

From Student to Teacher: Agricultural Experience Tracker Workshops for Early Career Field
Teachers
Master's Project

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Abstract

As an agricultural education teacher, there are several responsibilities an individual has to take on, such as classroom instruction, FFA contest preparations, FFA chapter management, and student SAE record keeping. With this list of responsibilities, there is a need for agricultural teachers to have a way to manage records for both students and their program. The Agricultural Experience Tracker is an online resource that assists teachers in managing the various aspects of their career. The Agricultural Experience Tracker is a large platform that many preservice and in-service teachers struggle with implementation into their comprehensive programs. Data were collected through the use of questionnaires that were distributed to preservice and in-service teachers in Ohio to determine the perceived knowledge and importance of competencies related to the Agricultural Experience Tracker. Through the questionnaires, the results indicated a need for professional development in four major areas within the Agricultural Experience Tracker: 1. usage of the calendar, 2. SAE grading, 3. school board and 4. administration reporting, and classroom journaling. A workshop was developed in each area to provide instruction to early career field agricultural education teachers. The workshops will be implemented in future agricultural education training including; Indiana Association of Agricultural Educators Summer Workshop, Ohio New Teacher Series, and the Ohio State University ASE 5225 course.

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Section 1 - Introduction

Career Technical Education

Within education, there are a variety of options for students to explore and find their own career interests. One of the options students may be interested in exploring is course work in Career and Technical Education (CTE). CTE are educational programs that provide experiences to students through schools or other educational institutions and have a focus on skilled trades, science, technology, or career preparation (Career and Technical Education, 2014). CTE used to be known as vocational education prior to the transition by the federal government in 2006 (Press FAQs on Career and Technical Education, 2022). Within CTE programs, there is a curriculum for students who are both career and academic bound. CTE contains a long list of career clusters which offer several different programs in each of the clusters. A few examples of those career clusters manufacturing, finance, architecture, and construction (Career Clusters, 2022). Agricultural education is one of the educational fields that fall within CTE as a career cluster. Agricultural education has been a field of education that has been evolving for over a century (Smith-Hughes Act: The Road to It and What It Accomplished, 2022).

Influences on Teacher Retention

Within the field of education, there are several negative influences that affect teacher retention within the career. Teacher retention refers to how long a teacher stays in the career field. Several researchers have identified factors that influence teachers to leave education, including (a) low self-efficacy concerns, (b) low motivation, (c) a demoralizing work environment, (d) work-life balance issues, and (e) burnout (Borman & Dowling, 2008; Brill & McCartney, 2008; Clark, 2012). These factors are known reasons for agricultural education

teachers leaving the profession of teaching as well (Boone & Boone, 2007; Cano & Miller, 1992; Castillo & Cano, 1999; Cooper & Nelson, 1981; Epps, et al., 2010; Kitchel, et al., 2012; Newcomb, et al., 1987; Odell, et al., 1990; Thieman, et al., 2012).

Teacher Shortages

It is well known throughout the United States, there is a major teacher shortage that is causing negative impacts on education. About two-thirds of the states reported shortages of teachers in at least one CTE area (Quinton, 2017). The teacher shortage is caused by a multitude of issues but due to the overwhelming number of teachers either retiring or leaving the profession for other reasons, students are struggling to have their academic needs met (Castro, et al., 2010). It is estimated the overall shortage of teachers to be 112,000 qualified teachers annually (Sutcher, et al., 2016). The teacher shortage is known as a crisis that is impacting the United States and its education system (Sutcher, et al., 2016). Within the agricultural education field, there is also a known teacher shortage (Smith, et al., 2017). According to the 2019 National Agricultural Education Supply and Demand Study, there were a total of 605 agricultural education educators not returning to the classroom for the following school year in 2019- 2020 (Foster, et al., 2019). As this is a continuing battle for school systems, there needs to be a way to address the underlying issues of why teachers are choosing to leave the profession of teaching.

Responsibilities of Agricultural Education Teachers

Through research it has been revealed that a multitude of agricultural education teachers surpass a forty-hour work week on a regular basis, completing such tasks as lesson planning, paperwork, coaching career and leadership development events, grading student work, and

supervising students' supervised agriculture experience (Sorensen, et al., 2016). This has led to agricultural teachers needing to find ways to simplify their day to day through curriculum instruction, FFA, or Supervised Agricultural Experiences to be able to maintain the longevity of the career. It has been known with the teacher shortages, that there is a connection to teacher burnout due to the overwhelming demands any teacher has put upon them (Castro, et al., 2010). Agricultural education teachers and FFA advisors are no exception to this level of teacher burnout (Croom, 2003).

With teachers who are entering the career field of education, it is important to be able to set them up for success early in their career. This will allow for less stress and greater teacher success. Agricultural education teachers have not only the responsibilities of the classroom but also the FFA and SAEs. The FFA responsibilities include conducting meetings, preparing students for contests, and tracking FFA participation. Through SAEs, teachers are required to manage student records and evaluate the students' SAE projects.

The Agricultural Experience Tracker is an online resource that can assist teachers with managing records for the three components of an agricultural education program. There is a need for providing instruction on the Agricultural Experience Tracker to allow for teachers to have more confidence in the program as a resource to use within their program. Having the AET system can allow teachers to track student SAEs, teacher hours, and chapter records. This resource can serve teachers and their students in managing the overall agricultural education program. With the AET system, several tasks of teachers can be simplified, such as student SAE managing. With simplifying and reducing these additional responsibilities agricultural education teachers take on by utilizing the AET system, there potentially could be less items to manage

from day to day. The simplifying and reducing of the responsibilities can also lead to less teacher burnout and keeping teachers in the educational career field.

Needs Statement

Based on the lack of the AET workshops in Ohio, there is a need to provide additional support to agricultural education teachers on the AET resource. The AET platform has online instructional videos for reference, however, these videos are general for teachers across the country to use. There is a lack of AET training for specifically Ohio agricultural education teachers. With teachers utilizing the AET system for award applications, they are unaware of additional support the AET system can provide for them and their overall program. The AET resource allows for teachers to simplify tasks that they are already having to do such as SAE grading and managing chapter records. Through the AET system, teachers and students will work together in the same platform to conduct business within the agricultural education program.

Purpose & Objectives

Within the agricultural education community, there is a need to solidify and simplify varying tasks among teachers. The AET is a tool that allows for record keeping of students' supervised agricultural experiences and the overall programming of the agricultural departments. Within the agricultural education program, there is a need for better education about the purpose and the usage of the Agricultural Experience Tracker as a resource for the overall program. With better education and understanding of AET, teachers may have a greater desire to utilize the program to support them in their classrooms.

1. Determine the level of importance and knowledge for the Agricultural Experience Tracker competencies of preservice teachers on the Agricultural Experience Tracker
2. Evaluate the areas of need for curriculum development by the in-service teachers perceived level of important and knowledge of the Agricultural Experience Tracker within agricultural education programs
3. Develop professional development for early career field teachers on to use in the implementation of the Agricultural Experience Tracker through calendar usage, SAE grading, school board and administration reporting, and classroom journaling

Section 2 - Literature Review

Attribution Theory

Attributions are the way individuals give perceptions to their everyday situations. When considering attributions, individuals will say something is attributing to or causing a specific event or behavior that is occurring around them. The idea of attributing to something and then causing something else is referred to as the Attribution Theory (Attribution - Social Psychology, 2022).

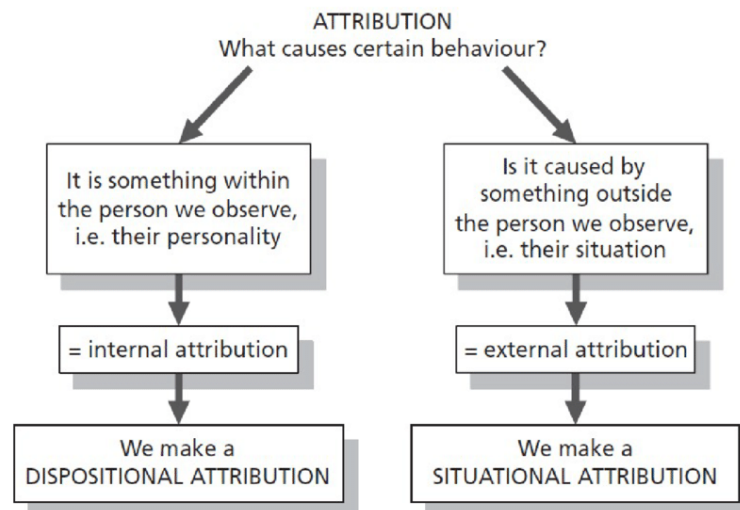
Attribution Theory is a theory that an individual attempts to understand the behavior of others by attributing feelings, beliefs, and intentions of an individual (Attribution Theory Causal Attribution Theory, 2023). The theory essentially looks at why people do what they do and the motivations for those actions. Fritz Heider is known as the “father” of the attribution theory and his first discussions about the theory occurred in 1958 (Heider, 1958). The theory was based on the idea of attribution related to perceptions regarding the causes of outcomes that impact the individual observer (Heider, 1958). Heider (1958) as cited in McLeod, 2012 “believed that people are naive psychologists trying to make sense of the social world. People tend to see cause and effect relationships, even where there is none!” (para. 3).

With the Attribution Theory, there is a three-stage process that Heider and his colleagues have underlined. The first being the way a “person must perceive or observe the behavior” (Weiner, 2022, p. 1). The second being the person “must believe that the behavior was intentionally performed” (Weiner, 2022, p. 1). The final stage of the process is when “the person must determine if they believe the other was forced to perform the behavior” (Weiner, 2022, p. 1).

There are two types of attribution: dispositional and situational attribution (see Figure 1). Dispositional attribution assigns the cause of the behavior to some internal characteristic of a person, rather than an outside force (McLeod, 2012). Dispositional attribution is often referred to as internal attribution. Within the dispositional attribution, there is traditionally a focus on an event or behavior being caused by internal feelings or traits (Attribution - Social Psychology, 2022). Situational attribution is the process of assigning the cause of behavior to some situation or event outside a person's control rather than to some internal characteristic (McLeod, 2012). Situational attribution is often referred to as external attribution as the person does not have control of the situation or event around them (Attribution - Social Psychology, 2022).

Figure 1

Attribution Theory



When individuals look at the attribution of their behaviors, often there are biases associated with the situation. Many times, these biases lead the individual to make the incorrect attributes to the given situation. There are three known attribution biases known as “fundamental

attribution error, the self-serving bias, and just the world hypothesis” (Attribution Bias - Social Psychology, 2022, p. 2).

The fundamental attribution error is something also known as the correspondence bias (Attribution Bias - Social Psychology, 2022). This attribution error “is the tendency to attribute other people’s behavior to internal factors such as personality traits, abilities, and feelings” (Attribution Bias - Social Psychology, 2022, p. 1). For example, when someone is explaining their own actions or behaviors to a situation, they are attributing to situational attributes (Attribution Bias - Social Psychology, 2022).

The self-serving bias is an idea that one may attribute successes to internal factors, meaning their own doing is what made them successful (Attribution Bias - Social Psychology, 2022). On the other side, failures would then be due to situational factors (Attribution Bias - Social Psychology, 2022). The self-serving bias is thought to be more relevant the longer an event would pass (Attribution Bias - Social Psychology, 2022). For example, if someone wins a race that would be due to their own ability or talent. If they would then lose, it was due to others participating or bad luck. The individual would tend not to bring the failure as a part of their internal attribute.

The Just World Hypothesis is the final bias associated with attribution theory. This bias refers to individuals believing the world is “fair and that people get what they deserve” (Attribution Bias - Social Psychology, 2022, p. 2). Many believe this is the bias that gives people a sense of security. This allows for individuals to make peace with situations that may be difficult for them to handle (Attribution Bias - Social Psychology, 2022).

Attribution theory can be transitioned into the life of a teacher and the experiences they have each day. When considering the attribution, a teacher needs to make to their students and

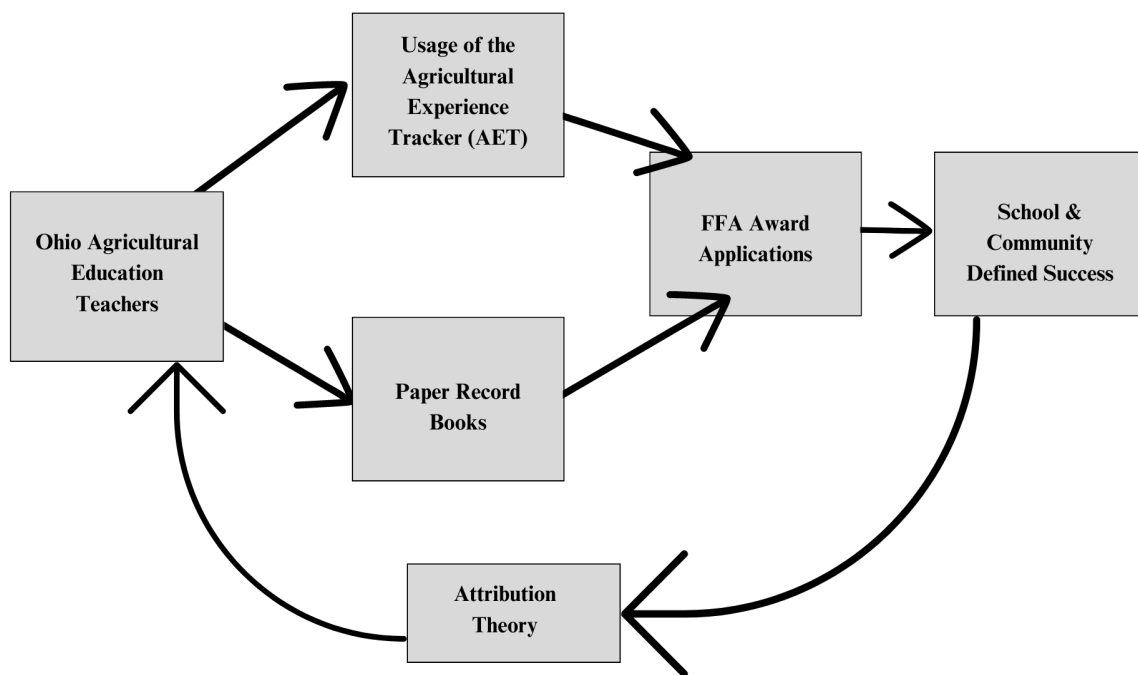
their career, there are varying different factors both internally and externally. There is constant attribution a teacher must make over their career but also in the day-to-day of the classroom. For example, a teacher can control their own behaviors in their classroom, but they cannot control their students, parents, and administrators who are a part of the education system. The behavior of the teacher is considered a dispositional attribution. The behaviors and interactions with the others would then be a situational attribution. The teacher, students, parents, and stakeholders are attributing to the success or failure of a classroom. Based on the attributions being made by the various groups for the teacher and their classroom, this can affect the time a teacher stays in the career field.

As an agricultural education teacher there are more specific ways the attribution theory connects. When considering FFA awards applications, there can be a correlation between the success of student applications to how teachers guide students in record keeping. Ohio agricultural education teachers strive to get students state and American degrees. Figure 2 illustrates the connection between teachers, degree applications, community recognition, attribution theory. Ohio agricultural teachers are required to prove their programs are successful and one way to do this is through degrees and proficiency awards. For teachers to apply for degrees and proficiencies, they have to assist their students in completing record books. These books can be done through the AET system or through paper books. In Ohio, record books are almost exclusively completed through the AET system due to the applications having to be submitted electronically. With success of state and American degrees as well as proficiencies, many schools recognize this as a high achievement for the FFA chapters. This achievement is also widely recognized by the community who supports the local FFA chapter. These achievements are attributed to what the school and community believe as a successful FFA

chapter. These situational attributions of the community then play a role into a teacher's dispositional attribution to know how the AET system operates. If a teacher does not know how to utilize the AET resource, they are being pushed to learn the system quickly to be able to have their students apply for these degrees and proficiencies. The ideology of teachers knowing how to utilize the AET system to apply for degrees and proficiencies correlate in many schools on how successful the FFA chapter is.

Figure 2

Ohio Agricultural Education Teachers Attribution to FFA Award Applications



Teacher Retention

There are many different reasons why a teacher may decide to leave the profession. There have been several studies with a focus on teacher retention and have indicated teachers are at risk of leaving the profession early in their careers (Heath-Camp, et al., 1990; Kelsey, 2006; Myers, et al., 2005). It has been cited that teachers are leaving the profession due to federal mandates of standardized testing, little support from administrators and other individuals, lack of pay and respect for the overall profession (Flynt & Morton, 2009). As teachers are feeling additional pressures from the federal government, there comes a time when teachers say enough is enough and they choose to leave the profession. With teachers leaving the profession, there is a higher need for new teachers to replace them. There are high pressures on the new teachers having to step in and fill the shoes of veteran teachers. With high expectations on younger teachers, there is an alarming rate of teachers leaving the career within the first few years of teaching. According to Ingersoll and Smith (2003), it is reported that younger teachers within their first five years are leaving the profession at a rate over 40% than those who are choosing to stay. Out of every five teachers entering the profession as first year teachers, two of them will leave the profession within the first five years (Ingersoll, Smith, 2003). The retention rate of the teachers is extremely low, and this is impacting students' education in a negative way (Ronfeldt, et al., 2012).

The agricultural education field is not neglected from the teacher retention problem. In previous research, it is estimated that 30-50% of agricultural education teachers leave the profession within those first five years of their career (Blackburn et al., 2017; Hong, 2010; Rinke, 2007). This statistic is similar to the overall retention of teachers across all areas. In the agricultural education classroom, there have been additional responsibilities on the teacher since the beginning of agricultural education. It is determined that on average, agricultural education

teachers are spending more hours in their career weekly, than teachers with fifty-five to sixty hours a week (Sorensen, et al., 2016). Since the start of agricultural education in the early 1900s, teachers have spent many hours in various aspects of their role as an agricultural education teacher.

