

The Ag Teacher Feast: An Introductory Podcast to the World of High School Agriculture
Education

by
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Abstract:

This project was designed to produce a podcast series about different aspects of high school agriculture education. The target audience is potential agriculture educators who want to know more about the field they may enter. Using personal research and interviews with both students and teachers, a series of six episodes was created. Learning guides were also created to accompany each episode. These episodes are now published on Spotify and can be listened to by the general public. Further study into the number of listeners and effectiveness of information is needed.

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Introduction:

In this ever-changing world, there are many ways to spread information to the public. With the ease of access and multitude of topics, podcasts are an excellent method to provide insight into multiple ideas. Since the first podcast was published in the mid-2000s, there has been a steady rise in both the number of podcasts and listeners.

According to Edison Research, 5 in 10 Americans have listened to a podcast (Richter, 2020). On top of that, more than one third of Americans in 2020 listened to podcasts on a regular basis, which was an increase from the previous year (“The Infinite Dial”, 2020).

One article states that 37% of Americans listen to a podcast monthly, and 24% listen weekly (Schumer, 2020). As there are many listeners already and numbers continue to rise, this format is a viable option for anyone who wants to spread their message.

Furthermore, there is no limitation to the topics that can be presented in a podcast. As of January 2021, there are 1,750,000 podcasts and 43,000,000 episodes available to the public (Winn, 2021). Clearly there is room for every topic to be discussed and dissected for an audience. For these reasons, I have created a podcast series that can be used to inform others about agriculture education.

The podcast’s target audience is potential agriculture educators. This audience was chosen because of my personal background in the topic. Starting college, I did not know all of the responsibilities of being an ag teacher. I would have been more prepared for the coursework if I had a basic understanding of the topics presented in the podcast. The purpose of this podcast is to inform the audience of the different facets of agriculture education and give an introduction to what will be taught in school. However, the

information in the series is accessible to anyone in the public. Terminology is adequately explained for even the most novice listener to learn something worthwhile.

Methodology:

The podcast was produced using Zoom, Audacity, and Anchor software. All interviews were conducted over Zoom while the audio was recorded. All participants were informed of the recording process and knew that their voices would be heard on the podcast. Zoom provided the best accessibility for all interviewees while still having decent quality audio. Audacity was utilized to edit audio recordings for content and quality. One interview had multiple places where the signal cut out and long pauses were cut. Anchor provided the tools to put together the different portions of each episode. All individual host recordings were done on the Anchor software platform. Also, all sound effects and music were made available through the tools provided. Anchor also allowed publication onto the Spotify podcast platform.

The podcast series is titled “The Ag Teacher Feast”. Each episode is represented by a different portion of a meal. This was chosen because agriculture is heavily related to food. Also, it sets a fun, creative framework for the information to be given to the listener. The background music for the introduction and conclusion of each episode was chosen because it has a light and easygoing tone. It puts the listener at ease and prepares them to relax and learn new information.

All questions were given to the interviewees prior to their recording sessions. This gave all subjects the time to prepare answers and be ready to give thoughtful responses. However, the wording of some questions were changed to achieve better flow of the interview. Also, some questions were impromptu and built on the responses given. The

original questions are located in Appendix II of this document. Every interview also had a section for highlights. This was done because some interviews were lengthy, and I wanted to give valuable takeaway information from each interview. Learning guides were created for each episode of the podcast. This is intended for teachers to use as a tool in their classroom. They can assign an episode and use the learning guide to help students pick up on the important information presented in each podcast. Each guide has objectives for the episode with differing levels of Bloom's Taxonomy to develop higher areas of learning. There are pre-listening questions to get students in the right state of mind for the episode. The questions for focus can only be answered by listening to the podcast episode. Also, the group discussion questions are meant to extend understanding on each topic and have students apply what they have learned to their own experiences. There is also a final summative assessment with 18 questions, each aligned to an objective.

