

Arizona Implementation of SAE for All

by Joshua Troub and Amber Rice

Introduction

One of the major obstacles in effectively implementing the new *SAE for All* program across the United States and its territories is the issue of dispersion to teachers. With over 13,000 agricultural educators and FFA advisors spread across 8,612 local FFA chapters (National FFA, 2019); ensuring proper knowledge, training, and utilization of *SAE for All* can be a daunting process for individual states to undertake. Thus, during the Spring and Summer months of 2019, regional Train the Trainer conferences were held so each state could develop and efficiently implement individualized plans for distribution of *SAE for All*. Arizona agriculture teachers, teacher educators, and state staff attended the first Train the Trainer workshop held in Phoenix, Arizona in May 2019 and worked together to strategize a long-term plan for Arizona. In this article, we will discuss the adoption plan and corresponding ideology being used in our state.

Arizona's *SAE for All* adoption plan is outlined in the following stages: **Distribution**, **Implementation**, and **Reconvening**. The Distribution Stage marks the dissemination of knowledge and training related to *SAE for All*. The Implementation Stage occurs when teachers will begin to use their new knowledge and skills in the classroom. Finally, once the teachers have begun to practice, we will enter the Reconvening Stage to ask and answer emergent questions and share ideas. We understand that *SAE for All* is a

new philosophy, and we will not implement it perfectly during our first attempts. Therefore, in order to ensure longevity within our state, it is important to reconvene and discuss strategies that could be improved within the classroom.

Distribution

Currently, Arizona is near the end of the Distribution Stage. It is crucial to ensure that all our teachers know what *SAE for All* is, why it should be adopted, and how they can use it in their classrooms. It is difficult, however, for our teachers to travel to a central location to complete trainings, so we devised a strategy that would combine *SAE for All* teacher training with multiple, pre-existing conferences held in different regions on various dates during September 2019. These pre-existing conferences are called Summit Conferences, which are organized for developing leadership in 9th to 11th grade FFA members and held in seven separate regions across the state. Ideally, teachers would already be bringing their students to Arizona FFA's Summit Conferences and would not have to go out of their way to attend a separate training.



Additionally, if a teacher is not able to make it to their region's training due to a scheduling conflict, there are six other opportunities for them to receive the same training.

The trainings consist of a five-hour workshop facilitated by at least two of the nine Arizona representatives who attended the Train the Trainer conference hosted in Phoenix. The five-hour workshop curriculum was adopted from the two-day Train the Trainer conference and disseminated to all trainers to ensure that regardless of location they attend for their training, all teachers receive a congruent message. All teachers were provided with a spiral bound edition of the teacher guide for *SAE for All* and a participant guide for the workshop. Hannah Parker, second year agriculture teacher at Mesquite High School had this to say after completing her *SAE for All* training, "I am eager to implement *SAE for All* into my program. I have students who I can't get motivated to do an SAE, and I think the new format will bring out student interest and engage all students in my program." Kaycee Larios, first year agriculture teacher at Cienega High School said, "Through this workshop I learned new strategies to have ALL my students have meaningful SAEs."

Implementation

The Implementation Stage is comprised of individual teachers integrating *SAE for All* in their programs. We expect most of our teachers to be implementing *SAE for All* strategies beginning this Fall 2019 through Spring 2020, and ALL teachers to have adopted



the new philosophy by Fall 2020. Early adopter Casey Farnsworth, agriculture teacher at Casa Grande High School and *SAE for All* state facilitator, had this to say about his budding attempt at integrating the new philosophy with his students in August 2019, “*SAE for All* has been a great way for students to explore career paths and to identify a clear purpose for where they want to be in the future.” It will be important for communication to be open during this time so any pressing issues with implementation can be resolved. Our state views this stage as a trial period to surface any issues that may have initially been overlooked. Teachers are encouraged to make note of implementation problems so that we can address them during the next stage of adoption. Concurrently, The University of Arizona is developing an online curriculum resource warehouse so that Arizona teachers have a “one stop shop” for *SAE for All* ideas. This curriculum warehouse includes teacher materials, templates, and resources that have been devel-

oped nationally and new resources that Arizona teachers are developing. This curriculum warehouse is the independent study project of preservice Arizona agriculture teacher Elizabeth Rollins.

Reconvening

The last stage Arizona currently has in place is the Reconvening Stage. It is designed so that we can openly address any questions that have arisen during the Implementation Stage and make plans for future *SAE for All* initiatives. We will also investigate possible financial support to incentivize implementation in individual programs. During Agriculture Teacher’s Summer Conference 2020 there will be professional development related to *SAE for All*. This will include roundtable discussions to share new ideas, refresher courses for alternatively certified teachers entering the profession for the first time, and an Ideas Unlimited session with a focus on *SAE for All*.

Moving Forward with *SAE for All*

Amber Ford, second year ag-

riculture teacher at Tombstone High School said, “*SAE for All* will help my students feel more empowered about what they want to do for a career. It allows them to discover exactly what steps they need to take and more importantly a plan on how to get there.” Teacher comments like these exemplify why Arizona has decided to move forward with *SAE for All*. The new philosophy reduces both student and teacher barriers to the traditional SAE format and guides agricultural education programs into the 21st century.

References

National FFA Organization. (2019, September 5). *Our Membership*. Retrieved from <https://www.ffa.org/our-membership/>



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