Smith Hughes Act

In 1908, Rufus Stimson was introduced as the director of the Smith's Agricultural School (Moore, 1988). With the start of Stimson as the director of the school, this was the beginning of agricultural education. Stimson had a strong passion for record keeping in the process of agricultural education (Moore, 1988). About a decade later in 1917, the Smith-Hughes Act was developed stating there would be federal financial support to high school agricultural education programs. The Smith Hughes Act was formerly known as the National Vocational Education Act. The Smith Hughes Act provided federal aid for secondary education to take place in classrooms (Smith-Hughes Act: The Road to It and What It Accomplished, 2022).

Prior to the Smith Hughes Act, many referred to education as textbook learning where there was minimal hands-on or work-based learning occurring. Many felt this was a disconnect to what was actually occurring in the real world with the advancement of technology and industry (Smith-Hughes Act: The Road to It and What It Accomplished, 2022). Through the implementation of high school agricultural programs, there has been a variety of approaches to have students record working hours and FFA activities (Our Story, 2022).

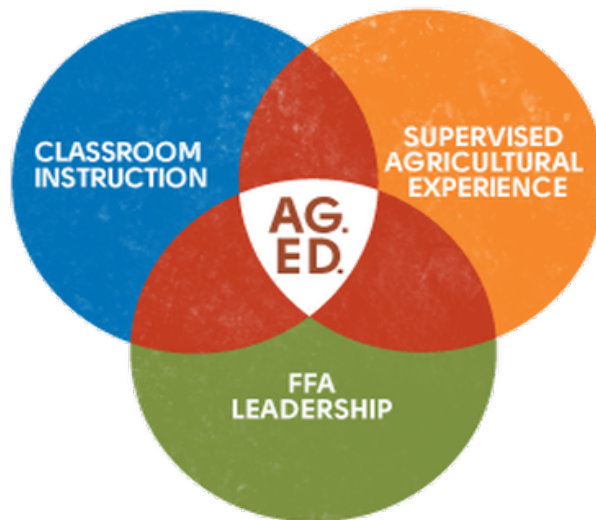
3 Circle Model of Agriscience Education

In agricultural education programs, it can take time to develop a comprehensive

agricultural education model. A comprehensive agricultural education model includes classroom instruction, FFA, and supervised agricultural experiences (SAEs). In Figure 3, Agricultural Education 3 Circle Model, there is a representation of what a comprehensive agricultural education program should look like with all three areas working together. Even though there are three parts to the agricultural education system that does not mean they should work independently. Figure 3, shows how the 3 circles overlap and should work to coincide with each other. The classroom instruction is the traditional classroom lessons throughout a school day. Each year, teachers have a set schedule of courses they are teaching to their students. Coursework can range from animal to plant science to agricultural structure to greenhouse management. Within Ohio, individuals must obtain an agricultural education teaching license from the Ohio Department of Education to be certified to teach the agricultural education courses.

Figure 3:

Agricultural Program



(Agriculture Program, 2023)

The National FFA Organization is the student organization that is partnered within agricultural education. All career and technical educational programs have some type of student organization. These student organizations are considered to be intracurricular as they include both in and out of classroom instruction. The National FFA Organization is where students can compete in various agricultural career and leadership events, partake in leadership development, and network with the agricultural industry.

Supervised agricultural experiences are the individual projects students work to complete throughout their time within the agricultural education program. These projects are career and work based. Students are encouraged to seek out opportunities within the agricultural field that are within their career interests. Examples of SAEs are: working at a dairy cattle farm, interning at a local veterinary clinic, owning and raising market chickens.

Agricultural education teachers not only manage their classroom, but they also advise the FFA chapter and supervise students' SAEs. Traditionally, these teachers are put under high pressures from administration and the community to have a successful, comprehensive program. With the high demand of managing all aspects of the program, the level of frustration and isolation an agricultural education teacher may feel is high and in turn push a teacher to leave the profession (Boone & Boone, 2007; Fritz & Miller, 2003; Greiman, et al., 2005).

Recordkeeping

As agricultural education programs are constructed through the three-circle model, there is a need to ensure a strong recordkeeping system in place for both teachers and students. This recordkeeping system allows for organization and better management of the program. Within the agricultural education course curriculum, there is an area to teach recordkeeping to students.

Students use their recordkeeping skills for the development of their SAEs and accurately recording their participation in FFA activities and events. Teachers use recordkeeping through tracking of their own hours in and out of the classroom as well as chapter rosters.

Agricultural Experience Tracker System

As years progressed of formal agricultural education occurring in high school classrooms, Roger Hanagriff, co-developer of the Agricultural Experience Tracker noticed a need for a systematic program to assist students and teachers with record keeping of supervised agricultural experiences and FFA activities (Our Story, 2022). In 2007, the Agricultural Experience Tracker was created with several individuals including Hanagriff. The Agricultural Experience Tracker allows for “standard business practices, track[s] the diversity of SAE projects that exist, help[s] teachers supervise SAEs, coordinate teachers and students to collaborate in managing the agricultural program and collect information teachers can share with their stakeholders to grow the value of agricultural education” (Our Story, 2022, The AET Beginnings section, para. 4). After the development of the Agricultural Experience Tracker, many states started to implement this program to record their students’ SAEs and track the progress of the agricultural education programs as a whole (Our Story, 2022, para. 4).

When attempting to implement SAEs into the comprehensive agricultural program, there are struggles many teachers encounter. It is known that SAEs are a key component of the program but when looking at the entire program, they have become a small piece of the puzzle (Berkey & Sutphin, 1985; Dunham & Long, 1984; Grellner & White, 1992; Leising, 1982; Miller, 1980; Osborne, 1988; Vaughn & Cano, 1982; Zurbrick, 1984). There have been many reasons why SAEs are a small piece to the overall agricultural education program. Students

struggle with motivation, too little teacher time, poor record keeping practices implemented and also financial resources are limited (Osborne, 1988). Miozi also noted there is a great deal of paperwork (Lee, 1985). Many times students struggle with completing the paperwork when it comes to record keeping SAEs.

The Agricultural Experience Tracker is a resource that allows teachers and students to have easier access to the supervised agricultural experience records as well as chapter records. The Agricultural Experience Tracker's mission is to "help students and teachers track agricultural educational experiences" (Our Story, 2022, The AET Today section, para. 5).

Preservice Teachers

Preservice teachers are individuals who are preparing to enter the field of education as teachers. These individuals are involved in a post-secondary education program and are advancing through course work and student teaching experiences to better prepare them to teach in a classroom setting. There have been several research studies completed on identifying the concerns of preservice teachers as they move into the classroom as the teacher. According to Hillison (1977), identifying the concerns of the preservice teachers allows for content to be developed and sequenced properly to better prepare those future teachers in their post-secondary course work. Through research, preservice teachers are often concerned with their actions in their future classroom (Hourigan, 2006). Through practice such as student teaching, preservice teachers can move past a concern of themselves to a more student-centered learning approach (Hourigan, 2006).

Preservice teachers' have expressed concerns such as "working conditions, professional autonomy, poor student motivation, student discipline problems, and lack of recognition and

support from administrators” (Knobloch & Whittington, 2002, p. 331). With the agricultural education program having multiple components to manage, it can be hard to address all concerns of preservice teachers before they enter the career field. Not only does an agricultural education program involve the teaching role, it also includes managing supervised agricultural experience programs and advising the FFA chapter (Stair et al., 2012).

It was suggested by Stair, et al. (2012), the concerns of preservice to early career teachers change as they move from their teaching preparation courses to student teaching and then into the career field. The more experiences in instruction and field preparation preservice teachers can have, the concerns changed from their ability to teach to the impact they have on their students (Stair, et al., 2012). As preservice teachers begin the adjustment from preservice to in-service teachers, there is concern with how to adjust managing time, as student teaching or first years of teaching can take over additional time (Sorensen, et al., 2018). As preservice teachers came to a closure on their field experiences and started to transition into their own classrooms, the three major concerns the preservice teachers described were building professional relationships, engaging students, and finding a work-life balance (Sorensen, et al., 2018).

Based on the research Stair, et al., (2012) conducted, it was suggested there is “a need for in-service workshops and professional development for beginning teachers focusing on the survival skills necessary for working in a school setting”. With the several responsibilities an agricultural teacher takes on, having support throughout their development into the field can further support them then trying to address every concern in the teacher preparation program (Stair, et al., 2012).

Purpose and Objectives

Within the agricultural education profession, there is a need to solidify and simplify varying tasks among teachers. The Agricultural Experience Tracker is a tool that allows for record keeping of students' supervised agricultural experiences and the overall programming of the agricultural departments. Within the agricultural education program, there is a need for professional development focusing on the purpose and the usage of the Agricultural Experience Tracker as a resource for the overall program. With better understanding of the program, teachers may have a greater desire to utilize the program to support them in their classrooms.

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3. Develop professional development for early career field teachers on to use in the implementation of the Agricultural Experience Tracker through calendar usage, SAE grading, school board and administration reporting, and classroom journaling

Section 3 - Data Collection

For this project, the goal was to develop professional development workshops to guide early career agricultural education teachers in the utilization of the Agricultural Experience Tracker within their comprehensive agricultural programs. With initial online research, I discovered there was a lack of resources for agricultural education teachers on the Agricultural Experience Tracker (AET). The AET is an online resource that allows teachers to have one location for student, teacher, and chapter records.

To have a better understanding of what curriculum is needed among preservice and early agricultural education teachers in the area of the Agricultural Experience Tracker, I created two different questionnaires to distribute to the two different groups of teachers. The preservice teacher sample group included participants from three Ohio universities which have an agricultural education teacher preparation program. The preservice teachers allowed for an understanding of their current knowledge on the Agricultural Experience Tracker. The in-service teacher sample group were third-, fourth-, and fifth-year high school agricultural education teachers in Ohio. The in-service teachers allowed for an understanding of their knowledge and the importance of competencies related to the Agricultural Experience Tracker. The questionnaires were created through The Ohio State University Qualtrics system. This study was reviewed and deemed exempt by The Ohio State University Institutional Review Board (Study 2022E1159).

Questionnaires

The questionnaire contained two different scales focusing on the teacher's knowledge related to and the perceived importance of AET. Each scale contained Likert items to collect

data. The knowledge-based questions asked teachers to rank their knowledge on the AET competencies from not knowledgeable at all, slightly knowledgeable, moderately knowledgeable, very knowledgeable, and extremely knowledgeable. These knowledge-based competencies are asked in both the preservice and in-service teachers' questionnaire. The perceived level of importance competencies were asked using a five-point scale with areas of not important at all, slightly important, moderately important, very important, and extremely important. The perceived level of importance competencies were asked in both questionnaires.

The preservice agricultural education teacher's questionnaire asked questions related to the preservice teacher's knowledge and perceived importance of the Agricultural Experience Tracker. In the questionnaire, there were fifteen competencies where the participants were asked to rate their knowledge and perceived importance of the competencies to an agricultural education program. The competencies were developed based on research throughout the AET system in their AET video library for teachers. The competencies which the participants were asked to rate involved all three components of the three-circle model of agricultural education; classroom instruction, FFA, and SAEs through the questionnaire (see Appendix B). The next section of the questionnaire asked the participants to answer questions related to the likely use of the Agricultural Experience Tracker in their future programs. The final section asked basic questions related to the participants' demographics, such as age, rank in their program, number of years they were involved in an agricultural education program in high school.

The in-service agricultural education teachers' questionnaire had a question in the beginning asking the number of years the teacher had been teaching in an agricultural education program. The sample group for this questionnaire was third, fourth, and fifth year teachers. Asking this question at the beginning allowed me to have the correct sample group being

surveyed. After participants gave consent to the questionnaire and asked if they were in the sample group, the first section of the questionnaire asked participants to indicate their perceived level of importance and level of knowledge related to fifteen Agricultural Experience Tracker competencies (see Appendix D). The fifteen competencies were all related to different parts of the agricultural education three-circle model: classroom instruction, FFA, and SAEs. The next section asked about the usage of the Agricultural Experience Tracker in the participants' agricultural education programs. Questions were related to the number of times the teacher utilized the Agricultural Experience Tracker with their students for classroom instruction, FFA, and SAEs. Participants were also asked to state what the most beneficial area of the Agricultural Experience Tracker is to their program. In the final section, participants were asked about basics; such as age, number of years they had taught agricultural education, the average graduation size of their school, and number of agricultural education teachers at their school.

Data Collection

The preservice teacher survey was distributed by forwarding the survey to the agricultural education program coordinators at three universities that offer an agricultural education training program. Those schools include The Ohio State University, Wilmington College, and Central State University. The coordinators were asked to distribute the questionnaire to their preservice teachers by forwarding the invitation email and questionnaire link (see Appendix A) to their school's preservice teachers. By surveying the preservice teachers, data was collected to determine what the current knowledge is on the Agricultural Experience Tracker.

The in-service teacher's questionnaire was distributed by using the Ohio Agricultural Education Educators listserv. This is an email pool for all agricultural education teachers in the

state of Ohio. An invitation email with the questionnaire link (see Appendix C) was sent to all teachers through the listserv. One of the first questions in the questionnaire allowed me to determine if the individual was a third- to fifth-year teacher. If they choose any other year outside of this range, they are directed to the end of the survey. The questionnaire was set up to use skip logic, which would end the survey for someone who chose anything other than a third- to fifth-year teaching status. The non-three-, four-, five-year teachers were not counted in any of the data numbers pertaining to the importance of the AET competencies or the knowledge on the AET competencies.

The questionnaires were both distributed at the same time. After two weeks, there was a reminder email sent out to remind participants to complete the questionnaire for both preservice and in service teachers (see Appendices E and F). One final email was sent out the day before the questionnaire was closed for both groups of participants (see Appendices G and H).

Section 4 - Results

Preservice Teachers Questionnaire

In the preservice teachers questionnaire, there were 26 individuals who indicated they are currently studying to be agriscience education teachers. In the questionnaire, 63.16% of the preservice teachers indicated that journaling students' FFA activities via manual entry is very important or extremely important (see Table 1). 89.48% of the preservice teachers indicated that journaling students' SAE hours in AET to be very important or extremely important (see Table 1). 68.42% of the preservice teachers indicated that journaling of students' classroom activities into AET to be very important or extremely important (see Table 1). 84.21% of the preservice teachers indicated that record keeping students' SAEs in AET to be very important or extremely important (see Table 1). 78.95% of the preservice teachers indicated that teaching students how to use AET for FFA participation tracking as very important or extremely important (see Table 1).

Table 1*Preservice Teacher Frequency of Perceived Level of Importance for AET Competencies (n = 19)*

| | Not Important at All | Slightly Important | Moderately Important | Very Important | Extremely Important |
|---|----------------------------|-----------------------|-------------------------|-------------------|------------------------|
| Grading of students' SAEs in AET | 0, 0.00% | 4, 21.05% | 7, 36.84% | 5, 26.32% | 3, 15.79% |
| Journaling students FFA activities in AET via manual entry | 0, 0.00% | 0, 0.00% | 7, 36.84% | 8, 42.11% | 4, 21.05% |
| Journaling students FFA activities in AET via scanner/QR code | 1, 5.25% | 2, 10.53% | 8, 42.11% | 4, 21.05% | 4, 21.05% |
| Journal students SAE hours in AET | 0, 0.00% | 0, 0.00% | 2, 10.53% | 9, 47.37% | 8, 42.11% |
| Journaling of students classroom activities to state standards | 0, 0.00% | 2, 10.53% | 4, 21.05% | 9, 47.37% | 4, 21.05% |
| Implementation of the AET calendar | 0, 0.00% | 3, 15.79% | 11, 57.89% | 1, 5.26% | 4, 21.05% |
| Usage of the AET calendar | 0, 0.00% | 4, 21.05% | 10, 52.63% | 1, 5.26% | 4, 21.05% |
| Record keeping student's SAEs in AET | 0, 0.00% | 0, 0.00% | 3, 15.79% | 3, 15.79% | 13, 68.42% |
| Teaching students how to use AET for FFA participation tracking | 0, 0.00% | 1, 5.26% | 3, 15.79% | 2, 10.53% | 13, 68.42% |

70.59% of the preservice teachers indicated that teaching students how to use AET for SAE record keeping to be very important or extremely important (see Table 2). 88.23% of the preservice teachers indicated that the usage of the AET for award applications to be very important or extremely important (see Table 2). 64.70% of the preservice teachers indicated that the usage of the AET for reporting state reports to be very important or extremely important (see Table 2).

Table 2

Preservice Teacher Frequency of Perceived Level of Importance for AET Competencies (n = 17)

| | Not Important at All | Slightly Important | Moderately Important | Very Important | Extremely Important |
|---|----------------------------|-----------------------|-------------------------|-------------------|------------------------|
| Teaching students how to use AET for SAE record keeping | 0, 0.00% | 0, 0.00% | 5, 29.41% | 8, 47.06% | 4, 23.53% |
| Teaching students how to use AET for classroom journaling | 0, 0.00% | 2, 11.76% | 5, 29.41% | 8, 47.06% | 2, 11.76% |
| Usage of AET for award applications | 0, 0.00% | 0, 0.00% | 2, 11.76% | 10, 58.82% | 5, 29.41% |
| Usage of the AET for reporting for school board | 1, 5.88% | 2, 11.76% | 5, 29.41% | 5, 29.41% | 4, 23.43% |
| Usage of the AET for reporting for administration | 1, 5.88% | 1, 5.88% | 7, 41.18% | 2, 11.76% | 6, 35.29% |
| Usage of AET for reporting for state reports | 0, 0.00% | 2, 11.76% | 4, 23.53% | 5, 29.41% | 6, 35.29% |

In the questionnaire, 65.00% of the preservice teachers indicated they are not knowledgeable at all or slightly knowledgeable in grading students' SAEs in AET (see Table 3). 60.00% of the preservice teachers indicated they are not knowledgeable at all or slightly knowledgeable in journaling students' FFA activities in AET via a scanner or QR code (see Table 3). 58.82% of the preservice teachers indicated they are not knowledgeable at all or slightly knowledgeable of using AET for school board or administration reporting (see Table 4).