Episode 1: The Appetizer- Introduction and Importance of CTE

This episode focused on introducing the podcast series and laying the foundation for Career and Technical Education (CTE) courses. It is called "The Appetizer" because it sets the stage for the rest of the series. Information in this episode included an explanation of the federal acts that fund CTE, an analysis of an article telling why CTE is important, and an interview with a CTE specialist. I selected these topics to give a basic understanding of CTE, where it came from, and how it is implemented in schools. The four acts that were given logically progress to where CTE is now. First, the Morrill Land Grant College Act passed in 1862 established institutions in each state for the purpose of teaching practical areas. This laid the foundation to bring education about agriculture to

the public. In 1887, the Hatch Act was adopted which allowed for agriculture research programs to be established. This improved producer knowledge of agriculture and how to grow crops. This did not however bring the information to those in schools. In 1917 the Smith Hughes Vocational Education Act was passed which allotted funds to vocational education about agriculture. National funding was now available to teach different classes of students the importance of agriculture (ACTE, 2019). The last act covered in the episode is what is currently in effect. The Carl Perkins Act of 1984 renamed vocational education to CTE and continued funding to these programs (ACTE, 2019). This was included to let potential educators know that they need to make their programs worthwhile to ensure that funding will still be available in the future.

The article discussed in this episode explained the reasons for CTE and why it must be continued. According to this author, CTE provides students with skills that are not given in the traditional classroom (Bartholomew, 2014). Students who participate in CTE are taught to think creatively and problem solve. These skills are relevant to other academic subjects and are wanted by future employers. The author argues that teachers and parents need to be advocates for CTE funding to ensure that all students have the opportunity to foster these skills. This was included in the podcast to help future educators understand that their programs matter for helping students improve their educational experiences.

The interview in this episode was with Brian Lewis, a CTE specialist for Rutherford County. This portion was included to give listeners an idea of what the purpose of CTE is in high schools. The first question gave an introduction to the work that is completed to have a successful CTE program be in a school. It requires outside

work to develop programs that will prepare students for the workforce. This led to the second question, which asks about the purpose of CTE. From the interview, the listener learned that CTE is focused on turning students into productive workers for society. The third question was asked to help listeners see how CTE programs are chosen for different schools. It all depends on what jobs will be available to students after finishing high school. The fourth question showed listeners what skills students receive from being a part of CTE. Mr. Lewis told of his experiences where he can tell what students have been in CTE based on how they present themselves. This told listeners the potential they have to turn students into better versions of themselves. The final question explored how CTE will continue to change as industry changes. Future teachers are made aware that technology will become more and more prevalent in the field of agriculture. With the culmination of this episode, listeners are able to understand CTE and why it is an essential portion of high schools.

Episode 2: The Meat and Potatoes- Classroom Instruction

This episode covered one of the three portions of the three-circle model of agriculture education— classroom instruction. It is called “The Meat and Potatoes” because it is the main interaction that teachers have with students. This is where the most information about agriculture is given. Included in this discussion was a description of different learning theories that supports this type of instruction, a detailed list of the six programs of study in agriculture education, and an interview with a teacher who is in a school with all of the programs of study. This information was selected to give listeners an idea of what is taught, why it is taught, and how it is taught. The first learning theory discusses making the content of the lesson meaningful to the students. If students have no

connection to the material, then it will not be properly retained (Ausubel, 1969). The introduction of this theory told the listener that the instruction should be relatable to the student and apply the concepts that are meant to be learned. Also, the theory of social constructivism was explained. This theory tells that when students are exposed to the ideas of their peers and society, then they are more likely to build on what they know (Bodrova and Leong, 2007). In this type of classroom, students are exposed to the ideas of their peers and see agriculture as an integral part of society. If they are able to connect their ideas to others then the information they receive will be more comprehensive. The ag classroom can play a significant role in preparing students to learn by hearing the ideas of others and understanding how the concepts they learn will affect society.

The six programs of study were explained in this episode. The purpose of this was to show the variety of classes that future educators may have to instruct. When I began my college career, I did not know about all of the options that I may teach. This was meant to give students a larger idea of all of the content that can be covered in an ag classroom. Furthermore, it was explained that teachers may get a program they know nothing about. Thus, it is important to have an idea of what could be potentially assigned.

