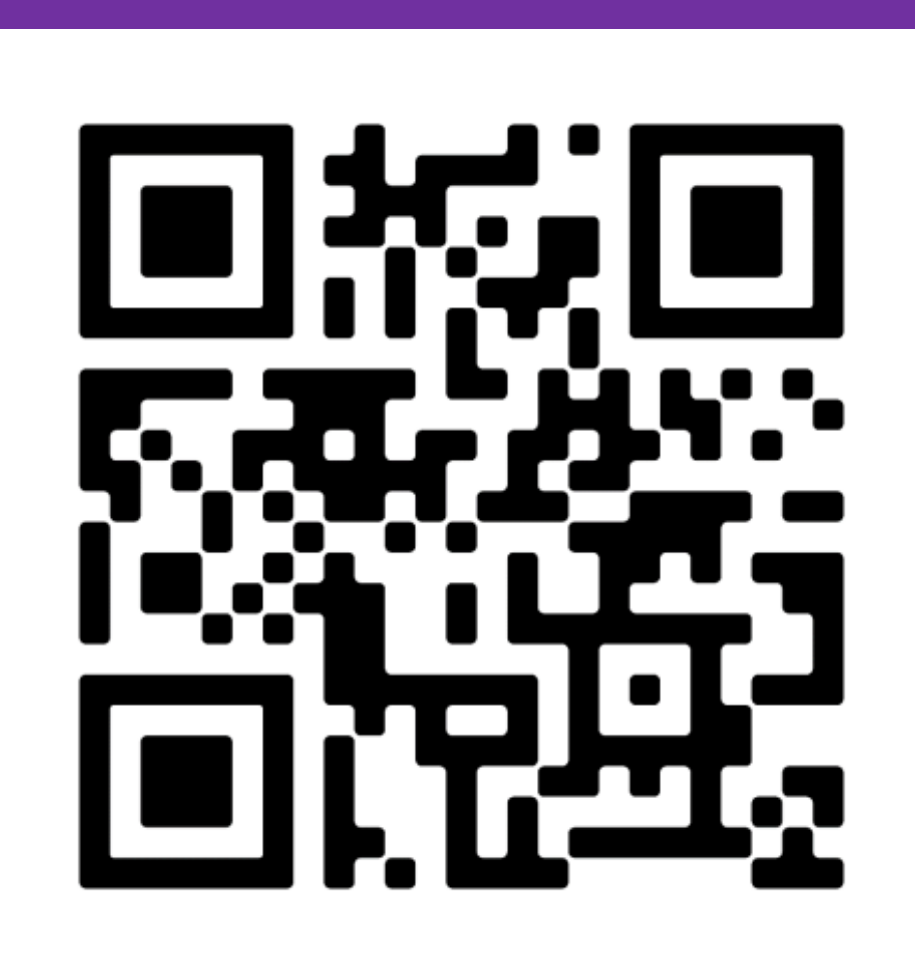