Table 3*Preservice Teacher Frequency of Perceived Level of Knowledge for AET Competencies (n = 20)*

| | Not Knowledgeable at All | Slightly Knowledgeable | Moderately Knowledgeable | Very Knowledgeable | Extremely Knowledgeable |
|---|--------------------------------|---------------------------|-----------------------------|-----------------------|----------------------------|
| Grading students' SAEs in AET | 3, 15.00% | 10, 50.00% | 6, 30.00% | 1, 5.00% | 0, 0.00% |
| Journaling students FFA activities in AET via manual entry | 0, 0.00% | 2, 10.00% | 5, 25.00% | 11, 55.00% | 2, 10.00% |
| Journaling students' FFA activities in AET via a scanner or QR code | 6, 30.00% | 6, 30.00% | 4, 20.00% | 4, 20.00% | 0, 0.00% |
| Journaling students SAE hours in AET | 0, 0.00% | 0, 0.00% | 6, 30.00% | 10, 50.00% | 4, 20.00% |
| Journaling of students' classroom activities to state standards | 0, 0.00% | 4, 20.00% | 7, 35.00% | 6, 30.00% | 3, 15.00% |
| Implementation of the AET calendar | 3, 15.00% | 6, 30.00% | 7, 35.00% | 3, 15.00% | 1, 5.00% |
| Usage of the AET calendar | 3, 15.00% | 6, 30.00% | 6, 30.00% | 3, 15.00% | 2, 10.00% |
| Record keeping students SAEs in AET | 0, 0.00% | 0, 0.00% | 9, 45.00% | 7, 35.00% | 4, 20.00% |
| Teaching students how to use AET for FFA participation tracking | 0, 0.00% | 4, 20.00% | 8, 40.00% | 1, 5.00% | 7, 35.00% |

Table 4

Preservice Teacher Frequency of Perceived Level of Knowledge for AET Competencies (n = 17)

| | Not Knowledgeable at All | Slightly Knowledgeable | Moderately Knowledgeable | Very Knowledgeable | Extremely Knowledgeable |
|--|--------------------------------|---------------------------|-----------------------------|-----------------------|----------------------------|
| Teaching students how to use AET for SAE record keeping | 1, 5.88% | 1, 5.88% | 11, 64.71% | 1, 5.88% | 3, 17.65% |
| Teaching students how to use AET for classroom journaling | 1, 5.88% | 1, 5.88% | 10, 58.82% | 2, 11.76% | 3, 17.65% |
| Usage of the AET for award applications | 0, 0.00% | 1, 5.88% | 11, 64.71% | 2, 11.76% | 3, 17.65% |
| Usage of the AET for school board reporting | 2, 11.76% | 8, 47.06% | 5, 29.41% | 1, 5.88% | 1, 5.88% |
| Usage of the AET for reporting for administration | 2, 11.76% | 8, 47.06% | 5, 29.41% | 1, 5.88% | 1, 5.88% |
| Usage of the AET for reporting for state reports | 0, 0.00% | 8, 47.06% | 6, 35.29% | 1, 5.88% | 2, 11.76% |

In-service Teachers Questionnaire

The in-service teacher questionnaire had 27 responses with individuals who indicated they were a third-, fourth-, or fifth-year agricultural education teacher. Based on the data collected, 86.95% of the teachers reported journaling student's SAEs hours in AET as very important or extremely important, and 82.61% teachers indicated record keeping student's SAEs

in AET as very important or extremely important (see Table 5). 73.92% of the teachers indicated that teaching students how to use AET for FFA participation tracking was either very or extremely important (see Table 5). 80.00% of the teachers reported the usage of AET for award applications was very or extremely important, and 90.00% teachers indicated that teaching students how to use AET for SAE record keeping was very or extremely important (see Table 6).

Table 5*Inservice Teacher Frequency of Perceived Level of Importance for AET Competencies (n = 23)*

| | Not Important at All | Slightly Important | Moderately Important | Very Important | Extremely Important |
|---|----------------------------|-----------------------|-------------------------|-------------------|------------------------|
| Grading of students' SAEs in AET | 1, 4.35% | 3, 13.04% | 8, 34.78% | 3, 13.04% | 8, 34.78% |
| Journaling students FFA activities in AET via manual entry | 2, 8.70% | 1, 4.35% | 5, 21.74% | 7, 30.43% | 8, 34.78% |
| Journaling students FFA activities in AET via scanner/QR code | 5, 21.74% | 5, 21.74% | 6, 26.09% | 3, 13.04% | 4, 17.39% |
| Journal students SAE hours in AET | 2, 8.70% | 0, 0.00% | 1, 4.35% | 7, 30.43% | 13, 56.52% |
| Journaling of students' classroom activities to state standards | 5, 21.74% | 6, 26.09% | 5, 21.74% | 3, 13.04% | 4, 17.39% |
| Implementation of the AET calendar | 4, 17.39% | 7, 30.43% | 4, 17.39% | 3, 13.04% | 5, 21.74% |
| Usage of the AET calendar | 4, 17.39% | 7, 30.43% | 5, 21.74% | 2, 8.70% | 5, 21.74% |
| Record keeping student's SAEs in AET | 1, 4.35% | 1, 4.35% | 2, 8.70% | 5, 21.74% | 14, 60.87% |
| Teaching students how to use AET for FFA participation tracking | 1, 4.35% | 0, 0.00% | 5, 21.74% | 6, 26.09% | 11, 47.83% |

Table 6

Inservice Teacher Frequency of Perceived Level of Importance for AET Competencies (n = 20)

| | Not Important at All | Slightly Important | Moderately Important | Very Important | Extremely Important |
|---|----------------------------|-----------------------|-------------------------|-------------------|------------------------|
| Teaching students how to use AET for SAE record keeping | 0, 0.00% | 0, 0.00% | 2, 10.00% | 7, 35.00% | 11, 55.00% |
| Teaching students how to use AET for classroom journaling | 1, 5.00% | 2, 10.00% | 9, 45.00% | 3, 15.00% | 5, 25.00% |
| Usage of AET for award applications | 1, 5.00% | 0, 0.00% | 3, 15.00% | 7, 35.00% | 9, 45.00% |
| Usage of the AET for reporting for school board | 2, 10.00% | 5, 25.00% | 4, 20.00% | 1, 5.00% | 8, 40.00% |
| Usage of the AET for reporting for administration | 3, 15.00% | 3, 15.00% | 4, 20.00% | 1, 5.00% | 9, 45.00% |
| Usage of the AET for reporting for state reports | 2, 10.00% | 2, 10.00% | 4, 20.00% | 4, 20.00% | 8, 40.00% |

The in-service teachers questionnaire data reports 82.61% teachers indicated they are very knowledgeable or extremely knowledgeable in journaling students' FFA activities in AET via manual entry (see Table 7). 91.30% teachers indicated they are very knowledgeable or extremely knowledgeable in journaling students' SAE hours in AET (see Table 7). 52.17% teachers are not knowledgeable at all, slightly knowledgeable, or moderately knowledgeable about the usage of the AET calendar (see Table 7). 73.91% of the teachers indicated they are very knowledgeable or extremely knowledgeable on record keeping students' SAEs in AET (see Table 7).

65.00% of the teachers indicated they are very knowledgeable or extremely knowledgeable on teaching students how to use AET for SAE record keeping (see Table 8). 55.00% teachers indicated they are very knowledgeable or extremely knowledgeable on teaching students how to use AET for classroom journaling (see Table 8). 55.00% of the teachers indicated they are very knowledgeable or extremely knowledgeable on the usage of the AET for award applications (see Table 8). 65.00% teachers are not knowledgeable at all, slightly knowledgeable, or moderately knowledgeable on the usage of AET for school board reporting (see Table 8).

Table 7*Inservice Teacher Frequency of Perceived Level of Knowledge for AET Competencies (n = 23)*

| | Not Knowledgeable at All | Slightly Knowledgeable | Moderately Knowledgeable | Very Knowledgeable | Extremely Knowledgeable |
|---|--------------------------------|---------------------------|-----------------------------|-----------------------|----------------------------|
| Grading of students' SAEs in AET | 4, 17.39% | 2, 8.70% | 7, 30.43% | 6, 26.09% | 4, 17.39% |
| Journaling students FFA activities in AET via manual entry | 1, 4.35% | 1, 4.35% | 2, 8.70% | 9, 39.13% | 10, 43.48% |
| Journaling students FFA activities in AET via scanner/QR code | 3, 13.04% | 2, 8.70% | 9, 39.13% | 6, 26.09% | 3, 13.04% |
| Journaling students SAE hours in AET | 1, 4.35% | 0, 0.00% | 1, 4.35% | 8, 34.78% | 58.52% |
| Journaling of students' classroom activities to state standards | 3, 13.04% | 1, 4.35% | 5, 21.74% | 6, 26.09% | 8, 34.78% |
| Implementation of the AET calendar | 3, 13.64% | 4, 18.18% | 5, 22.73% | 4, 18.18% | 6, 27.27% |
| Usage of the AET Calendar | 3, 13.04% | 6, 26.09% | 3, 13.04% | 4, 17.39% | 7, 30.43% |
| Record keeping students SAE in AET | 1, 4.35% | 0, 0.00% | 5, 21.74% | 5, 21.74% | 12, 52.17% |
| Teaching students how to use AET for FFA participation tracking | 1, 4.35% | 0, 0.00% | 6, 26.09% | 5, 21.74% | 11, 47.83% |

Table 8

Inservice Teacher Frequency of Perceived Level of Knowledge for AET Competencies (n = 20)

| | Not Knowledgeable at All | Slightly Knowledgeable | Moderately Knowledgeable | Very Knowledgeable | Extremely Knowledgeable |
|--|--------------------------------|---------------------------|-----------------------------|-----------------------|----------------------------|
| Teaching students how to use AET for SAE record keeping | 0, 0.00% | 1, 5.00% | 6, 30.00% | 5, 25.00% | 8, 40.00% |
| Teaching students how to use AET for classroom journaling | 0, 0.00% | 1, 5.00% | 8, 40.00% | 5, 25.00% | 6, 30.00% |
| Usage of AET for award applications | 0, 0.00% | 5, 25.00% | 4, 20.00% | 7, 35.00% | 4, 20.00% |
| Usage of AET for school board reporting | 1, 5.00% | 5, 25.00% | 7, 35.00% | 4, 20.00% | 3, 15.00% |
| Usage of AET for reporting for administration | 1, 5.00% | 4, 20.00% | 8, 40.00% | 4, 20.00% | 3, 15.00% |
| Usage of AET for reporting for state reports | 2, 10.00% | 3, 15.00% | 7, 35.00% | 4, 20.00% | 4, 20.00% |

The usage of AET for the in-service teachers vary based on classroom instruction, FFA activities, and SAEs. 45.00% teachers indicated using AET once a month for classroom instruction, while 44.44% teachers indicated using AET once a month for FFA activities. For SAEs, 61.11% teachers indicated using AET once a week. The in-service teachers indicated through the questionnaire that student SAE journaling (17 teachers), tracking student FFA activities (16 teachers), and teacher journaling (14 teachers) as the top items they use AET for.

Based on the questionnaires, the areas of focus are the AET calendar, grading student SAEs, school board and administration reporting, and classroom journaling to state standards. These areas showed the most need by the preservice teachers for further instructions as they transition into their classrooms. When looking at the in-service teacher questionnaire, these are also areas often recognized as very or extremely important to them and their program. The workshop templates will be developed. The workshops will be created in a guide template for teacher user ability (see Appendix I).

Developed Workshops

Workshop #1 - Using the AET Calendar

Length of Workshop: 60 minutes

Background: On AET, there is a calendar option where teachers and selected students can manage and track events and activities. The calendar is a way to post events for teachers, students, parents, and community members. The calendar allows teachers to publish their chapter calendar to their AET based website for community outreach. The calendar is also a way to initiate the National Chapter Application requirements prior to having to fill out the application for state or national submission.

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- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.8.2. Select and organize resources to develop a product or a service.

How to Meet Standards:

The AET calendar can be given as a responsibility for an officer or FFA member. In this workshop, there is an explanation on how to give students editing capabilities. By using the AET calendar, students are having to log into their account or the AET application on their phones. By having the AET calendar, the information is also transported to the chapter's AET website and can be a product printed for students, parents, and community members.

Lesson Objectives:

- Explain how to create events on the AET Calendar
- Explain how to add students to allow them access to edit the AET Calendar

Keywords: AET Calendar, Manual Entry, National Chapter Application

Equipment Needed:

- Internet/Wifi Access
- Computer/Charger
- Projector/Screen
- Participant practice AET accounts
- Participants computers/chargers

Resources:

- National Chapter Apps & POAs - <https://www.theaet.com/page.aspx?ID=294>
- AET Website - <https://theaet.com/page.aspx?ID=308>
- Student Leadership Roles - <http://library.theaet.com/watch/SRNwY6FdxXUsS4wD4h866m>

- Blank National Chapter Application
- See Appendix J for Workshop Handout

Teaching Procedures

Presentation - For Facilitators

| Competencies | Methods |
|---------------------------|---|
| Usage of the AET Calendar | <p>1. Explain how to access the AET calendar.</p> <p>Facilitator - Through lecture-based teaching, the facilitator will do an introduction on how to log into AET and navigate to the AET Calendar. This will be both on the teacher and student side.</p> <p>Teacher Side</p> <ol style="list-style-type: none"> Log into AET Click on “Tracker” Click on “Calendar - Program of Activities” <p>Student Side - Refer to Workshop #1 Teacher Handout in Appendices (Appendix J)</p> <ol style="list-style-type: none"> Log into AET Click on “Calendar” on the home screen. |
| | <p>2. Demonstrate the steps to add an event into the AET calendar.</p> <p>Facilitator will walk through the steps on creating an event in the AET calendar. Participants will Refer to Workshop #1 Teacher Handout in Appendices (Appendix J)</p> <p>Facilitator - Instruction</p> <ol style="list-style-type: none"> Click on “Calendar - Program of Activities” Select a date, such as May 4th, 2023 Fill in the corresponding information. <ol style="list-style-type: none"> Activity Type - “Other” Name of Activity - “Ohio FFA State Convention” Location - “Ohio State Fairgrounds” Duration (Days) - “2” Click Save <p>Discuss the options for “Time Event”. If the event has a specific start and end time, the instructor can indicate a specific start time and length of event. State Convention is an example of an activity that lasts multiple days. A chapter banquet would be an example</p> |

| | |
|--|---|
| | <p>of an event that would last a specific day for a certain amount of time.</p> |
| | <p>3. Explain the steps to make the event(s) visible on an AET website.</p> <p>Facilitator - Note - will need to have a chapter's website created prior to this section.</p> <p>A. Will need to explain how the AET platform allows chapter's to have a free website. Refer to this link to participants who need assistance in setting up a chapter's website - https://theaet.com/page.aspx?ID=308</p> <p>a. This would need to be set up prior to making the calendar accessible through the chapter's free website.</p> <p>Steps to Add Events to the Chapter's AET Website - Refer to Workshop #1 Teacher Handout in Appendices (Appendix J)</p> <ol style="list-style-type: none"> 1. Click on the event you have already created, such as May 4th- Ohio FFA State Convention 2. Scroll down and check the box labeled as "Publish Event's Portfolio On Chapter Website" 3. Click "Save" <p>Uploading the event to a chapter website allows for parents, alumni, school administrations, and community supporters to see what is occurring within the chapter.</p> |
| | <p>4. Demonstrate how to take attendance on events through the AET calendar.</p> <p>Facilitator - Ask the participants what the benefit would be to take attendance on FFA activities throughout the year? Potential answers - chapters who do point systems, know which kids are active, tracking participation and aligning the participation to degrees, etc</p> <p>Through the AET Calendar, teachers are able to track attendance for events at the moment.</p> <p>Steps to Taking Attendance Using the Calendar</p> <ol style="list-style-type: none"> A. Log into AET B. Click on "Tracker" C. Click on "Calendar - Program of Activities" D. Select any event to enter attendance. Example - "Officer Interviews - March 21" E. Select "Participants" |

| | |
|--|--|
| | <p>F. Choose the Activity Type for the event - “Other” G. Determine the Level of the Activity - “Chapter” H. Determine the number of hours of the event - “1 hour” I. If you do a points system, you can select the “Participation Value”. Note - all events will default to 1.0 J. Click the cursor inside the “Student Barcode/Name” box. K. Type the child’s last name until it appears in the list L. Click on the child’s name and hit “Enter”</p> <p>This manual entry will give teacher’s a record of attendance on any event they choose. The entry automatically connects to the child’s journal records and will pull through on their record books.</p> <p>Note - The student will have to go back into their journals and complete the descriptions on any of the activities that are entered on the calendar.</p> |
| | <p>5. Explain the connection to the National Chapter Application</p> <p>Facilitator - Through the AET Calendar, chapters can develop their National Chapter Application(NCA) while working throughout the year. Refer to Workshop #1 Teacher Handout in Appendices (Appendix J) for additional assistance. Demonstrate the steps with the participants.</p> <p>Steps to Adapting the Calendar into Your NCA Development</p> <ol style="list-style-type: none"> Once events are created in the calendar, determine the 15 activities you would like to push to the National Chapter Application. Open an event you would like to push to the National Chapter Application on the AET Calendar. Example - “State Agronomy CDE” - March 25 Select the “Organizing Committee” that you want this activity to connect to. Example - “Growing Leaders - Career Success” Click “Save”. Open the event back up. At the top of the screen, the sections of the NCA are listed across the top. The sections that pull to the NCA include - “Goals, Plans & Outcomes”, “Results & Evaluation”, and “Photos Portfolio”. <p>Note - Students who have access to edit and manage the calendar also have access to manage the NCA. This can be developed</p> |

| | |
|--|--|
| | <p>throughout the year by students as events are happening in real time. (Refer to Workshop #1 Teacher Handout in Appendices (Appendix J to see how to add kids to be able to manage the Calendar and NCA) Display this video to allow participants to see how add students to have access to the calendar, NCA, and meeting manager - http://library.theaet.com/watch/SRNwY6FdxUsS4wD4h866m</p> <p>Refer to “National Chapter Apps & POAs” link for additional assistance https://www.theaet.com/page.aspx?ID=294</p> |
|--|--|

Anticipated Challenges for Participants:

A challenge with demonstrating the AET calendar is understanding the connection to the National Chapter Application. The application itself is a multitude of steps but utilizing the calendar actually starts the application. To assist participants in this understanding, it is recommended to have a blank National Chapter Application for participants to see. If there is a copy of this, then it could guide teachers in better understanding the connection.