This episode included an interview with Ann Johnson, a teacher at Munford High School in West Tennessee. The program there currently has five educators leading to all programs of study being taught. The first question established what program Ms. Johnson currently instructs. It also shows that teachers may have more than one program to help cover. The second question demonstrated that having multiple official programs can be beneficial to students. The more worthwhile options, the better; students will have more choice in what aspect of agriculture they want to be a part of. The third and subsequent

clarifying questions allowed listeners to know that programs of study may be based on facilities and laboratories available at the school. The fourth question emphasized the importance of using lab instruction in lessons. This aspect provides students hands-on experience that connects the concepts learned in the classroom to actual work. Question five dealt with the extra responsibility of lab upkeep; from this the listener can understand that students are a valuable resource and can have independent work involving lab upkeep. The sixth question showed how all of the parts of the three circle model can intersect with each other. The classroom can be assisted through the use of FFA and Supervised Agriculture Experiences (SAE). The final question demonstrated how the ag classroom can be fun for students. It allows for different instruction from what students are accustomed to. With all of this information, future teachers can see that the ag classroom can be an enjoyable learning environment to connect information to the real world.

Episode 3: The Gravy- FFA

This episode covers another aspect of the three circle model—FFA. It is titled “The Gravy” as this portion accentuates the main course of the meal. The National FFA Organization (FFA stands for Future Farmers of America) is a student organization that extends the learning of the classroom; its purpose is to give leadership skills to students based in the agriculture industry. This episode includes an analysis of a study done about needs met by FFA, a breakdown of different aspects of FFA, an interview with the current Tennessee State FFA President, and an interview with an FFA advisor. The study that was discussed asked FFA members questions to determine if their needs of finding acceptance, self-esteem, and self-actualization were being met. Overwhelmingly,

students' needs were taken care of by being active in FFA (Rose et al., 2016). With this information, future educators can see how FFA is of great benefit to students if the program is run correctly. Also, information was given on how a local chapter is supposed to be run. Every chapter has a Program of Activities, POA, created by the members. I included this information because I did not know this before attending college. This is important for future teachers to understand. The students create and facilitate the POA while the teacher is there to advise. The competitions in FFA were also brought up because they play an important part for the teacher to help students and dedicate time outside of the classroom.

The first interview was with Harrison Falcofsky, the current 2021-2022 State FFA President. Harrison was chosen because he was very active in high school, and he represented a student who did not come from the traditional ag background. This was intentional as it allows the listener to see that a student does not need to be from a farm to be an outstanding FFA member. The first question was meant to inform the audience that FFA can continue on after high school whether it be in the form of collegiate or alumni membership. The second question showed that Harrison did not know much about agriculture before he took courses in high school. The third question illustrated that there are many events to participate in for students. This shows the target audience that students will have a variety of options, so there is always a place for them. The fourth question was meant to present the fact that FFA can help a student grow from where they were before high school. The fifth question allowed listeners to understand that participation in FFA can help members find what they are passionate about and pursue career goals, which is the purpose of CTE. The sixth question demonstrates that students

are willing to work hard and dedicate much of their time to being an FFA member. However, students can be active at certain points of the school year and still have a meaningful experience because of participation in FFA. The seventh question was very open ended to the point that I did not know how Harrison would respond. The main purpose was to let the listener know that students have ideas and should be listened to because they have the experience of being a member. The student perspective is valuable to a teacher because it may have been a while since the educator has been in FFA.

The second interview on this episode was with Rachel McClanahan, a teacher at Oakland High School. The first question established that there is a large number of active students in the program. Additionally, it informed the audience that Tennessee is an affiliated state; this means that all students who are in an ag classroom are also members of FFA. The second question allowed the audience to see that the advisor is there to facilitate the work of the students. Because FFA is student-led, the advisor is there to assist when needed, not be the leader. The third question told of how chapter events can be social and professional. Meetings can take many forms, and the students decide what goals they want to achieve. The fourth question demonstrated using FFA in the classroom. However, from this discussion it is evident that having teams will take time outside of the class environment. The fifth question allowed listeners to understand that teachers will see their students grow and become more confident in themselves. The sixth question brought up the topic of work-life balance. This topic is covered multiple times in the podcast series. Future educators need to realize that this position can take a lot of effort, especially if the program is active. The final question again could have many answers. In this case, listeners are able to understand that agriculture should be the main

focus of FFA. The different perspectives on FFA from both the student and teacher show how it can be impactful on how students perceive and understand what they learn in the classroom.