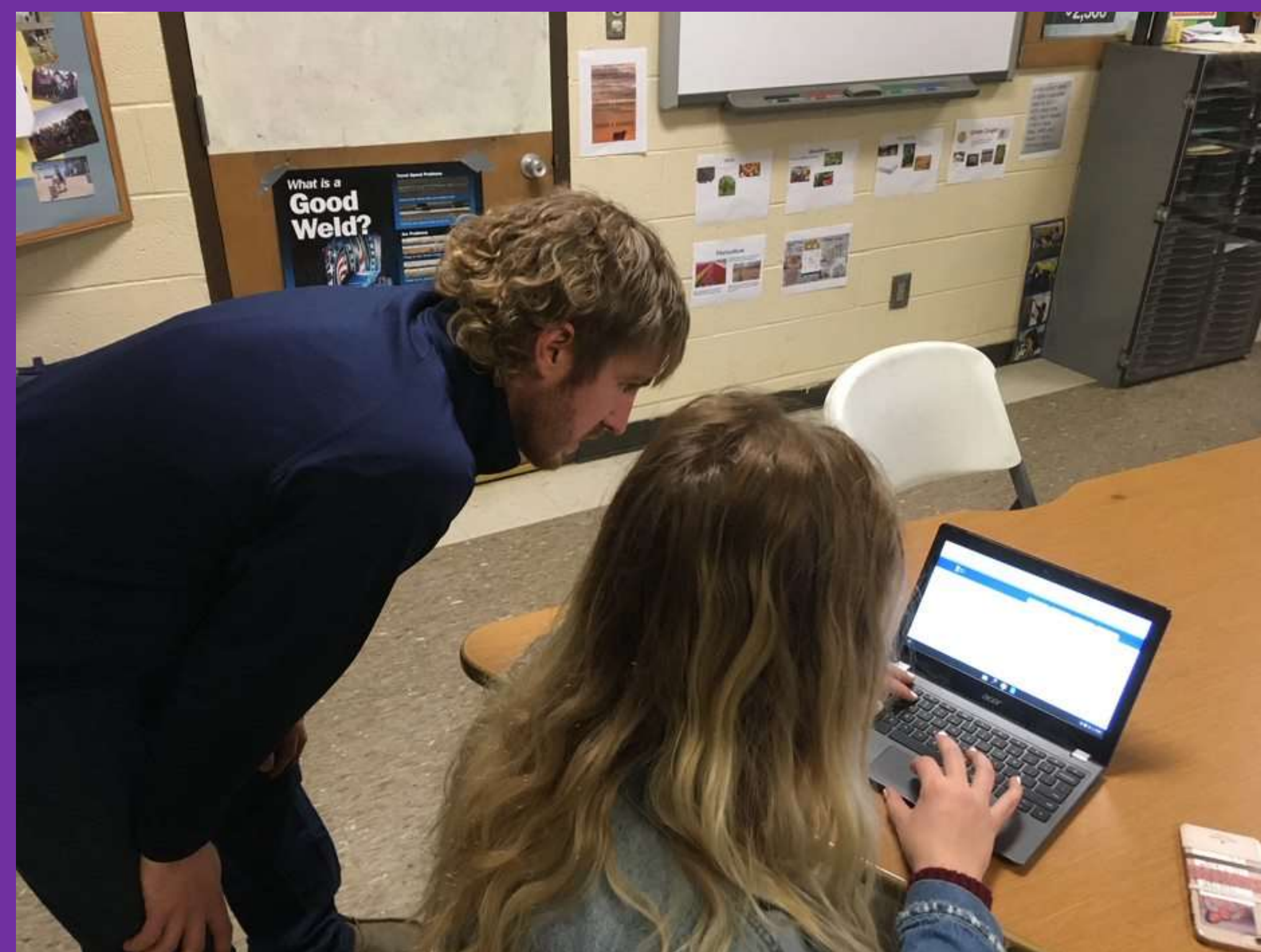
Introduction