Application - For Teacher Workshop Participants

| Competencies | Activities |
|--|---|
| Usage of the AET calendar | <ol style="list-style-type: none"> 1. Partner with another attendee to create three events from the given list. <ol style="list-style-type: none"> a. District 1 Livestock Judging Invite - 3/7/2023 at 10am - Fulton County Fairgrounds, Wauseon, Ohio b. State National Chapter Application Evaluations - 3/17/2023 at 9am - Ohio FFA Center, Ohio State Fairgrounds, Columbus, Ohio c. Monthly Chapter Meeting - 3/25/2023 at 10am - High School Media Center |
| Usage of the AET calendar | <ol style="list-style-type: none"> 2. Individually create two events in your AET calendar for summer/fall activities. |
| Journaling students FFA activities in AET via manual entry | <ol style="list-style-type: none"> 3. Take attendance on a past event through manual entry |

Evaluation of the Workshop

- Application will be evaluated through the demonstration of the activities during the workshop.
- Impact - Refer to Appendices K - Workshop #1 Evaluation Form
 - At the conclusion of the workshop, participants will be asked to complete the evaluation form. This will allow feedback to be collected on the workshop and the materials presented.

References

- National Chapter Apps & POAs - <https://www.theaet.com/page.aspx?ID=294>
- AET Website - <https://theaet.com/page.aspx?ID=308>
- Student Leadership - <http://library.theaet.com/watch/SRNwY6FdxxUsS4wD4h866m>

Workshop #2 - Grading Student SAEs in AET

Length of Workshop: 60 minutes

Background: A part of the three-circle agricultural education model, there is a section on students' supervised agricultural experiences. Within the AET, teachers are able to evaluate students' supervised agricultural experiences based on the records they have in the AET program. The grading system is accessible for teachers in both the website platform and the AET application. By grading students' supervised agricultural experiences via the AET, students can receive feedback on their records as they are working through the projects instead of waiting until a student applies for higher degrees and awards.

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- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.9.1. Create, analyze and interpret financial documents (e.g., budgets, income statements).
- 1.9.3. Review and summarize savings, investment strategies and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.8. Identify income sources and expenditures.

How to Meet Standards:

Through SAE grading, students are given feedback on their SAE projects. They are able to use technology (the AET platform) to record and maintain their SAE records. By creating their SAE, they are required to create a budget for each project and financial entries collected. The income and expenses are recorded by category on each SAE. Through the implementation of an SAE and record keeping, a student can meet the above standards.

Lesson Objectives:

- Explain the project grading report of students
- Demonstrate how to complete a student evaluation on a students' supervised agricultural experiences

Keywords/Vocabulary: Student Grading Report, Project Grading Report, Student Evaluation

Equipment Needed:

- Internet/Wifi Access
- Computer/Charger
- Projector/Screen
- Participant practice AET accounts
- Participants computers/chargers

Resources:

- Grading Students SAEs - <https://theaet.com/page.aspx?ID=259>
- SAE Grading Rubrics - <https://theaet.com/SAERubrics>

- Supervisor, Mentor, or Industry Leader Evaluations - <http://library.theaet.com/watch/gKdca9LE9z7F2fMCp3oRo2>
- See Appendix L for Workshop Handout

Teaching Procedures

Presentation - For Teachers

Prior to this workshop, the facilitator will need to have a made up three different students in a practice teacher's account with each student having an SAE project in AET to be able to complete the evaluation form.

Introduction Discussion:

Prior to the methods, the facilitator will lead a discussion on how to grade and assign points on SAEs. Ask the teachers if they have any current systems in place. The AET system provides a 4 point scale rubric to guide teachers in evaluation. Based on a specific school may also indicate the amount of points allowed to be given related to an SAE. Things to consider when structuring your agricultural courses is to be clear from the beginning on what percentage or number of points are related to an SAE. If SAEs are going to be required in your course/programs, discussing the requirements early in the year will give students time to plan, execute, and record/reflect on their project. The grading of SAEs should evaluate the student standards.

| Competencies | Methods (Steps) |
|-------------------------------|---|
| Grading students' SAEs in AET | <ol style="list-style-type: none"> 1. Explain how to access the project grading report <p>Facilitator - Through lecture-based teaching, the facilitator will explain the steps of accessing the project grading report. Participants will be encouraged to refer to the Workshop #2 Teacher Handout (Appendix L).</p> <p>Display this video from https://theaet.com/page.aspx?ID=259 2:01-6:27</p> <ol style="list-style-type: none"> 1. Log into the Teacher AET Account 2. Click "Reports" 3. Under "Student Engagement Reports", click on "Project Grading Reports" <p>The facilitator will explain what is available in the Project Grading Report. Items for the facilitator to explain would include:</p> <ol style="list-style-type: none"> 1. The report allows teachers to see each student and their specific SAE projects that are in AET. |

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| | <ol style="list-style-type: none"> The items within the Project Grading Report (Refer to Workshop #2 Teacher Handout Appendix L). Based on the information in the Project Grading Report, teachers are able to track their students in their SAE projects and determine what parts of the project need work. For example, project plan, budget, financial entries, journal entries, or annual review. |
| | <ol style="list-style-type: none"> Demonstrate how to complete a student SAE evaluation on AET <p>Facilitator will walk through the steps on how to evaluate a student's SAE project in AET. Participants will refer to Workshop #2 Teacher Handout (Appendix L)</p> <p>Display this video https://theaet.com/page.aspx?ID=259 from 6:27 to the conclusion of the video</p> <p>Facilitator - Instruction</p> <ol style="list-style-type: none"> Log into Teacher Account on AET Click on "Reports" Under " Student Management Reports", click on "Project Grading Report" Choose a student you wish to complete an evaluation on. Click on the "Evaluation" button on the far right hand side of the screen. The button is labeled with an "ABCDE" Complete the evaluation form for the student's project. <p>Facilitator will want to explain how these evaluations can be conducted</p> <ul style="list-style-type: none"> Evaluations can be conducted via the AET website or the AET application. This evaluation can be used onsite for a SAE visit for the student or if a teacher is looking at a student's records online. Evaluations are connected to standards and allows teachers to indicate if the standards are being met through the student's journal descriptions. Evaluations can also be conducted by a supervisor, mentor, or industry person. Refer to this video for assistance for those individuals who are not the teacher conducting evaluations - http://library.theaet.com/watch/gKdca9LE9z7F2fMCp3oRo2 |
| | <ol style="list-style-type: none"> Explain how to access the student grading report <p>Facilitator - Through lecture-based teaching, the facilitator will explain how to</p> |

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| | <p>access a student grading report. Participants will be encouraged to refer to the Workshop #2 Teacher Handout (Appendix L)</p> <p>Steps to Accessing the Student Grading Report</p> <ol style="list-style-type: none"> 1. Log into AET using the Teacher's Account 2. Click on "Reports" 3. Under "Student Engagement Reports", click on "Student Grading Report" <p>The facilitator will need to take time to explain the differences between the Project Grading Report and the Student Grading Report.</p> <p>Project Grading Report</p> <ul style="list-style-type: none"> ● Seeing the students' SAE projects ● SAE Finances and Journal Entries <p>Student Grading Report</p> <ul style="list-style-type: none"> ● See students' resumes, courses, and contact information ● Classroom, FFA, and Community Service Journal Numbers ● SAE Finances and Journal Entries ● Number of Evaluations ● Student record books <p>Facilitator will lead a discussion with the participants to see which report they see themselves using in their program.</p> <p>Ask questions such as:</p> <ol style="list-style-type: none"> 1. Which report do you see most beneficial and why? 2. How do you foresee yourself grading SAEs or AET components? 3. When would you plan to start SAEs and AET with your students? |
| | <ol style="list-style-type: none"> 4. Explain how students can access their SAE evaluations made by their instructors <p>Facilitator - The facilitator will discuss the steps of accessing a student's SAE Evaluation. This process is the same for an evaluation that was created by a teacher or a supervisor/mentor/industry leader.</p> <p>Note - The facilitator will need to have an evaluation created on a student's SAE project to be able to show how to access it.</p> <p>Steps to Guide Students Accessing their Evaluations - Refer to Workshop #2 Teacher Handout (Appendix L)</p> <ol style="list-style-type: none"> 1. Log into a student's AET account 2. Click on "Profile" |

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| | <ol style="list-style-type: none"> Under “Your Activities”, click on “Project/Experience Manager (SAE, WBL)” Click on “View SAE Assessments” in the top right corner. Click on “View” to see the corresponding SAE Evaluation <p>Once an evaluation has been viewed by the student, there will be an indicator on the student’s “Project Experience Manager” that will read “0 Unread Assessments”. However, a student can always go back into their “Project Experience Manager” and view any past SAE Evaluations.</p> |
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Anticipated Challenges for Participants:

The most anticipated challenge with this workshop is utilizing the Project Grading Report versus the Student Grading Report. These two reports have specific reasoning on why someone chooses one over another. The Project Grading Report is to see an overview of student SAEs. The student grading report is an overview of each student’s AET. When looking to evaluate SAEs specifically, teachers will want to utilize the Project Grading Project. A way to address this challenge is to have a report of each and have a discussion on why each one is important. Also include discussions on when to use each report. For example, the Student Grading Report would be used to grade a student’s resume.

Application - For Teacher Workshop Participants

| Competencies | Activities |
|--------------------------------|---|
| Grading students’ SAEs via AET | <ol style="list-style-type: none"> Participants will run a Project Grading Report Create a list of students who need to update their SAE projects with a list of tasks needed to complete |
| Grading students’ SAEs via AET | <ol style="list-style-type: none"> Partner with another attendee to create a student’s SAE evaluation (utilize the information collected while running your Project Grading Report) |
| Grading students’ SAEs via AET | <ol style="list-style-type: none"> Participants will open their student’s account to ensure the evaluation was completed on their SAE. Once the evaluation has been viewed, the participant should see that there are “0 Unread Assessments” |

Evaluation

- Application will be evaluated through the demonstration of the activities during the workshop.
- Impact - Refer to Appendices K - Workshop #2 Evaluation Form
 - At the conclusion of the workshop, participants will be asked to complete the evaluation form. This will allow feedback to be collected on the workshop and the materials presented.

References

- Grading Students SAEs - <https://theaet.com/page.aspx?ID=259>
- SAE Grading Rubrics - <https://theaet.com/SAERubrics>
- Supervisor, Mentor, or Industry Leader - <http://library.theaet.com/watch/gKdca9LE9z7F2fMCp3oRo2>

Workshop #3 - School Board & Administration Reporting in AET

Length of Workshop: 60 minutes

Background: In AET, there are several options in the teacher's account for reports that can benefit the program. The reports can be used for several different audiences including, students, parents, alumni, advisory boards, administration, and school boards. If your program is actively using AET, the data is already in the system to create the reports.

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.8.2. Select and organize resources to develop a product or a service.

How to Meet Standards:

Through school board and administration reporting, there are documents produced through the AET system. The reports can be produced by the teacher's account. These reports are a great way for students to also engage and understand what financial reports look like, especially to an organization they are a part of. With these reports, students can also be a part of the discussion to the school board and administration on the success and overall impact of the Agricultural Department.

Lesson Objectives:

- Demonstrate how to create a Teacher Journal Report
- Explain how to run a Chapter Profit/Loss Report
- Explain the importance of an Economic Impact Summary

Keywords/Vocabulary: Economic Impact Summary, Chapter Profit/Loss, Teacher Journal Report

Resources:

- Workshop #3 Teacher Handout (Appendix N)

Teaching Procedures

Presentation - For Facilitators

| Competencies | Methods |
|---|---|
| Usage of the AET for reporting for school board and | 1. Demonstrate how to create a Teacher Journal Report Facilitator - |

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| administration | <p>Note - The facilitator will need to have several teacher journals in their Teacher AET system prior to this objective.</p> <p>Steps to Creating a Teacher Journal Report - Refer to Workshop #3 Teacher Handout (Appendix N)</p> <ol style="list-style-type: none"> 1. Log into Teacher's AET Account 2. Click on "Reports" 3. Under "Program Reports", click on "Program/Teacher Reports" 4. Click on "Teacher Journal Report" 5. Select the date range and teacher you wish to see 6. The top table is a summary of the teacher's hours based on categories, such as SAE visits, Professional Development, etc. 7. The bottom table is each individual journal entry that the teacher has made 8. By clicking the "Generate PDF" button, you can have a PDF document with all of your entries. <p>Facilitator leads a discussion around what this report could be used for? Things to the report can be used for - discussions with administrators about extended contract, advisory board update for program hours investment</p> |
| | <p>2. Explain how to run a Chapter Profit/Loss Report</p> <p>Facilitator - Ask the participants questions where Profit/Loss Statements are utilized outside of the Ag Ed/FFA program? This will allow for discussion on what a profit/loss statement is.</p> <p>The important piece is to understand a profit/loss statement is utilized to see the income and expenses of can activity. A statement can be created for any one FFA event to see where the costs and income occur.</p> <p>The Chapter Profit/Loss Report allows for income and expenses to be seen of students' SAEs in the varying areas.</p> <p>Steps to Running a Chapter Profit/Loss Report - Refer to Workshop #3 Teacher Handout (Appendix N)</p> <ol style="list-style-type: none"> 1. Log into Teacher's AET Account 2. Click on "Reports" 3. Under "Program Reports", click on "Economic Value Reports" 4. Click on "Chapter Profit/Loss (P/L)" <p>In the Chapter Profit/Loss Report, you can see what your students</p> |

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| | <p>have invested and made through their SAE reports. This report also gives multiple years to see the change from year to year.</p> <p>This report is good to display for an alumni or advisory board to see where students are making money. For a school board or administration, this is a strong report to show the value and impact of SAEs.</p> <p>Student Learning: When creating a Profit/Loss statement for the chapter, this would also be a good opportunity to share the information with your students. By taking the time to show students a real profit/loss statement that they can relate to can provide a greater understanding for what the financial document is used for. The profit/loss statement is one where there can be discussions around financial management and decision making on behalf of an organization.</p> |
| | <p>3. Explain the importance of an Economic Impact Summary</p> <p>Facilitator - Note - The facilitator will want to run the report under a chapter account that has students with records.</p> <p>Steps to Create a Economic Impact Summary - Refer to Workshop #3 Teacher Handout (Appendix N)</p> <ol style="list-style-type: none"> 1. Log into Teacher's AET Account 2. Click on "Reports" 3. Under "Program Reports", click on "Economic Value Reports" 4. Choose the range of years you want to look at. Reports can be run by individual years or through a range of years to see the overall growth of the program. 5. Click "PDF" 6. The PDF report will download to your computer <p>For the participants' activity, the facilitator will need to have several copies of different Economic Value Reports.</p> <p>This report is a short two-page document that gives an overview of the chapter's impact from FFA, SAEs, and community service. The report gives an overall economic impact the entire chapter is making on the community as well as an economic impact per member.</p> <p>This report is a great report to use for administration and the school board to see the importance and impact of the program. This report will update if records are put into AET.</p> |

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| | <p>Student Learning: The economic value report is a tool that would be great to share with students. This report can lead to discussions on the overall impact of the chapter. The transferring of this report into the real-world could help students to realize their impact of having a job or purchasing items in the community. There report is a great tool from understanding the circle of production to consumer.</p> |
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Importance of Reports and Sharing to Others:

The Profit/Loss Statement and Economic Value Report are two areas where students can partake in presenting the chapter information to school boards, administration, and the alumni. Having discussions with students around these reports will allow for greater understanding by the students and their overall impact into the program. By giving ownership to the students to present these reports will provide stronger support by the school boards, administration, and alumni than if the teacher presented. The students are displaying their knowledge and overall participation in the program by presenting to the various groups. This can also show the dedication the students have in the success of the program.

Anticipated Challenges for Participants:

The anticipated challenge for this workshop would be determining what data should be presented. When running the reports in AET, there is a lot of information. This information may be overwhelming for school board members and administration to understand. Through conversations with the participants on what their school reporting looks like, may help in digesting the report. It would also be recommended to potentially take the report and create a more visually appealing infographic to guide others in digesting the information. This would be a great way to implement students into learning about the report and creating a consumer based report.

Application - For Teachers Workshop Participants

| Competencies | Activities |
|-----------------------------------|--|
| Creating a Teacher Journal Report | <ol style="list-style-type: none"> 1. Participants will log into their “Teachers Accounts” 2. Record a Teacher Journal - Refer to Workshop #3 Teacher Handout on how to enter a journal entry. 3. Participants will run a report to determine if the journal entry was completed. |
| Using a Economic | <ol style="list-style-type: none"> 1. Participants will partner up with each group partner having a |

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| Impact Report | <p>different Economic Value Report.</p> <ol style="list-style-type: none"> 2. The participants will partner up and run a mock school board/administration presentation over their Economic Value Report. 3. A discussion after the mock presentations will be had among all of the participants to see what areas they choose to highlight from their Economic Value Report. |
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Evaluation

- Application will be evaluated through the participant activities during the workshop
- Impact - Refer to Appendices O - Workshop #3 Evaluation Form
 - At the conclusion of the workshop, participants will be asked to complete an evaluation form. This will allow feedback to be collected on the workshop and materials presented.