Episode 4: The Sides- SAE

Episode four focused on giving information about SAE, Supervised Agriculture Experience. It's title "The Sides" indicates that there are many types of SAEs for students to complete, and they are all unique. Information told to the listener in this episode included a study of how teachers perceive SAE, a breakdown of the types of SAEs and award opportunities, an interview with a student about their SAE, and an interview with a professor about implementing SAE. First, the study provided information about how teachers value SAE in their programs. It said that many of the teachers saw it as a meaningful asset in increasing hands-on experiences and influencing career skills (Moore, 2017). However, many educators explained a need for more information and resources to implement effective student projects. This led into the next topic of the SAE-For-All program that offers many tools and guides in each type of SAE. As a student in the high school classroom, I did not know very much about my individual project. I know having these guides in my high school career would have driven me to have a more meaningful project. This information was shared to let future educators know that there are many options for a student's SAE, and it may not be very difficult to implement. Award opportunities were also explained to tell how FFA and SAE intersect for students to be rewarded for their achievements.

The first interview was with Devon Yates, a Sophomore at Middle Tennessee State University. She was chosen because her SAE spanned her high school experience,

and it also grew as she progressed through school. This was meant to inform the listeners that SAEs evolve across the students' time in school. Question one and its clarifying question allowed the listeners to hear the explicit title of the type of SAE and relate it back to what had been previously discussed. The second question outlined Devon's SAE and showed its evolution throughout high school. This was intended for audience members to know that SAEs can start relatively small but turn into more independent and meaningful work. The third question gave the listeners first-hand knowledge of a student competing for proficiency awards. Question four showed how Devon was using the knowledge from her Greenhouse Management class to inform her work in the SAE. This showed the target audience that the material in the classroom can help students develop their projects. The fifth question demonstrated that having worthwhile experiences in the ag classroom can do more than just enhance skills. They also allow students to have a reason to be engaged in the learning process. Some students will not want to be at school if there is nothing interesting for them. SAE can provide students the opportunity to have ownership of their learning experience. The final question was meant to tell listeners that what students participate in during high school will affect their career goals. Without SAE, Devon may not have known what she wanted to do after graduating. Teachers need to be aware that they provide the opportunity for students to develop themselves and their career goals.

The second interview was with Dr. Chaney Mosley, a professor of Agriculture Education at Middle Tennessee State University. He was chosen as he has had experience in the classroom and is an expert at implementing SAEs for all students. The first question demonstrated that there may be misconceptions as to what the teacher's

responsibility is in helping students complete their projects. Teachers are meant to help students plan and then let them do their own work. There may be benchmarks along the way to check on progress, but the teacher is not responsible for being a part of the project in depth. The second question shows that there are plenty of opportunities for students to have an SAE; it is not a difficult task for all students to have their own project. The third question explains how SAE gives students an authentic learning experience that applies the knowledge they have learned. It would be a disservice to students if teachers do not give all students the experience of having an SAE. The fourth question describes the different skills that students receive from their experiences. Employability and technical skills are given to students who have an SAE that is meaningful to them. The final question and its clarifying question show that awards are not necessarily a driving factor in having a good SAE. However, teachers should celebrate their students who qualify for an award and assist when needed. As long as students are all receiving the same opportunities for a SAE, then awards should be encouraged. The information from this episode informs the listener of how SAEs are an essential part of the ag classroom because of the learning environment they provide.

Episode 5: The Salad- Rural vs. Suburban vs. Urban Programs

This episode focused on how rural, suburban, and urban ag programs are different and similar. It is called “The Salad” because of the purpose of the episode; the purpose was to show that even though ag programs may have different resources, demographics, and content areas, they are all about teaching agriculture to students. This is like a salad that may have unique ingredients but is overall a salad. This episode was set up differently as it included three interviews where all interviewees were given the same