Students entering undergraduate agricultural education programs have a varying range of experience with SAEs prior to arriving to the University. In order for all of our future teachers to know the value and importance of SAE and to feel adequate and confident with SAE implementation, preservice teaching programs must develop an integrated approach to teaching SAE.

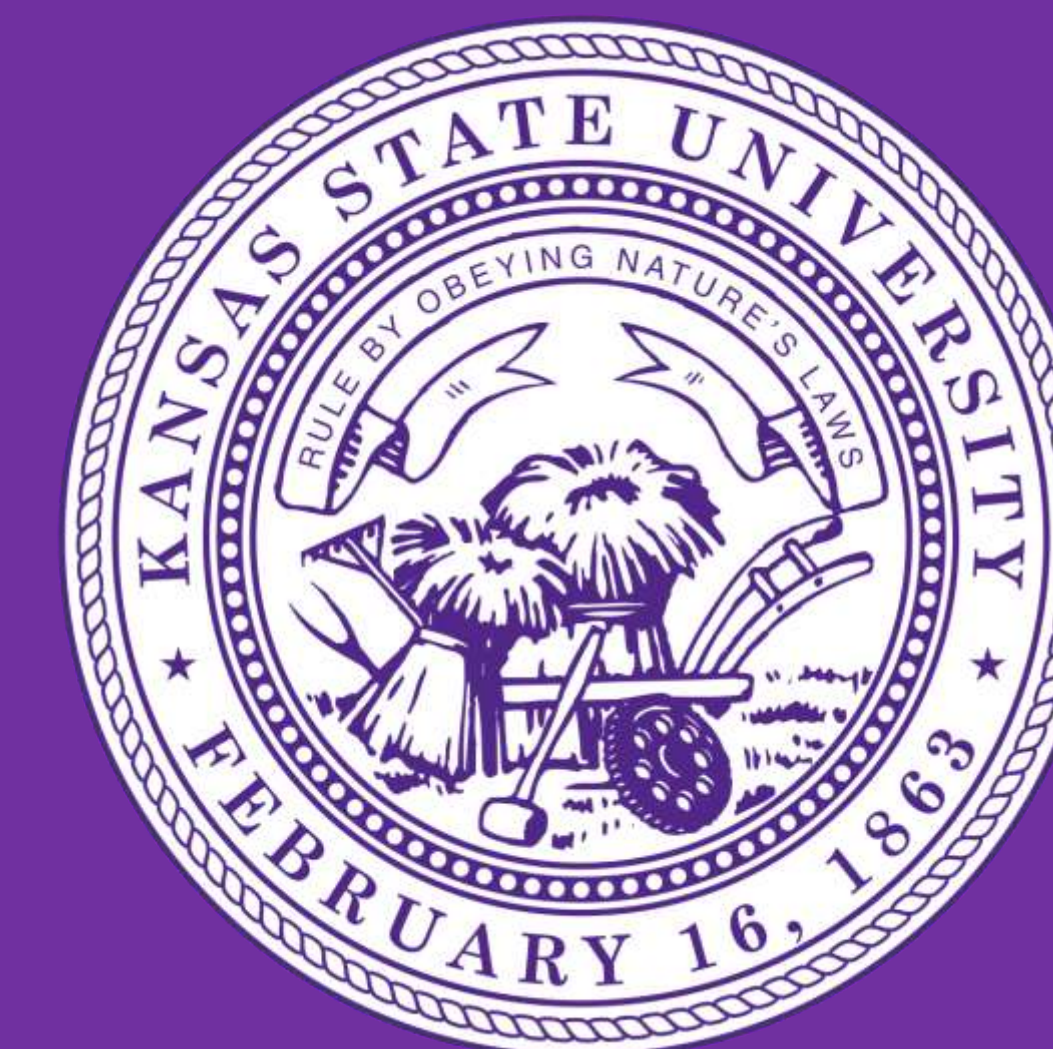
How it Works

First Semester Students	Introduced to SAE philosophy	Toured Ag Ed programs with SAE emphasis	Opened an AET account
Sophomores or Juniors	Visited two Ag Ed programs	20% of visit assignment focused on SAE	Three full days of visits
Seniors	SAE for All Training	SAE Unit and Lesson Planning	Further AET work
Student Interns	SAE lesson planning and teaching	Worked with students on record keeping	Made student SAE visits

A program that strengthens and sustains preservice SAE knowledge, ability, and confidence for a new generation of teachers by integrating SAE instruction and experiences throughout the four-year undergraduate experience.



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Results

Pre and post survey results of SAE for All training indicated a significant increase in each item and a positive impact on the students perceived knowledge and ability of SAE for All implementation.

“Through the coursework and professional development experience, I have gained useful knowledge and am prepared to implement the SAE for All framework during my teaching internship and in my future agricultural education program.” – Trenton Smedley, KSU Ag Ed Senior

Advice to Others

- Integrating a SAE for All philosophy throughout the undergraduate program takes a high level of commitment from the agricultural education faculty.
- This philosophy only works when the program has a clear goal for SAE integration over multiple courses and experiences.
- The faculty must have the support of current teachers and from the agricultural education team across the state to make SAE for All integration a success.

References

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- Rubenstein, E. D., Thoron, A. C., & Estep, C. M. (2014). Perceived self-efficacy of preservice agriculture teachers toward specific SAE competencies. *Journal of Agricultural Education*, 55(4), 72–84. doi:10.5032/jae.2014.04072