Workshop #4 - Classroom Journaling in AET

Length of Workshop: 60 minutes

Background: On AET, there are several options for journaling various classroom, FFA, and SAE hours. Journaling allows for students to track their participation in the various categories. Teachers are able to run reports based on the journaling categories to track participation of their students. Classroom journaling allows teachers to see what standards the students are meeting through lessons of instruction and classroom activities or projects. When journaling classroom instruction, students are required to connect their learning to Ohio standards. (Depending on what state your account is connected to will determine the standards associated with the AET classroom journaling.)

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.

How to Meet Standards:

Through classroom journaling, students are being required to explain their learning in the AET system. The AET system allows for tracking of their learning and produces a report of their experiences within the classroom. When completing a classroom journal in AET, students have to provide a description where they need to utilize proper grammar and spelling. The journaling will be in the student's record book and will be part of students' award applications in the future.

Lesson Objectives:

- Explain how the Ohio standards connect to classroom journaling
- Demonstrate how to create a classroom journal
- Explain how to run a classroom journal report

Keywords/Vocabulary: Journaling, Ohio Standards

Equipment Needed:

- Internet/Wifi Access

- Computer/Charger
- Projector/Screen
- Participant practice AET accounts
- Participants computers/chargers

Resources:

- How to Journal in AET- <http://library.theaet.com/watch/42rLmxtJEYQiLQeSwDwBnB>
- Workshop #4 Teacher Handout (Appendix P)

Teaching Procedures

Presentation - For Facilitators

Begin this workshop with a discussion with teachers on how to get students to journal and reflect on their learning. Ask teachers to share their experiences with students reflecting through AET journaling.

As the facilitator, provide a method to guide teachers in student reflecting.

- The first time classroom journaling, the teacher will want to provide all needed information, such as date, competency, unit, description, and amount of time. When providing the description, explain to students what you as the teacher are looking for. (Who, What, When, Where, Why, & How)
- The second time a teacher does classroom journaling have the students provide some of the information, such as date, amount of time, and description.
- The third time have the student provide all of the information. As the teacher, it will be important to check student work after this to ensure they are choosing the correct competency for the lesson.

| Competencies | Methods |
|---|---|
| Teaching Students How to Use AET for Classroom Journaling | <p>1. Demonstrate how to Add Agricultural Courses</p> <p>Facilitator - Through a demonstration process, the facilitator will show the steps of adding agricultural education courses to a teacher's AET account.</p> <p>Display the video 30:45-32:30 http://library.theaet.com/watch/42rLmxtJEYQiLQeSwDwBnB</p> <p>Steps to Adding Courses - Refer participants to Workshop #4 Teacher Handout (Appendix P)</p> <p>1. Log into the Teacher's AET Account</p> |

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| | <ol style="list-style-type: none"> 2. Click on “Profile” 3. Under “Your School”, click on “Set up the courses that are taught at your school”. 4. Click on “New Course” 5. Complete the options that appear on the screen - <ol style="list-style-type: none"> a. Select Teacher b. First Day of Classes c. Last Day of Classes d. Primary Pathway of Program e. Class Type f. Class Name g. Section/Period h. Credit Hours i. Dual Credit Option j. Lesson Template 6. Click “Save” to add course 7. Repeat steps four and five to add additional courses <p>Explain to the participants that this will need to be done each school year or semester depending on how your school is set up. A traditional schedule (40-50 minute periods) would be done once a year. A block schedule (80-90 minute periods) would need to be done at the start of each semester.</p> |
| | <ol style="list-style-type: none"> 2. Demonstrate how to journal classroom activities and projects <p>Facilitator - Lead a discussion on journaling in AET with the participants. Questions to ask include:</p> <ol style="list-style-type: none"> 1. What do you know about journaling in AET? 2. What have you used journaling for in AET? <p>Potential answers would include: SAE or FFA journaling for Award Applications</p> <p>Display video from 32:19 - 36:40 http://library.theaet.com/watch/42rLmxtJEYQiLQeSwDwBnB</p> <p>Demonstrate the steps in AET to journal in the classroom category</p> <ol style="list-style-type: none"> 1. Log into a student’s account 2. Click on “Journal” 3. Under “Your Time Entries”, click on “Time in classroom activities” 4. Complete the fillable information on the screen for the journal entry. <ol style="list-style-type: none"> a. Date of Activity b. Class |

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| | <ul style="list-style-type: none"> c. Unit/Topic d. Activity/Level e. Description/Reflection f. Time Spent in Activity g. Mastery Level <p>5. Click “Save”</p> <p>Reminder participants that students must be enrolled in a course to be able to journal activities and instruction for the course.</p> <p>Facilitator led a discussion with the participants on why and how they would implement classroom journaling into their program? What would this look like from them and how could this improve their overall program?</p> |
| | <p>3. Explain how to run classroom journaling reports</p> <p>Facilitator -</p> <p>The facilitator will explain the steps to run a classroom journaling report through AET. This process is the same for any journaling category, such as SAE, FFA activities, community service, etc.</p> <p>Note - The facilitator will need to have classroom journal entries in the system prior to this objective.</p> <p>Steps to Run a Classroom Journaling Report - Refer to Workshop #4 Teacher Handout (Appendix P)</p> <ul style="list-style-type: none"> 1. Log into Teacher AET Account 2. Click on “Reports” 3. Under “Student Engagement Reports”, click on “Student Detail Reports” 4. Click on “Journal List” 5. Fill in the date range you wish to run for the report. 6. Change the Activity Type to “Course-related Activity” 7. Choose a subtype if you wish. A subtype would allow you to run a report on a specific course, such as Mechanical Principles of AFNR 8. To print the report, click the “Print” button in the top middle of the screen <p>If you would like to see FFA activities, SAE hours, community service journals, you simply need to change the “Activity Type” at the top of the page.</p> |

Anticipated Challenges for Participants:

The anticipated challenge for this workshop is finding a way for teachers to consistently implement journaling into their classrooms. Each program is slightly different and teachers have different priorities. The struggle for teachers may include finding the value in classroom journaling and when they can implement into their busy classrooms. A recommendation for teachers could be to take a grade once a week on classroom journaling. Once students get into a routine of journaling, it will not feel like such a chore. For a teacher, classroom journaling is a great way to evaluate student learning.

Application - For Teacher Workshop Participants

| Competencies | Activities |
|--|--|
| Setting Up Agricultural Courses in AET | <ol style="list-style-type: none"> Participants will set up three agricultural courses for the 2023-2024 school year in their Teacher AET Account All Courses will be under the A0 - Agribusiness & Production Systems Pathway <ol style="list-style-type: none"> One Section of Agricultural, Food, & Natural Resources One Section of Plant and Animal Science One Section of Mechanical Principles Start Date - August 21, 2023 End Date - May 17, 2024 <p>Participants will partner with another participant to check to see if the three courses are set up correctly.</p> |
| Teaching students how to journal classroom activities in AET | <ol style="list-style-type: none"> Participants will partner with another participant to journal one classroom entry per course they created. <ol style="list-style-type: none"> One classroom entry for AFNR <ol style="list-style-type: none"> Student completing a presentation on renewable energy options One for Plant & Animal Science <ol style="list-style-type: none"> Student creating a 3D plant or animal cell model One for mechanical principles <ol style="list-style-type: none"> Student completing a shielded metal arc welding project <p>Participants will be encouraged to have a discussion with their partner to see where potential activities could fit to state standards.</p> |
| Running a Classroom Journal Report | <ol style="list-style-type: none"> Participants are asked to run a classroom journal report for their students. Participants should be able to see the three |

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| | journal entries they entered previously. |
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Evaluation

- Application will be evaluated through the participant activities during the workshop
- Impact - Refer to Appendices Q - Workshop #4 Evaluation Form
 - At the conclusion of the workshop, participants will be asked to complete an evaluation form. This will allow feedback to be collected on the workshop and materials presented.

References

- How to Journal in AET- <http://library.theaet.com/watch/42rLmxtJEYQiLQeSwDwBnB>

Section 5 - Conclusion

Attribution Theory

Attribution Theory attempts for an individual to understand the behavior of others by attributing feelings, beliefs, and intentions of an individual (Attribution Theory Causal Attribution Theory, 2023). Attributions are the way individuals give perceptions to their everyday situations. The attribution theory is applicable to a teacher and the experiences they work through each day in their classrooms. Teachers will be making attributions to their students and career both internally and externally constantly through their career. Teachers make attributions to their students each day as they teach. The attributions a teacher makes to themselves is traditionally long term as they grow in their profession. The attributions being made externally by individuals the teacher cannot control, such as students, parents, and administration can impact the overall gratitude a teacher feels about their career in education. The more a teacher experiences positive attributions, the more likely they would stay in the career. The less a teacher experiences positive attributions, the more likely they would feel overwhelmed and not supported, which could lead to them considering leaving the field.

Through the AET program, teachers can feel positive attributions such as award application successes for their students. By having student award application success, the teacher can also be attributing to the school and community image of the overall program. However, the teachers can connect their classroom instruction to state standards that students have the opportunity to reflect through journaling on how they feel about their learning. Teachers can also experience positive attributions from being able to see the chapter's economic impact through creating the various AET reports. These reports can be shared with school boards, administration, and support groups and this can lead to a positive attribution from those groups.

Through these various attributions the teacher is making in implementing the AET system, the program can receive positive feedback and support from the local community when they are able to see student award success as well as chapter financial impact.

Summary of the Findings

The preservice teachers' needs assessment indicated that the majority believed journaling students' FFA activities, SAE hours, and classroom activities as important. They also indicated that record keeping students' SAEs and utilizing AET for award application is an important part of AET. The preservice teachers indicated that using AET for state reporting as an important part of the AET platform. Over 55.00% of the preservice teachers were not knowledgeable in grading students' SAEs or creating reports for school boards or administration through AET.

Through the in-service teachers needs assessment, the major findings included a majority of the teachers indicating that journaling and record keeping students' SAEs in AET as an important aspect for the usage of the AET. Over 70.00% in-service teachers also indicated that journaling students' FFA participation in AET and utilizing AET for award applications as important. Based on the questionnaire, the in-service teachers indicated they were knowledgeable in all of the above competencies that they felt were important for their programs related to the AET. The in-service teachers did, however, indicate they were not knowledgeable in the usage of the AET calendar or utilizing AET for school board or administration reports.

Summary of Workshops

Based on data collected from the needs assessment, the workshop topics were chosen as: usage of the AET calendar, SAE grading in AET, school board and administration reporting, and

classroom journaling. These workshops are designed to provide support and education for early career field teachers in agricultural education. In the AET calendar workshop, the participants will learn how to utilize the AET calendar for their program. The areas of focus include accessing the AET calendar, learning how to add events to the calendar, making the calendar visible on a chapter's AET website, taking activity attendance utilizing the calendar, and connecting the calendar to the National Chapter Award Application. In the second workshop, SAE grading in AET, participants will explore AET to better understand how SAEs can be evaluated with an onsite or offsite SAE visit. The areas of focus include accessing the project grading report, how to complete an SAE evaluation using AET, accessing the student grading report, and how students' can access their SAE evaluations. The school board and administration reporting in the AET workshop is discussing how teachers can utilize the information that has been previously entered by students in forms of their classroom journals, FFA activities, community service hours, and SAE projects to create chapter impact reports. The areas of focus for this workshop include creating a teacher journal report, creating a chapter's profit/loss report, and the importance and application of a chapter's economic value summary. The final workshop is classroom journaling in AET. This workshop connects what students are learning to the classroom to the state standards associated with their course. In this workshop, the areas of focus include adding agricultural courses to a students' account, journaling classroom activities and projects, and how to run a classroom journal report.

In each workshop, the facilitator will start the workshop with a discussion on how the skills learned can contribute a positive impact on their overall program. These contributions can be then turned into positive attributions both by the local community and the teacher. The implementation of the skills will provide success and approval from program stakeholders. In

workshop 1: Usage of the AET calendar, the attribution would be allowing for administration and community access to a visual chapter calendar. If the calendar is actively shared with these groups, there could be a better understanding of the role of the agricultural education teacher and program. In workshop 2: SAE Grading, the attribution would be providing documented feedback on student's SAEs. By contributing to student SAE evaluation, there can be a greater number of students working towards state and American degrees due to having strong records. In workshop 3: School Board & Administration Reporting, the attribution would provide documentation of the overall program to these stakeholders. By giving these reports, which provide student impact, the stakeholders would be able to see how the agricultural education program is being successful. This can allow for recognition of the students, teacher, and program. In workshop 4: Classroom Journaling, the attribution is giving students a way to reflect on their learning. This also provides a resource for teachers to see the impact of their teaching.

Implementation of the Workshops

These workshops will be used to support early career field teachers in agricultural education. The workshops will be implemented in various ways throughout the upcoming year. The workshops will be implemented at the Indiana Association of Agricultural Educators (IAAE) summer conference, Ohio New Teachers Series, and with Dr. Claflin's ASE 5225 course work. The goal is to implement these within the Ohio Association of Agricultural Educators in the future. The IAAE summer conference occurs at the beginning of June 2023 and I will be presenting these workshops to their preservice and early career agricultural teachers. I will be also presenting general information during another workshop over the AET platform. The Ohio New Teachers Series is conducted by Whitney Short, State Supervisor for Districts 1, 4, and 7. Currently, there are plans to incorporate these workshops into the 2023-2024 New Teacher

Series. The New Teacher Series workshops traditionally include three workshops throughout the school year. The audience for the New Teacher Series would include one- to three-year agricultural education teachers in Ohio. The workshops will be distributed with Dr. Claflin to look for ways of implementation into her ASE 5225 course. The initial discussions include coming to present to her students in spring of 2024. The audience for this presentation would be preservice teachers at Ohio State University. The workshops may need to be adjusted as the time limit to present to those students would be much shorter than the needed time to present all four workshops.

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Appendix

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Appendix A

Preservice Agricultural Education Teachers Survey Email

Subject Line: Agricultural Experience Tracker Survey

Hello Agricultural Education Teachers,

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online survey about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,

https://osu.az1.qualtrics.com/jfe/form/SV_bEf2dp2c49PMiTc.

If you have any questions, concerns, or complaints related to the study, please feel free to email me at howell.482@osu.edu

Thanks and have a great day!

Appendix B

Preservice Agricultural Education Teachers Survey

AET - Preservice Teachers

Start of Block: Rank yourself on the following based on 1 being the lowest & 5 the highest

Welcome Pre-Service Agriscience Education Teachers,

As a pre-service Agriscience Education Teacher/FFA Advisor, you have the opportunity to complete a questionnaire where you will be asked to reflect on the usage and knowledge of the Agricultural Experience Tracker (AET). The purpose of this questionnaire is to determine the need for AET curriculum topics for in-service teachers. The information from the questionnaire will determine the decision on what topics within the AET to develop curriculum on. Individuals who consent to participate in the research study will have their responses analyzed by the research team. There is no harm or benefit to complete this voluntary, anonymous questionnaire. The questionnaire will take approximately 15 minutes to complete.

The Agricultural Experience Tracker (AET) for Preservice Teachers Survey

Name of Investigator: Alexis Howell

You are being asked to be a part of this survey due to your experience within the agricultural education programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of experience within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about you and your experiences within a high school agricultural education program.

The survey will take approximately 10-15 minutes to complete. At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

If there are any questions, concerns, or complaints related to the study, please contact Alexis

Howell at howell.482@osu.edu

If there are questions about participant rights, please contact the Office of Responsibility Research Practices. For research involving international participants, provide the ORRP number (614-688-4792) rather than (or in addition to) the toll-free telephone number, as appropriate.

Do you give consent to participate in the questionnaire for the research project on the usage of the Agricultural Experience Tracker?

- ☐ Yes, I give consent to participate in the research study
- ☐ No, I do not give consent to participate in the research study

Skip To: End of Survey If The Agricultural Experience Tracker (AET) for Pre Service Teachers
Survey Name of Investigator: A... = No, I do not give consent to participate in the research study

Page Break

Are you currently studying to become an agriscience education teacher?

- ☐ Yes
- ☐ No

Skip To: End of Survey If Are you currently studying to become an agriscience education teacher? = No

Page Break

Section 1: Perceived Importance of the Agricultural Experience Tracker

Please respond to the following questions regarding your perceived importance of the AET competencies.

Identify the perceived level of importance for the following competencies related to the use of AET in your Ag Ed program.

| | Not at all important (1) | Slightly important (2) | Moderately important (3) | Very important (4) | Extremely important (5) |
|--|--------------------------------|------------------------------|-----------------------------|--------------------------|-------------------------------|
| Grading of students' SAEs in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via manual entry | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via scanner/QR code | ○ | ○ | ○ | ○ | ○ |
| Journaling students SAE hours in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling of students classroom activities to state standards | ○ | ○ | ○ | ○ | ○ |
| Implementation of the AET calendar | ○ | ○ | ○ | ○ | ○ |
| Usage of the AET calendar | ○ | ○ | ○ | ○ | ○ |
| Record keeping students SAEs in AET | ○ | ○ | ○ | ○ | ○ |

Teaching
students how to
use AET for
FFA
participation
tracking

☐☐☐☐☐

Identify the level of knowledge for the following competencies related to the use of AET in your Ag Ed program.

| | Not knowledgeable at all (1) | Slightly knowledgeable (2) | Moderately knowledgeable (3) | Very knowledgeable (4) | Extremely knowledgeable (5) |
|---|------------------------------------|----------------------------------|------------------------------------|------------------------------|-----------------------------------|
| Grading of students' SAEs in AET | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Journaling students FFA activities in AET via manual entry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Journaling students FFA activities in AET via scanner/QR code | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Journaling students SAE hours in AET | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Journaling of students classroom activities to state standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Implementati on of the AET calendar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of the AET calendar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Record keeping students SAEs in AET | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching students how to use AET for FFA participation tracking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

Section 2: Knowledge of the Agricultural Experience Tracker

Please respond to the following questions regarding your knowledge of the AET competencies.