questions. The schools selected are all within a county of each other. Thus, a small microcosm was studied to determine how the programs relate to each other. Each question was designed to receive a variety of answers that were easily comparable. Question one addressed the amount of diversity in each classroom. The type of diversity was left open ended so that different interpretations of the word could be for different teachers. As predicted, there was little diversity in the rural school while the urban school was on the opposite of the spectrum. This question went hand in hand with the second question that asked how many of the students come from an ag background. This question alerted the audience to the fact that there are many students in the classroom who may have little prior knowledge about agriculture. Future educators must meet those students where they are and provide content that will meet their needs. Question three and its probing question demonstrated that not all programs will have the same resources. However, the lab spaces available can still play a crucial role in the learning process. It is important for future teachers to know that they must work with what they have to still give students opportunities to learn. The fourth question showed that programs will offer courses that are supported by their facilities. Also, different schools may offer specific classes that pertain to the career opportunities of the local area. The fifth question brought up important information about how a program fits into the school culture. Depending on the area, more focus may be given to other fields of study in the school. However, a program can still find its place depending on how much effort teachers put in. The sixth question showed that all areas have unique opportunities for students to complete an SAE. There is no reason that a student cannot have a project that has some form of agriculture in it. The final question demonstrated the types of struggle a program may

have depending on where it is located. Potential teachers need to realize that there will always be assumptions made about the ag classroom and its students no matter what area it comes from. The answers provided in this episode demonstrate that the most important thing for an ag program is the passion and drive its educators have. Location should not be a hindrance in giving students the best learning experience they can have.

Episode 6: The Brussel Sprouts- Ag Teacher Issues

The final episode focused on showing some different problems that ag educators face in their classroom. The title “The Brussel Sprouts” implies that this is something unpleasant for teachers. Included in this episode was a study done about what young teachers see as issues they were not taught in college. There are also audio clips from four teachers about the issues they face. First, the study found that novice teachers were most likely to cite work-life balance as a main issue (Breeding, Rayfield, and Smith, 2018). This was further reinforced by the answers of the interviewed teachers. The teachers used for this portion were selected because they represented a wide range of field experience. Also, the teachers were placed in order of years of experience to show the progression of the types of issues that are faced. The last response also included what was referred to as “The Dessert”. This was meant to show future teachers that there will be problems in the classroom. However, it is worth it to see the students learn and achieve. This episode was meant to highlight several different problems while emphasizing that ag teaching is still a worthwhile pursuit as a career.

Conclusion:

When this process began, I did not realize how long each episode would be. The interviews were lengthy, but they all had valuable information that needed to be shared.

Also, each topic could have an entire series dedicated to it. The podcast series that was created has achieved its purpose of being an introduction to what high school ag education is about. Every episode has worthwhile information that will give listeners the basic understanding of what an agriculture educator works with on a daily basis. This will provide potential educators information needed to decide if they want to pursue a career in agriculture education. Furthermore, I plan to have this podcast shared with other programs to let teachers know that this is a tool that can be used. I will keep track of the number of listeners to gauge whether the podcast has achieved its goal of being a method of teaching about ag ed.

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Appendices

Appendix I- Learning Guides

Episode 1 Learning Guide

Objectives:

1. Describe the purpose of the federal acts that contribute to CTE. (Level 2)
2. Defend the inclusion of CTE courses in high school with accurate reasons. (Level 5)
3. Distinguish the appropriate CTE program for a school given job outlook. (Level 4)

Individual Questions Before Listening:

1. What is CTE and how does it affect high schoolers?
2. How is CTE funded?
3. How do schools determine what CTE programs are implemented?

Questions for Listening Focus:

1. What is the current act that Career and Technical Education is funded by?
2. What are some of the causes that might lead to a decline in CTE courses?
3. What is the purpose of CTE in highschool?

Questions for Group Discussion:

1. How do we encourage students to pursue career goals?
2. Mr. Lewis mentioned in his interview that he would like to see all students take a CTE class? Do you agree? Why or why not?
3. How will you help your students gain employability skills in the classroom?

Episode 2 Learning Guide

Objectives:

1. Define the six programs of study accurately. (Level 1)
2. Determine appropriate lab spaces for different courses. (Level 3)
3. Judge the use of learning theories in a classroom. (Level 5)

Individual Questions Before Listening:

1. How many programs of study are offered for agriculture education and what are they?
2. What lab spaces did you use in high school when in the ag classroom?
3. What is the best type of lesson that you could participate in as a student?

Questions for Listening Focus:

1. Describe the two learning theories that were outlined in this episode.
2. What information will students learn from taking courses in the Food Science Program of Study?
3. What FFA competition does Ms. Johnson incorporate into her classroom? How does she do it?