Identify the perceived level of importance for the following competencies related to the use of AET in your Ag Ed program.

| | Not at all important (1) | Slightly important (2) | Moderately important (3) | Very important (4) | Extremely important (5) |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|-------------------------------|
| Teaching students how to use AET for SAE record keeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teaching students how to use AET for classroom journaling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for award applications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for school board | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for state reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Identify the level of knowledge for the following competencies related to the use of AET in your Ag Ed program.

| | Not knowledgeable at all (1) | Slightly knowledgeable (2) | Moderately knowledgeable (3) | Very knowledgeable (4) | Extremely knowledgeable (5) |
|---|------------------------------|----------------------------|------------------------------|------------------------|-----------------------------|
| Teaching students how to use AET for SAE record keeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Teaching
students how
to use AET
for classroom
journaling

☐☐☐☐☐

Usage of
AET for
award
applications

☐☐☐☐☐

Usage of
AET for
reporting for
school board

☐☐☐☐☐

Usage of
AET for
reporting for
administratio
n

☐☐☐☐☐

Usage of
AET for
reporting for
state reports

☐☐☐☐☐

Page Break

End of Block: Rank yourself on the following based on 1 being the lowest & 5 the highest

Start of Block: Usage of Agricultural Experience Tracker

Section 3: Usage of Agricultural Experience Tracker

Please respond to the following questions regarding the usage of the AET in your agricultural education program.

What items would you likely use AET for? (check all that apply)

- ☐ Classroom Journaling (1)
- ☐ Student SAE Journaling (2)
- ☐ Calendar/POA Activities (3)
- ☐ Tracking Student FFA Activities (4)
- ☐ Teacher Journaling (5)
- ☐ Other (6) _____

End of Block: Usage of Agricultural Experience Tracker

Start of Block: Demographics

Section 4: Demographics

Please respond to the following questions regarding the demographics of you and your agricultural education program.

Please identify your gender identity:

- ☐ Woman
- ☐ Man
- ☐ Transgender
- ☐ Non-binary/non-conforming
- ☐ Prefer not to respond

What is your current age in years?

What is your current rank in school?

- ☐ Rank 1 (Freshman)
- ☐ Rank 2 (Sophomore)
- ☐ Rank 3 (Junior)
- ☐ Rank 4 (Senior)
- ☐ Rank 5 or more
- ☐ Graduate Student

Number of years were you enrolled in a high school agricultural education program:

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

Were you an FFA member at your high school? If yes is selected, please indicate the number of years you held FFA membership in the text box)

- ☐ Yes _____
- ☐ No

End of Block: Demographics

Appendix C

Inservice Agricultural Education Teachers Survey Email

Subject Line: Agricultural Experience Tracker Survey

Hello Agricultural Education Teachers,

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online survey about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,

https://osu.az1.qualtrics.com/jfe/form/SV_08HdYCyACUpmzOK.

If you have any questions, concerns, or complaints related to the study, please feel free to email me at howell.482@osu.edu

Thanks and have a great day!

Appendix D

Inservice Agricultural Education Teachers Survey

AET - Inservice Teachers

Start of Block: Rank yourself on the following based on 1 being the lowest & 5 the highest
Welcome Agriscience Education Teachers,

As a three, four, five year Agriscience Education Teacher/FFA Advisor, you have the opportunity to complete a questionnaire where you will be asked to reflect on the usage and implementation of the Agricultural Experience Tracker (AET) in your agricultural education programs. The purpose of this questionnaire is to determine the need for AET curriculum topics for in-service teachers. The information from the questionnaire will determine the decision on what topics within the AET to develop curriculum on. Teachers who consent to participate in the research study will have their responses analyzed by the research team. There is no harm or benefit to complete this voluntary, anonymous questionnaire. The questionnaire will take approximately 15 minutes to complete.

The Agricultural Experience Tracker (AET) for In-service Teachers Survey

Name of Investigator: Alexis Howell

You are being asked to be a part of this survey due to your experience within the agricultural education programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program.

The survey will take approximately 10-15 minutes to complete. At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

If there are any questions, concerns, or complaints related to the study, please contact Alexis Howell at howell.482@osu.edu

If there are questions about participant rights, please contact the Office of Responsibility Research Practices. For research involving international participants, provide the ORRP number (614-688-4792) rather than (or in addition to) the toll-free telephone number, as appropriate.

Do you give consent to participate in the questionnaire for the research project on the usage of the Agricultural Experience Tracker?

- ☐ Yes, I give consent to participate in the research study
- ☐ No, I do not give consent to participate in the research study

Skip To: End of Survey If The Agricultural Experience Tracker (AET) for In Service Teachers

Survey Name of Investigator: Al... = No, I do not give consent to participate in the research study

Page Break

Are you currently in your 3rd, 4th, or 5th year of teaching agricultural education?

- ☐ Yes
- ☐ No

Skip To: End of Survey If Are you currently in your 3rd, 4th, or 5th year of teaching agricultural education? = No

Page Break

Section 1: Perceived Importance of the Agricultural Experience Tracker

Please respond to the following questions regarding your perceived importance of the AET competencies.

Identify the perceived level of importance for the following competencies related to the use of AET in your Ag Ed program.

| | Not at all important (1) | Slightly important (2) | Moderately important (3) | Very important (4) | Extremely important (5) |
|--|--------------------------------|------------------------------|-----------------------------|--------------------------|-------------------------------|
| Grading of students' SAEs in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via manual entry | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via scanner/QR code | ○ | ○ | ○ | ○ | ○ |
| Journaling students SAE hours in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling of students classroom activities to state standards | ○ | ○ | ○ | ○ | ○ |
| Implementation of the AET calendar | ○ | ○ | ○ | ○ | ○ |
| Usage of the AET calendar | ○ | ○ | ○ | ○ | ○ |
| Record keeping students SAEs in AET | ○ | ○ | ○ | ○ | ○ |

Teaching
students how to
use AET for
FFA
participation
tracking

○

○

○

○

○

Identify the level of knowledge for the following competencies related to the use of AET in your Ag Ed program.

| | Not knowledgeable at all (1) | Slightly knowledgeable (2) | Moderately knowledgeable (3) | Very knowledgeable (4) | Extremely knowledgeable (5) |
|---|------------------------------------|----------------------------------|------------------------------------|------------------------------|-----------------------------------|
| Grading of students' SAEs in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via manual entry | ○ | ○ | ○ | ○ | ○ |
| Journaling students FFA activities in AET via scanner/QR code | ○ | ○ | ○ | ○ | ○ |
| Journaling students SAE hours in AET | ○ | ○ | ○ | ○ | ○ |
| Journaling of students classroom activities to state standards | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Implementati on of the AET calendar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of the AET calendar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Record keeping students SAEs in AET | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching students how to use AET for FFA participation tracking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

Section 2: Knowledge of the Agricultural Experience Tracker

Please respond to the following questions regarding your knowledge of the AET competencies.

Identify the perceived level of importance for the following competencies related to the use of AET in your Ag Ed program.

| | Not at all important (1) | Slightly important (2) | Moderately important (3) | Very important (4) | Extremely important (5) |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|-------------------------------|
| Teaching students how to use AET for SAE record keeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teaching students how to use AET for classroom journaling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for award applications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for school board | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for state reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Identify the level of knowledge for the following competencies related to the use of AET in your Ag Ed program.

| | Not knowledge able at all (1) | Slightly knowledgeab le (2) | Moderately knowledgeab le (3) | Very knowledgeab le (4) | Extremely knowledgeab le (5) |
|---|--|-----------------------------------|-------------------------------------|-------------------------------|------------------------------------|
| Teaching students how to use AET for SAE record keeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teaching students how to use AET for classroom journaling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for award applications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for school board | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usage of AET for reporting for state reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

End of Block: Rank yourself on the following based on 1 being the lowest & 5 the highest

Start of Block: Usage of Agricultural Experience Tracker

Section 3: Usage of Agricultural Experience Tracker

Please respond to the following questions regarding the usage of the AET in your agricultural education program.

How often do you use AET specifically for classroom instruction?

- ☐ Daily
- ☐ 2-3 times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Never

How often do you use AET specifically for FFA activities?

- ☐ Daily
- ☐ 2-3 times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Never

How often do you use AET specifically for SAE record keeping?

- ☐ Daily
- ☐ 2-3 times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Never

What items do you use AET for? (check all that apply)

- ☐ Classroom Journaling
- ☐ Student SAE Journaling
- ☐ Calendar/POA Activities
- ☐ Tracking Student FFA Activities
- ☐ Teacher Journaling
- ☐ Other _____

In the text box below, please describe why you use AET in your program?

What are areas of AET that are most beneficial to your program?

End of Block: Usage of Agricultural Experience Tracker

Start of Block: Demographics

Section 4: Demographics

Please respond to the following questions regarding the demographics of you and your agricultural education program.

Please identify your gender identity:

- ☐ Woman
- ☐ Man
- ☐ Transgender
- ☐ Non-binary/non-conforming
- ☐ Prefer not to respond

What is your current age in years?

Number of years you have taught in the classroom? (Including this year)

Average size of the high school graduating classes at the school you are currently teaching at:

- ☐ 1-100
- ☐ 101-200
- ☐ 201-300
- ☐ 301 or greater

Current number of teachers in Ag Ed Department at the school you are currently teaching at:

End of Block: Demographics

Appendix E

Preservice Agricultural Education Teachers Email #2

Hello Preservice Agricultural Education Teachers,

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

I hope this email finds you well. I just wanted to follow up on my email from a couple of weeks ago inviting you to participate in a questionnaire. I know this time of the year is extremely hectic as we are returning back to classes, so I just wanted to gently remind you about the opportunity to participate in this questionnaire.

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online survey about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,
https://osu.az1.qualtrics.com/jfe/form/SV_bEf2dp2c49PMiTc.

The questionnaire will be closing in two weeks on January 31st, 2023.

Appendix F

Inservice Agricultural Education Teachers Email #2

Greetings Ohio Ag Teachers!

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

I hope this email finds you well. I just wanted to follow up on my email from a couple of weeks ago inviting you to participate in a questionnaire. I know this time of the year is extremely hectic as we are returning from the holidays, so I just wanted to gently remind you about the opportunity to participate in this questionnaire.

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online questionnaire about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. For this study, I am looking for teachers who are third, fourth, or fifth year teachers to complete the questionnaire. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,
https://osu.az1.qualtrics.com/jfe/form/SV_08HdYCyACUpmzOK.

The questionnaire will be closing in two weeks on January 31st, 2023. If you have any questions, concerns, or complaints related to the study, please feel free to email me at howell.482@osu.edu

Thanks and have a great day!

Appendix G

Preservice Agricultural Education Teachers Final Email

Hello Preservice Agricultural Education Teachers,

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

I hope this email finds you well. I just wanted to follow up on my email from a couple of weeks ago inviting you to participate in a questionnaire. This is my final reminder as the questionnaire will be closing tomorrow!

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online survey about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,
https://osu.az1.qualtrics.com/jfe/form/SV_bEf2dp2c49PMiTc.

The questionnaire will be closing tomorrow on January 31st, 2023.

Appendix H

Inservice Agricultural Education Teachers Final Email

Greetings Ohio Ag Teachers!

My name is Alexis Howell and I am an agricultural education teacher at Evergreen Local Schools in District 1. Currently, I am also a graduate student through the Ohio State University.

I hope this email finds you well. I just wanted to follow up on my email from a couple of weeks ago inviting you to participate in a questionnaire. This will be my final email inviting you to participate as the questionnaire will close tomorrow!

As part of my graduate work, I am collecting data around in-service and preservice teachers with their knowledge and implementation of the Agricultural Experience Tracker (AET) in their agricultural education program. I would greatly appreciate it if you would take 10-15 minutes of your time to complete this brief online questionnaire about your experiences with the AET in your programs. The purpose of this study is to determine the need for curriculum for agricultural education teachers through the AET online resource. For this study, I am looking for teachers who are third, fourth, or fifth year teachers to complete the questionnaire. Throughout the survey you will be asked to report your years of service within the agricultural education field, rank your perceived importance of the AET through various competencies, rank your knowledge of the AET through various competencies, answer questions based on your usage of the AET, and basic demographic questions about your program. This survey will not be used for research and will remain anonymous. The responses will be used to determine what curriculum to create for in-service teachers on AET. The curriculum I am planning to develop is around the usage of AET and how teachers could implement the program into their classrooms.

At any time a participant is able to discontinue the survey without any penalties. Within this study, there are no questions related to personal information or identification of you or your school. The survey will remain anonymous. Participants do not give up any personal legal rights by agreeing to participate in the survey. Participation in the survey is completely voluntary and refusal to participate will involve no penalty or loss of benefits. Participants may discontinue participation at any time without penalty or loss of benefits.

The link to the survey is attached here,

https://osu.az1.qualtrics.com/jfe/form/SV_08HdYCyACUpmzOK.

The questionnaire will be closing tomorrow on January 31st, 2023.

If you have any questions, concerns, or complaints related to the study, please feel free to email me at howell.482@osu.edu

Thanks and have a great day!

Appendix I
Curriculum Guide Template

Length of Workshop:

Background:

Standards for Student Application in Ag Ed Program:

How to Meet Standards:

Lesson Objectives:

Keywords/Vocabulary:

Equipment Needed:

Resources:

Teaching Procedures

Presentation - For Facilitators

| Competencies | Methods |
|---------------------|----------------|
| | |
| | |
| | |
| | |

Anticipated Challenges for Participants:

Application - For Teacher Workshop Participants

| Competencies | Activities |
|---------------------|-------------------|
| | |
| | |
| | |

Evaluation

References

Appendix J:**Workshop #1 Teacher Handout****Workshop #1 - Using the AET Calendar**

Background: On AET, there is a calendar option where teachers and selected students can manage to have a way to track events and activities. The calendar is a way to post events for teachers, students, parents, and community members. The calendar allows teachers to publish their chapter calendar to their AET based website for community outreach. The calendar is also a way to initiate the National Chapter Application requirements prior to having to fill out the application for state or national submission.

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.8.2. Select and organize resources to develop a product or a service.

Lesson Objectives:

- Explain how to create events on the AET Calendar
- Explain how to add students to allow them access to edit the AET Calendar

Keywords: AET Calendar, Manual Entry, National Chapter Application

Resources:

- National Chapter Apps & POAs - <https://www.theaet.com/page.aspx?ID=294>
- AET Website - <https://theaet.com/page.aspx?ID=308>
- Student Leadership - <http://library.theaet.com/watch/SRNwY6FdxXUsS4wD4h866m>

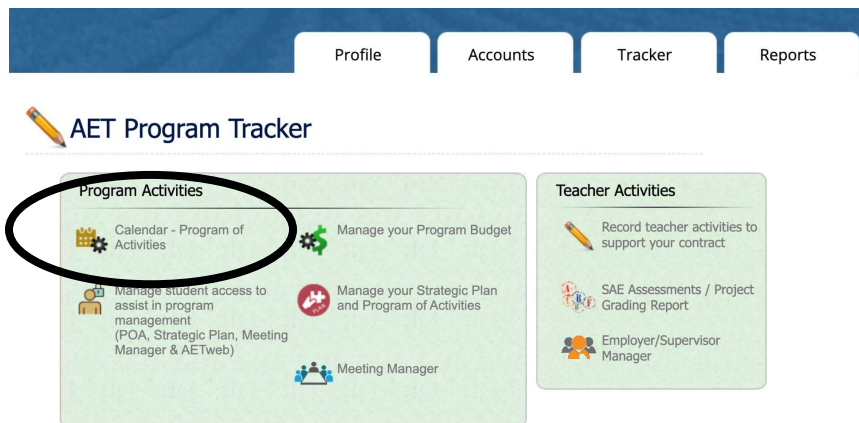
Competencies

1. Usage of the AET Calendar
2. Implementation of the AET Calendar

Adding Events to the AET Calendar

1. Log into AET under teacher login.

2. Click on “Tracker” and then “Calendar - Program of Activities”



3. Click on the date number to enter an event or activity.

| Fall 2022 | | | | | | Spring 2023 | | | | | |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |

| April 2023 | | | | | | |
|------------|--|-----------|-----------|-----------|-------------------------------------|---|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 9:00 AM STATE Nature Interpretation CDE 9:00 AM STATE Wildlife CDE |
| 2 | 3 | 4 | 5 | 6 | 7 No School - Good Friday | 8 |
| 9 | 10 No School - Easter Monday | 11 | 12 | 13 | 14 | 15 3:00 PM Ag Issues - PORTFOLIO SUBMISSION DUE 3:00 PM RESULTS DUE - District Outdoor Power 3:00 PM REGISTRATION |

4. Choose the “Activity Type”, enter the “Name of Activity”, “Location”, “Time of Event”, and choose “Committee Delegation”. **Note** - the committee delegation is not a requirement unless the calendar is going to be connected to the National Chapter Application.

Example Event - General Livestock Practice

Profile Accounts Tracker Reports

Activity Type: Background Color:

Name of Activity:

Location:

Beginning Date:

Schedule Type: ☐ All Day Event ☒ Time Event

Start Time: Duration (Hours):

Committee Delegation:

Copy Details from a prior Event:

- Click "Save" on the event.
- To publish to the website, if the chapter utilizes the AET website feature, click on the specific event that was just created.