Questions for Group Discussion:

1. Why is it important to teach students using more than just lecture-based lessons?
2. Are the 6 programs of study adequate to cover the industry of agriculture? Should there be more or less programs? If so, what changes should be made to the curriculum?
3. Should every classroom teach the same material? Does instruction need to correlate with the students' backgrounds and community events? What ways would you individualize the curriculum to meet the needs of your students?

Episode 3 Learning Guide

Objectives:

1. Describe the purpose of the POA. (Level 2)
2. Determine what CDE or LDE is best for a student based on interests. (Level 3)
3. Relate FFA to the classroom when given a specific course. (Level 4)

Individual Questions Before Listening:

1. What is the POA for an FFA chapter?
2. What competitions did you participate in high school, if any? Were they CDEs or LDEs?
3. Did FFA play a significant role in your high school career? How?

Questions for Listening Focus:

1. Who designs the Program of Activities of the chapter and what is included in it?
2. What types of skills are learned through participating in Leadership Development Events?
3. What skills does Ms. McClanahan see in her students who have participated in FFA?

Questions for Group Discussion:

1. What are the qualities you would like to see in your FFA program? How will you help your students achieve these qualities?
2. How are you going to help students see their value through FFA? How do you help students see their worth even if they do not win a competition?
3. How will you keep your students on task to their POA? If things do not go according to the POA what will you do?

Episode 4 Learning Guide

Objectives:

1. Explain the different types of SAE accurately. (Level 2)
2. Determine the best fitted type of SAE for a student when given a scenario. (Level 4)
3. Evaluate an SAE project based on student work. (Level 5)

Individual Questions Before Listening:

1. Did you have an SAE in high school? What type of SAE was it?

2. Did you receive any awards based on SAE work? What were they?

Questions for Listening Focus:

1. Describe the two overarching categories of Supervised Agriculture Experiences.

2. What is the main purpose of a Service-Learning SAE?

3. What skills does Dr. Mosley explain come from participating in a meaningful SAE?

Questions for Group Discussion:

1. What immersion SAE would you recommend to a student who has no background in agriculture and lives in an urban setting? Why?

2. Would you count SAEs as a grade for the students in the classroom? Why or why not?

3. If you had an SAE in high school, how did it affect you? Was it meaningful or do you think it could have improved in some way?

Episode 5 Learning Guide

Objectives:

1. Determine the most appropriate form of instruction when given a student's background. (Level 4)
2. Judge a school's ag program based on its use of available resources. (Level 5)
3. Explain how a school's perception of an ag program can affect the program. (Level 2)

Individual Questions Before Listening:

1. Which school will have a better ag program, rural or urban? Why?
2. Have you ever experienced being judged for participating in agriculture courses?
3. What advice would you offer an ag program with limited resources?

Questions for Listening Focus:

1. Describe the amount of space each program has to expand laboratory spaces.
2. What were the perceptions of the program at Smyrna High School?
3. Explain the unique SAE mentioned in the Urban Interview.

Questions for Group Discussion:

1. What type of program do you want to work in? Why?
2. How do we ensure that all of our students, no matter their background knowledge, have the same opportunities to be a part of the Agriculture Industry?
3. Which setting was your high school experience most like? Did it affect the way your program ran? What changes would you have made to your own Ag Program?

Episode 6 Learning Guide

Objectives:

1. List different issues that affect ag teachers. (Level 1)
2. Explain the effect that these issues have on ag teachers. (Level 2)
3. Develop strategies to help alleviate issues that face ag teachers (Level 6)

Individual Questions Before Listening:

1. What issues do you think your ag teacher has to deal with?

2. What issues do you currently face as a student? How do you combat these issues?

Questions for Listening Focus:

1. What was the main problem that the study found for young educators?

2. Give a detailed explanation of one of the three problems from the third response?

3. What Leadership Development Events did the students in the last response place at nationals?

Questions for Group Discussion:

1. How will you maintain a balance between work and your outside priorities?

2. What problems do you foresee happening as you begin your teaching career? How will you work to solve them?

Name: _____

The Ag Teacher Feast Summative Assessment

1. What was the effect of the passage of the Smith Hughes Act? (Episode 1, Objective 1)
 - a. Federally funded agriculture research programs were created
 - b. Gave funds to create vocational programs to teach about subjects such as agriculture
 - c. Renamed vocational education to CTE and continued funding
 - d. Established institutions in each state to teach practical areas
2. A new official would like to defund CTE programs in high school. Which response best defends CTE? (Episode 1, Objective 2)
 - a. CTE provides career skills that will help students find successful places in the workforce.
 - b. CTE allows students to have fun classes besides the core subjects.
 - c. Teachers who currently instruct CTE classes would lose their jobs with defunding.
 - d. There are not enough courses offered to students without inclusion of CTE.
3. In a school district with a new hospital being constructed in the next few years, what would be a valuable CTE program to offer? (Episode 1, Objective 3)
 - a. Agriculture, Food, and Natural Resources
 - b. Finance
 - c. Hospitality and Tourism
 - d. Health Science
4. Which program of study teaches students about greenhouse management, turf sciences, and landscaping? (Episode 2, Objective 1)
 - a. Horticulture Sciences
 - b. Food Science
 - c. Environmental and Natural Resource Management
 - d. Agribusiness
5. When teaching a Large Animal Science course, which is the best lab space to use? (Episode 2, Objective 2)
 - a. Greenhouse
 - b. Flower Shop
 - c. Animal Grooming Service
 - d. Barn

6. Which scenario best demonstrates knowledge of Ausubel's meaningful learning? (Episode 2, Objective 3)
 - a. The lesson is lecture based and gives information on food labels
 - b. Students do research on food labels and their meanings
 - c. Students bring in their own food from their pantry at home and examine the food labels in class to determine their nutritional values
 - d. Calculations are done to determine different amounts of ingredients in a slice of bread based on the food label
7. Given a chapter's POA, you should be able to: (Episode 3, Objective 1)
 - a. Know exactly who is participating in each CDE and LDE
 - b. Know the goals and events planned for the chapter that year
 - c. Describe the officer team structure and what each officer is responsible for
 - d. Understand where the chapter will receive and spend money
8. If a student is interested in being outdoors and learning more about conservation, what CDE or LDE should they participate in? (Episode 3, Objective 2)
 - a. Forestry CDE
 - b. Environmental and Natural Resources CDE
 - c. Ag Issues Forum LDE
 - d. Meat Evaluation CDE
9. What course should the Livestock Evaluation CDE be incorporated into? (Episode 3, Objective 3)
 - a. Small Animal Science
 - b. Greenhouse Management
 - c. Ag Business and Finance
 - d. Large Animal Science
10. Which of these best fits into the Agriscience Research SAE category? (Episode 4, Objective 1)
 - a. A student determines which fat content in milk is most pleasing to consumers
 - b. A student work in the school greenhouse and performs maintenance on tools
 - c. A student researches a need in the community and performs a service project to solve it
 - d. A student runs their own lawncare business and finds the best ways to market to consumers
11. There is a new student in the ag classroom who is a junior. They have never taken ag before and are nervous to start an SAE. Which is the best SAE type for this student? (Episode 4, Objective 2)
 - a. Placement
 - b. Foundational
 - c. Immersion
 - d. Ownership/Entrepreneurship