Profile Accounts Tracker Reports

<-- Fall 2022 Spring 2023 -->

Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

| April 2023 | | | | | | |
|------------|---------------------------------|---|-----------|----------|------------------------------|--|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 9:00 AM STATE Nature Interpretation CDE 9:00 AM STATE Wildlife CDE |
| 2 | 3 | 4 8:00 AM-9:00 AM General Livestock Practice | 5 | 6 | 7 No School - Good Friday | 8 |
| 9 | 10 No School - Easter Monday | 11 | 12 | 13 | 14 | 15 3:00 PM Ag Issues - PORTFOLIO SUBMISSION DUE 3:00 PM RESULTS DUE - District Outdoor Power |

- Check the box to "Publish Event's Portfolio on Chapter Website"

General Livestock Practice
Tuesday, April 4, 2023

| | | | | | | | |
|----------|----------------|----------------------------|----------------------|-------------------------|---------------------|--------|--------------|
| Calendar | General | Goals, Plans & Outcomes | Deadlines & Dates | Results & Evaluation | Photos Portfolio | Budget | Participants |
|----------|----------------|----------------------------|----------------------|-------------------------|---------------------|--------|--------------|

Name:

Location:

Activity Type:

Beginning Date:

Date:

Start Time:

Duration (Hours):

Organizing Committee:

Skill Areas:

No skills have been selected for this activity.

Publish Event's Portfolio On Chapter Website: ☒

Details:

8. Click “Save” at the top of the page.

Student Access to Editing Calendar

The AET Calendar can be operated by students. Teacher’s can select specific students to have access to create calendar events along with editing ones already on the calendar.

1. Log into the teacher account of AET.
2. Click on the “Tracker” option.
3. 3. Click on the “Manage student access to assist in program management”

4. To add a student, click the drop down and select the student.
5. Click “Add”. The student will now have access to add events to the calendar.

Students’ Access to the Calendar

All of the students within your program can access the calendar. To access the calendar, students log into their AET account. On the home page, click on “Calendar” on the right hand side of the page.

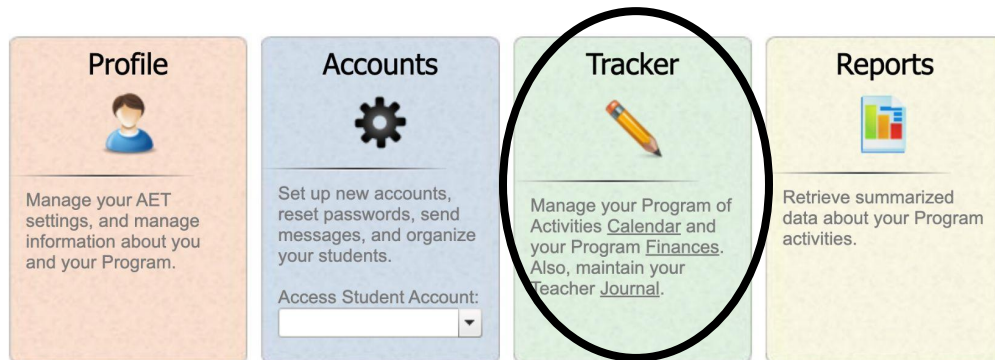
Students are able to see any event the teacher or another student who has access to edit the calendar has entered.

Using the Calendar to Take Attendance

Teacher's Side

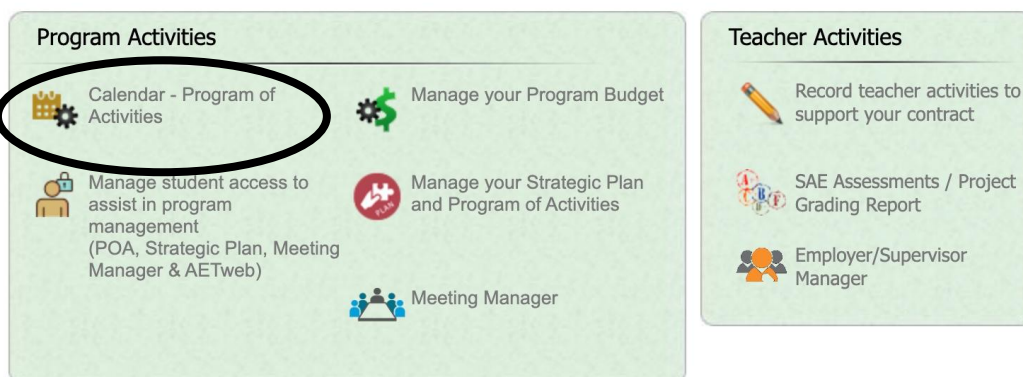
1. Log into the Teacher's Account on AET
2. Click on "Tracker"

Welcome to the Teacher Dashboard



3. Click on "Calendar - Program of Activities"

AET Program Tracker



4. Click on any event that is listed in your calendar.
5. Click on "Participants"

Officer Interviews
Tuesday, March 21, 2023

| | | | | | | | |
|----------|----------------|-------------------------|-------------------|----------------------|------------------|--------|---------------------|
| Calendar | General | Goals, Plans & Outcomes | Deadlines & Dates | Results & Evaluation | Photos Portfolio | Budget | Participants |
|----------|----------------|-------------------------|-------------------|----------------------|------------------|--------|---------------------|

Name:

Location:

Activity Type:

Beginning Date:

Date:

Duration (Days):

Organizing Committee:

Skill Areas:

No skills have been selected for this activity.

6. Choose the “Activity Type”, “Level”, number of hours, and participation value. Participation value would only be used if your chapter does a point system.

Officer Interviews
Tuesday, March 21, 2023

| | | | | | | | |
|----------|---------|-------------------------|-------------------|----------------------|------------------|--------|---------------------|
| Calendar | General | Goals, Plans & Outcomes | Deadlines & Dates | Results & Evaluation | Photos Portfolio | Budget | Participants |
|----------|---------|-------------------------|-------------------|----------------------|------------------|--------|---------------------|

Student ID Card Scanning

Activity Type:

Level:

Hours: **Participation Value:**

Student Barcode/Name:

7. Place your cursor in the Student Barcode/Name area and then type the student’s last name until their name appears.
8. Once the name appears, click on the student’s name to add them to the attendance list for that activity.

Student’s Side

Note - the student must have access to edit the calendar to be able to take attendance.

1. Log into student’s AET account.
2. Click on “Calendar” in the top left hand corner.

Chapter Account
 Inbox
 Calendar
 Portfolio
 Scoreboard
 Sign Off

Cash/Checking: \$4,180
 Current/Projects: \$0
 Non-Current: \$0
 Liabilities: \$0

Student Help
 Teacher Help
 AET Classroom
 Ask AET a Question

Welcome to the Student Dashboard

Profile
 Contact information, Resume Careers, Getting Started

Journal
 Time in your Experiences (SAE, FFA and more)

Finances
 Money or paychecks in SAEs

Reports
 SAE results, resume, skills and more

Project/Experience Manager (SAE, WBL)
 Manage your Program's Strategic Plan and POA
 Meeting Manager

3. Repeat steps 4-8 from the Teacher Section on how to take attendance.

Calendar to National Chapter Application

The AET calendar is set up to mirror the FFA National Chapter Application. As the event is added into the calendar, a committee can be selected for the national chapter application. After the event has been saved into the calendar, the members who were selected to edit the calendar may also edit the goals, plans, outcomes, results, evaluations, and photos that correspond to the national chapter application.

General Livestock Practice
Tuesday, April 4, 2023

Calendar **General** Goals, Plans & Outcomes Deadlines & Dates Results & Evaluation Photos Portfolio Budget Participants

Save Delete Activity Copy this Activity

Name: General Livestock Practice
 Location: Ag Building
 Activity Type: Activity

Beginning Date: 4/4/2023
 All Day Event Time Event

Date: Start Time: 08:00 AM Duration (Hours): 01:00

Organizing Committee: Growing Leaders - Career Success

Skill Areas: Add/Explore Skill Areas
 No skills have been selected for this activity.

Publish Event's Portfolio On Chapter Website: ☐

References

- National Chapter Apps & POAs - <https://www.theaet.com/page.aspx?ID=294>
- AET Website - <https://theaet.com/page.aspx?ID=308>
- Student Leadership - <http://library.theaet.com/watch/SRNwY6FdxxUsS4wD4h866m>

Appendix K

Workshop #1 Evaluation Form

Workshop #1 - Using the AET Calendar Evaluation Form

Date Completed the Workshop: _____ Facilitator's Name: _____

Please indicate your agreement/disagreement with the following statements by circling the appropriate number.

General Statements

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The information was relevant to my professional development needs | 1 | 2 | 3 | 4 | 5 | N/A |
| The knowledge learned here today will be applied to your work | 1 | 2 | 3 | 4 | 5 | N/A |
| You would recommend this workshop to others | 1 | 2 | 3 | 4 | 5 | N/A |

Presenter/Teaching

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The presenter was well prepared | 1 | 2 | 3 | 4 | 5 | N/A |
| The presenter presented information clearly and logically | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | |
|--|---|---|---|---|---|-----|
| The teaching style was effective | 1 | 2 | 3 | 4 | 5 | N/A |
| The presentation format was suitable for the content | 1 | 2 | 3 | 4 | 5 | N/A |
| Opportunity was made for participant engagement | 1 | 2 | 3 | 4 | 5 | N/A |
| Visual and handouts were easily legible, relevant, and helpful | 1 | 2 | 3 | 4 | 5 | N/A |

Follow Up Questions

1. What was the most beneficial area of instruction today? _____

2. What was your favorite part of today's AET Calendar workshop? _____

3. What are ways for improvement with this workshop for the future? _____

Additional comments: _____

Appendix L

Workshop #2 Teacher Handout

Workshop #2 - Grading Student SAEs in AET

Background: A part of the three circle agricultural education model, there is a section on students' supervised agricultural experiences. Within the AET, teachers are able to evaluate students' supervised agricultural experiences based on the records they have in the AET program. The grading system is accessible for teachers in both the website platform and the AET application. By grading students' supervised agricultural experiences via the AET, students can receive feedback on their records as they are working through the projects instead of waiting until a student applies for higher degrees and awards.

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.9.1. Create, analyze and interpret financial documents (e.g., budgets, income statements).
- 1.9.3. Review and summarize savings, investment strategies and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.8. Identify income sources and expenditures.

Lesson Objectives:

- Explain the project grading report of students
- Demonstrate how to complete a student evaluation on a students' supervised agricultural experiences

Keywords/Vocabulary: Student Grading Report, Project Grading Report, Student Evaluation

Equipment Needed:

- Internet/Wifi Access
- Computer/Charger
- Projector/Screen
- Participant practice AET accounts
- Participants computers/chargers

Resources:

- Grading Students SAEs - <https://theaet.com/page.aspx?ID=259>
- SAE Grading Rubrics - <https://theaet.com/SAERubrics>
- Supervisor, Mentor, or Industry Leader - <http://library.theaet.com/watch/gKdca9LE9z7F2fMCp3oRo2>
- See Appendix L for Workshop Handout

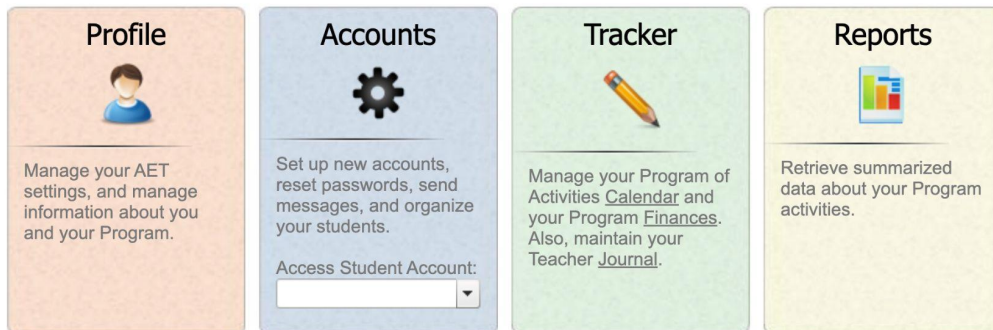
Competencies

- Grading of students' SAEs in AET

Accessing Project Grading Reports

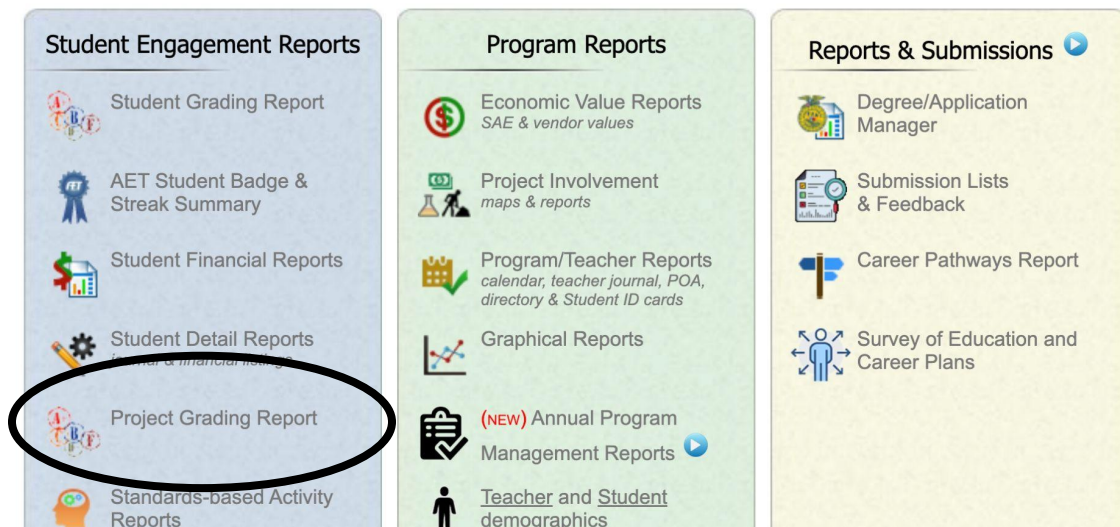
1. Log into Teacher AET Account
2. Click "Reports"

Welcome to the Teacher Dashboard



3. Under "Student Engagement Reports", click on "Project Grading Reports"

Program Reports



4. The Project Grading Report allows for individual reports on each student with each of their projects that are listed in AET.

SAE Grading Report

START Date*:
1/11/2023

END Date*:
3/12/2023

* Date specified in the entry

SAE Type:
(Show All)

Pathway:
(Show All)

Student Finder Reset

- ☐ All Students
- ☐ Grade Levels
- ☐ FFA Membership
- ☐ Custom Groups

Print Close this Window
 Click a column heading to sort.

| Name | Experience/Enterprise Name | Type | Sub-Type | Active | Overall Date Range | Plan / Budget | Within Specified Date Range | | | | | Annual Review / SCK / SAE Report / Evaluate |
|------|----------------------------|------|--------------------|--------|-----------------------|---------------|-----------------------------------|------------------|---------|----------|------------------------------|---|
| | | | | | | | Journal (Hrs / Entry # / Skill #) | Financial (\$/#) | # Files | # Videos | # Evals (Teacher / External) | |
| | lawnmowing | PL | Landscape | | 2/1/2023 2/1/2023 | | 0.0 / 0 / 0 | \$25 / 1 | 0 | 0 | 0 / 0 | |
| | Childress Collision | PL | Repair/Maintenance | | 9/9/2022 3/10/2023 | | 176.0 / 44 / 444 | \$2,426 / 9 | 0 | 0 | 0 / 0 | |

Items an instructor can see in the Project Grading Report:

- A. Student's Name
- B. Student's SAE Project Name
- C. Type of SAE the project is
- D. Sub-Type refers to the category the SAE is listed under
- E. Active means the project is open for journal and financial entries
- F. Overall Date Range refers to when the project was started to when the last journal or financial entry was made
- G. Plan/Budget refers to the students' SAE plan and budget for the project
- H. Journal refers to the number of journal hours, number of entries, and the number of skills made in the SAE project
- I. Financial refers the amount of money entered into the project and the number of entries made in the project
- J. Files are the number of photos a student has uploaded for the project
- K. Videos are the number of videos uploaded for the project
- L. Number of Evaluations are based on the number of SAE evaluations a teacher or the student's supervisor has made on the project.
- M. Annual Review/SCK/SAE Report/Evaluate refer to the student's annual review for the project, skills, competencies, and knowledge attained through the project, the finalized report of the SAE project, and the teacher/supervisor evaluations

The Project Grading Report allows an instructor to the items related to a students' SAEs. This is the location an instructor can get a quick overview of their students to see what has been completed or not completed.

For example, a student will have a green check on items that are completed and a red X on items that are not completed (see image below)

| | | | | | | | | | | | | | | | |
|--------------------------|-----------------------------------|----|------------------------|--|------------------------|--|-----------------|--------------|---|---|-------|--|--|--|--|
| <u>Good, Mason</u> | Raising Rabbits | EN | Small Animal | | 2/4/2023 2/4/2023 | | 0.7 / 1 / 1 | \$0 / 0 | 0 | 0 | 0 / 0 | | | | |
| <u>Johnson, Taylor</u> | Fulton County Storage - Lawn care | PL | Turfgrass | | 7/6/2022 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| <u>Johnson, Taylor</u> | Twin Curves LTD | PL | Grain Crops | | 11/22/2022 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| <u>Krispin, Kyle</u> | Klumm brothers | PL | Repair/Maintenance | | 3/13/2022 3/8/2023 | | 155.3 / 34 / 34 | \$5,396 / 20 | 0 | 0 | 1 / 0 | | | | |
| <u>Raby, Gavin</u> | Lawn Mowing | PL | Landscape | | 2/1/2023 2/1/2023 | | 0.0 / 0 / 0 | \$70 / 2 | 0 | 0 | 0 / 0 | | | | |
| <u>Sanchez, Myrionna</u> | Jacob Supply | PL | Career Ready Practices | | 1/19/2023 1/19/2023 | | 0.0 / 0 / 0 | \$89 / 1 | 0 | 0 | 0 / 0 | | | | |
| <u>Smith, Logan</u> | Construction Work | PL | Repair/Maintenance | | 2/1/2023 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| <u>White, Worthy</u> | Allspray | PL | Repair/Maintenance | | 9/2/2022 3/7/2023 | | 158.3 / 36 / 36 | \$3,173 / 4 | 0 | 0 | 0 / 0 | | | | |

Completing a Student SAE Evaluation via AET

1. Log into Teacher Account on AET
2. Click on “Reports”

Welcome to the Teacher Dashboard

Howell 118 is a member of the National Career Development Association (NCDA) and is proud to be a part of the National Career Development Association (NCDA) network.