12. From the following, choose the most well-rounded and agriculturally based SAE project. (Episode 4, Objective 3)
 - a. A student runs a local canned food drive
 - b. A student determines the best light source for a type of plant
 - c. A student works at a pet care facility 2 days a week
 - d. A student works at an agritourism facility and teaches classes about ag to all ages
13. Which is the most appropriate way to teach grooming to a group of students who do not own pets? (Episode 5, Objective 1)
 - a. Show a diagram on the board of the steps of grooming
 - b. Have students research different methods of grooming
 - c. Bring in a live animal to demonstrate to the class how to groom
 - d. Lecture to students using a power point for the entire class
14. Which of the following schools is not properly using the resources available to them? (Episode 5, Objective 2)
 - a. A rural school travels to farms in the area to show real world connections
 - b. An urban school has an ag mechanics shop hoping they will be allowed to change from horticulture science to agriculture mechanics
 - c. A suburban school uses extra class space to set up a small animal lab
15. An ag program has just been nationally recognized and awarded grant money. What will most likely happen next? (Episode 5, Objective 3)
 - a. Students will drop ag because it will require work to use the grant
 - b. Other teachers will be jealous and try to get the program shut down
 - c. Parents will call the school to complain that ag is doing too well
 - d. Administration will see the ag program as valuable to the school
16. Which of the following is not a common issue facing ag teachers? (Episode 6, Objective 1)
 - a. Lack of curriculum resources
 - b. Time management
 - c. Work-Life balance
 - d. Comparing to other ag programs
17. How can having poor classroom management skills affect an ag teacher? (Episode 6, Objective 2)
 - a. Students will be well behaved and participate in every lesson
 - b. The teacher may become responsible for an injury that occurs in a lab
 - c. The classroom will always be clean and have no hazardous areas
18. A strategy to help achieve a healthy work-life balance is: (Episode 6, Objective 3)
 - a. Working through everything as quickly as possible with high standards
 - b. Staying at school until 6:00 every night to stay ahead
 - c. Signing up to assist with school events every week

d. Setting a clear schedule for when work ends and sticking to it

Answer Key:

1. B.
2. A.
3. D.
4. A.
5. D.
6. C.
7. B.
8. B.
9. D.
10. A.
11. B.
12. D.
13. C.
14. B.
15. D.
16. A.
17. B.
18. D.

Appendix III- Original Interview Questions

Episode 1- Interview 1

1. Give a brief introduction of your job and what you do for schools.
2. What is the purpose of CTE classes in schools?
3. How are CTE programs chosen for different schools?
4. What effects do you see on students who take CTE courses throughout high school?
5. What skills do students get in CTE courses that they may not get from the traditional subjects?
6. Is there a central focus that potential ag educators need to have for their students while teaching a CTE course? (i.e. career focused)
7. How has CTE changed and what changes do you see coming in the future?

Episode 2- Interview 1

1. What program of study do you focus on?
2. Why is it important to have multiple Programs of Study?
3. How have you chosen which Programs to teach as an ag program?
4. How do you incorporate your lab spaces into the curriculum?
5. Does lab upkeep play a significant role in your everyday workload?
6. How do you incorporate FFA and SAE into classroom instruction?
7. How does instruction in an ag classroom differ from that of a regular classroom?

Episode 3- Interview 1

1. How long have you been in FFA and what is your current role?
2. How involved were you in agriculture before being in FFA?
3. What sort of events have you participated in as a member, any favorites?
4. What skills and qualities have you learned from being in FFA?
5. How has FFA impacted your plans after high school?
6. How much time did you and still have to dedicate to the organization?
7. As a student, do you see any improvements that could be made to FFA?
8. Overall, what was the impact that FFA had on you in high school?

Episode 3- Interview 2

1. How large is your FFA program?
2. What responsibilities do you have as an advisor of the organization?
3. What sort of events does your FFA program do throughout the year? (not competitions/conventions)
4. How do you incorporate FFA into the classroom?
5. What impacts have you seen on your students from participating in FFA?
6. How much time out of school do you have to dedicate to FFA?
7. What improvements would you like to see for FFA?

Episode 4- Interview 1

1. What type of SAE did you have?
2. Describe your SAE and what you did.
3. What proficiency awards did you apply for and how did you place?
4. Did your SAE connect to what you were learning in class?
5. How did your SAE affect your school experience?
6. Did SAE enhance your career skills and guide your career path?

Episode 4- Interview 2

1. What are the teacher's responsibilities to assist students in SAE? How much time is dedicated?
2. How do we ensure that all students have an SAE? Is this difficult?
3. Why is SAE a part of the three circle model?
4. What skills do students receive from having an SAE?
5. Do you think proficiency awards are a helpful motivation for SAE?

Episode 5- Interview 1,2,3

1. Describe the diversity in your classroom.
2. What percentage of your class comes from a background in agriculture?
3. Describe the lab spaces that are available for instruction.
4. What programs of study does your ag program offer?
5. How integral is the ag program to the culture of your school?
6. What are the most common types of SAEs for your students?
7. How does being in a rural/suburban/urban school affect the perceptions of your program?

Episode 6- Question

1. What problems do you face as an agriculture educator?