Profile

Manage your AET settings, and manage information about you and your Program.

Accounts

Set up new accounts, reset passwords, send messages, and organize your students.

Access Student Account:

Tracker

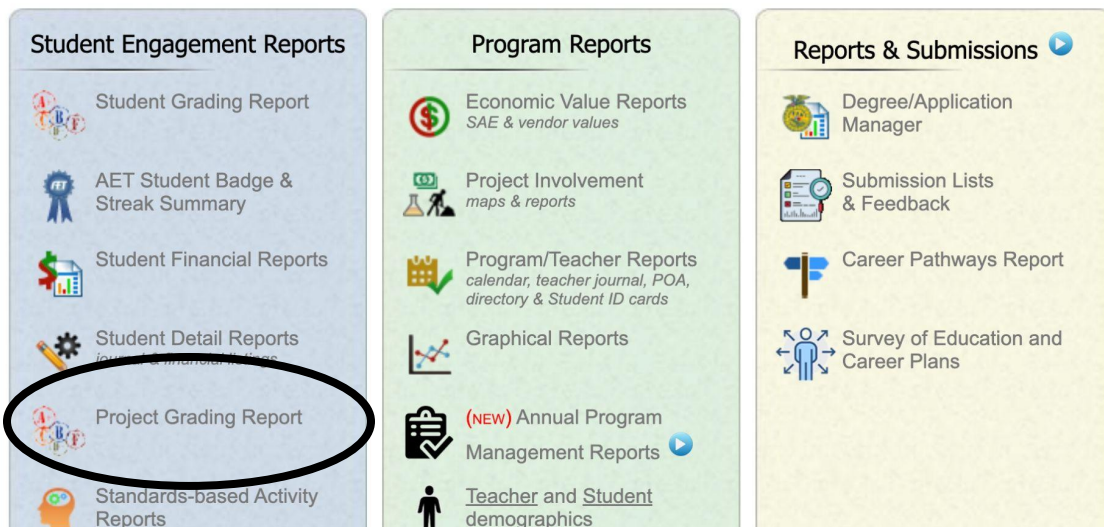
Manage your Program of Activities Calendar and your Program Finances. Also, maintain your Teacher Journal.

Reports

Retrieve summarized data about your Program activities.

3. Under “Student Management Reports”, click on “Project Grading Report”

Program Reports



4. Choose a student you wish to complete an evaluation on. Click on the “Evaluation” button on the far right hand side of the screen. The button is labeled with an “ABCDE”

| | | | | | | | | | | | | | | |
|----------------------------------|----|------------------------|--|------------------------|--|-----------------|--------------|---|---|-------|--|--|--|--|
| Rasing Rabbits | EN | Small Animal | | 2/4/2023 2/4/2023 | | 0.7 / 1 / 1 | \$0 / 0 | 0 | 0 | 0 / 0 | | | | |
| Fulton County Storage - Lawncare | PL | Turfgrass | | 7/6/2022 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| Twin Curves LTD | PL | Grain Crops | | 11/22/2022 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| Klumm brothers | PL | Repair/Maintenance | | 3/13/2022 3/8/2023 | | 155.3 / 34 / 34 | \$5,396 / 20 | 0 | 0 | 1 / 0 | | | | |
| Lawn Mowing | PL | Landscape | | 2/1/2023 2/1/2023 | | 0.0 / 0 / 0 | \$70 / 2 | 0 | 0 | 0 / 0 | | | | |
| Jacob Supply | PL | Career Ready Practices | | 1/19/2023 1/19/2023 | | 0.0 / 0 / 0 | \$89 / 1 | 0 | 0 | 0 / 0 | | | | |
| Construction Work | PL | Repair/Maintenance | | 2/1/2023 2/1/2023 | | 0.0 / 0 / 0 | \$0 / 1 | 0 | 0 | 0 / 0 | | | | |
| Allspray | PL | Repair/Maintenance | | 9/2/2022 3/7/2023 | | 158.3 / 36 / 36 | \$3,173 / 4 | 0 | 0 | 0 / 0 | | | | |

5. Complete the evaluation form for the students' project. Be sure you are evaluating the correct project based on the student.

Part #1 of Screen

Student Evaluation

1 2 3

Step 3: Evaluate the student's SAE

Teacher:

Date of Visit:

Extended Contract Hours: In-Contract Hours: Miles Traveled:

Student: **Mason Good**Grading Period: **1/11/2023 to 3/12/2023****Overall Skill & Work Rating**

| Skill | # Entries | N/A or Not Observed (0) | Limited (1) | Basic (2) | Proficient (3) | Exemplary (4) |
|---------|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall | 1 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Core Employment Competencies

| Skill | # Entries | N/A or Not Observed (0) | Limited (1) | Basic (2) | Proficient (3) | Exemplary (4) |
|--|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| CEC.1.1 Awareness - Positive attitude (also confidence, flexibility, and knowledge of their own strengths and creativity) | 0 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CEC.2.1 Self-Management - Initiative (also handles | | | | | | |

Part #2 of Screen

| | | | | | | |
|--|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| and independent) | | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CEC.3.1 Social Awareness - Works well with others (also able to work in diverse groups, respectful of others, and works well in a group setting) | 0 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CEC.4.1 Relationship Skills - Good communication skills (also able to listen, collaborate, resolve conflict, and respond well to others feedback) | 0 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CEC.5.1 Decision-Making - Makes good decisions (also exhibits integrity, honesty, problem-solving, thinking, and good decision-making skills) | 0 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Raising Rabbits

| Skill | # Entries | N/A or Not Observed (0) | Limited (1) | Basic (2) | Proficient (3) | Exemplary (4) |
|---|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2.03.04 Apply concepts of pest control, sanitation and disinfection procedures for the animals? care and management. | 1 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Recommendation / Comments:

Photos from Visit:

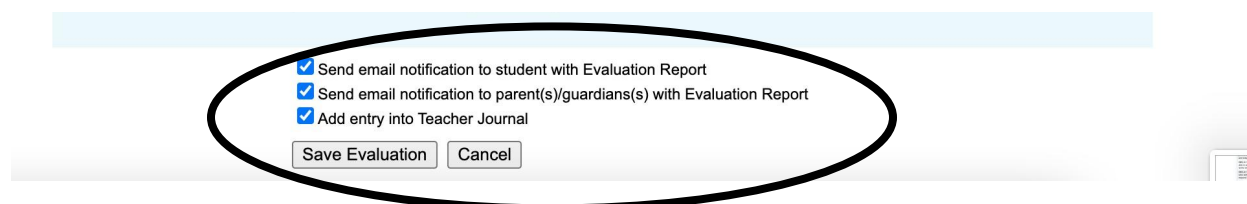
- ☒ Send email notification to student with Evaluation Report
☒ Send email notification to parent(s)/guardians(s) with Evaluation Report
☒ Add entry into Teacher Journal

If a student does not have any competencies listed under their project, (Example above - Under “Raising Rabbits”) they did not select any competencies in the SAE plan when setting up their project. They will need to add competencies to appear on their evaluation form.

Teachers can upload photos directly to this evaluation form if they choose to do so.

Note - As the instructor, you can use this evaluation form to evaluate the SAE both on and off site of the student’s SAE project. If you choose to use this evaluation form for when you go to the site of their SAE project, you can add in your extended contract hours and miles traveled. This will automatically transfer to your teacher hours in AET as long as the box at the bottom is checked.

6. Once the evaluation is completed, check the corresponding boxes at the bottom that the instructor wishes to notify and hit “Save Evaluation”.

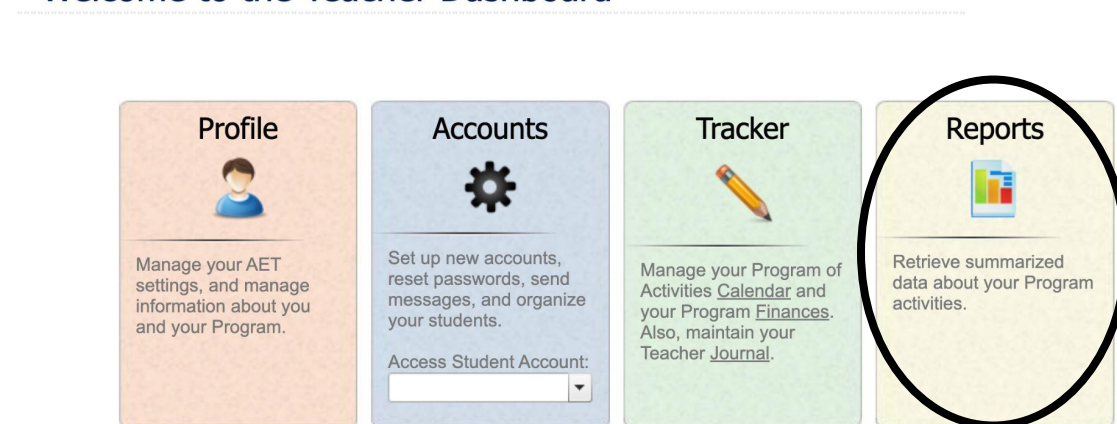


☒ Send email notification to student with Evaluation Report
☒ Send email notification to parent(s)/guardians(s) with Evaluation Report
☒ Add entry into Teacher Journal

Accessing the Student Grading Report

1. Log into AET using the Teacher’s Account
2. Click on “Reports”

Welcome to the Teacher Dashboard



Profile
 Manage your AET settings, and manage information about you and your Program.

Accounts
 Set up new accounts, reset passwords, send messages, and organize your students.
 Access Student Account:

Tracker
 Manage your Program of Activities Calendar and your Program Finances. Also, maintain your Teacher Journal.

Reports
 Retrieve summarized data about your Program activities.

3. Under “Student Engagement Reports”, click on “Student Grading Report”

Program Reports

Student Engagement Reports

- Student Grading Report**
- AET Student Badge & Streak Summary
- Student Financial Reports
- Student Detail Reports
journal & financial listings
- Project Grading Report
- Standards-based Activity Reports

Program Reports

- Economic Value Reports
SAE & vendor values
- Project Involvement
maps & reports
- Program/Teacher Reports
calendar, teacher journal, POA, directory & Student ID cards
- Graphical Reports
- (NEW) Annual Program Management Reports
- Teacher and Student demographics

Reports & Submissions

- Degree/Application Manager
- Submission Lists & Feedback
- Career Pathways Report
- Survey of Education and Career Plans

4. The “Project Grading Report” and “Student Grading Report” are similar, however, the instructor is able to see more of the overall AET program in “Student Grading Report”. In the “Project Grading Report”, the instructor only sees the student’s SAE projects. When the instructor opens the report, they can select the date range they want to look at.

Click a column heading to sort.

Start message to students with zero logins:
 Start message to students with zero Total Entries:
 Start message to students with zero SAE records:

| Name | Profile and Classroom Entries | | | | | | FFA Entries | | SAE Entries | | Total Entries (#) |
|------|-------------------------------|-------------|------------------|--------------|------------------------|---------------|------------------------|------------------------|------------------|-----------------|-------------------|
| | Logins (#) | Classes (#) | Contact Info (%) | FFA Info (%) | Resume | Class (Hrs/#) | FFA Activities (Hrs/#) | Community Srv. (Hrs/#) | Financial (\$/#) | Journal (Hrs/#) | |
| | 0 | 0 | 40% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 0 | 0 | 100% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 3 | 1 | 100% | 100% | Resume | 1.0 / 1 | 6.5 / 5 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 6 |
| | 4 | 1 | 100% | 100% | Resume | 1.0 / 1 | 6.0 / 6 | 4.0 / 4 | \$0 / 0 | 0.0 / 0 | 11 |
| | 2 | 1 | 20% | 100% | Resume | 1.0 / 1 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 1 |
| | 0 | 0 | 100% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 0 | 0 | 40% | 71% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 1 | 1 | 100% | 100% | Resume | 1.0 / 1 | 1.0 / 1 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 2 |
| | 0 | 0 | 40% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 0 | 0 | 60% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 0 | 0 | 20% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |
| | 0 | 0 | 20% | 100% | Resume | 0.0 / 0 | 0.0 / 0 | 0.0 / 0 | \$0 / 0 | 0.0 / 0 | 0 |

Items an instructor can see in the Student Grading Report (based on the date range selected):

- Student’s name
- Number of logins
- Number of classes enrolled in
- The percentage of contact information the student has completed on AET
- The percentage of their FFA information completed such as membership information
- Access to their AET Resume
- Number of classroom journal hours/entries the student has completed

- H. Number of FFA Activities hours/entries the student has completed
- I. Number of community service hours/entries the student has completed
- J. The amount of financial dollars and number of entries the student has entered in on their SAEs (this is a total number across a student's SAE projects)
- K. The number of journal hours and entry numbers for their SAE project (this is a total number across a student's SAEs)
- L. Total number of entries entered - classroom, FFA, community service, finances, and SAE hours
- M. Access to student's record books

This report gives an overview of a student's AET. Teachers can use this page to quickly access if students are entering journals and finances into AET.

5. If a teacher chooses, they can send an AET message or email to students who have “Zero Logins”, “Zero Entries” or “Zero SAE Records”. Click on the corresponding “Start” button at the top of the page to be transferred to the messaging area of AET. Remember this is based on the date range.

Student Grading Report

START Date: 2/11/2023

Journal Date Mode: Login Datestamp - Ignore Backdating

END Date: 3/12/2023

Student Finder: All Students, Grade Levels, FFA Members, Custom Groups

Reset

Print Close this Window Export To Excel

Click a column heading to sort.

Start message to students with zero logins: Start



Start message to students with zero Total Entries: Start

Start message to students with zero SAE records: Start


Student's Accessing Their Evaluations

1. Log into a student's AET account
2. Click on “Profile”

Welcome to the Student Dashboard


 Project/Experience Manager (SAE, WBL)
 Meeting Manager (Read Only)

Profile




Contact information, Resume Careers, Getting Started

Journal




Time in your Experiences (SAE, FFA and more)

Finances



Money or paychecks in SAEs

Reports








SAE results, resume, skills and more

- Under “Your Activities”, click on “Project/Experience Manager (SAE, WBL)”








AET Profile






About You

-  Manage/Edit your personal profile and password
-  Record your class schedule
-  Resume, Career Goals, Transcripts & References
-  Emergency Info & Permission Forms
-  Explore your SAE interests

Your Activities

-  **Project/Experience Manager (SAE, WBL)**
-  Enter your FFA offices
-  Enter your FFA committee memberships
-  Test your knowledge and gain a passing score
-  Browse Job Board

Career Connector

-  Choose your educational and career interests
-  Explore your interest using "My Next Move"
-  Explore agricultural career opportunities and more!
-  AET access for Mentors and Parents/Guardians
-  Survey of Education and Career Plans

- Click on “View SAE Assessments” in the top right corner.

Project/Experience Manager (SAE)

[Print All SAE Agreements](#)[Add New](#)[Return to AET](#)[View SAE Assessments](#)
1 Unread Assessments

| Settings / Planning (#1) | | | Records (#2) | | | Reflection (#3) | |
|---------------------------------------|--|--------------------------------|----------------------|--------------------|-------------------|-------------------|--|
| Settings (Active, Setup, Location) | Start Yr - Name / Type | Planning (SAE Plan, Budget) | Financial Entries | Journal Entries | Files / Videos | Current Value? | Resources? (Annual Review, Inventory, Usage, Skills, Reporting) |
| | 2022 Beg.- Klumm brothers PL - Repair/Maintenance | | 46 | 107 | 0 / 0 | \$6,091.66 | |
| GRAND TOTAL | | | 46 | 107 | 0 | \$6,092 0 hrs | |

- Click on “View” to see the corresponding SAE Evaluation.

SAE Assessments (SAE Visits by Teacher)

| DATE | SAE NAMES | TEACHER |
|-----------|---------------------------|------------------------------------|
| 1/17/2023 | 2022 Beg.- Klumm brothers | Alexis Howell View |

Project Assessments by Supervisor

| DATE | PROJECT NAMES | SUPERVISOR | COMPANY |
|------------------------|---------------|------------|---------|
| No records to display. | | | |

- This will pull up the evaluation a teacher or supervisor has given a student based on their SAE project.

Appendix M

Workshop #2 Evaluation Form

Workshop #2 - Grading Students' SAEs via AET

Date Completed the Workshop: _____ Facilitator's Name: _____

Please indicate your agreement/disagreement with the following statements by circling the appropriate number.

General Statements

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The information was relevant to my professional development needs | 1 | 2 | 3 | 4 | 5 | N/A |
| The knowledge learned here today will be applied to your work | 1 | 2 | 3 | 4 | 5 | N/A |
| You would recommend this workshop to others | 1 | 2 | 3 | 4 | 5 | N/A |

Presenter/Teaching

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The presenter was well prepared | 1 | 2 | 3 | 4 | 5 | N/A |
| The presenter presented information clearly and logically | 1 | 2 | 3 | 4 | 5 | N/A |
| The teaching style was effective | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | |
|--|---|---|---|---|---|-----|
| The presentation format was suitable for the content | 1 | 2 | 3 | 4 | 5 | N/A |
| Opportunity was made for participant engagement | 1 | 2 | 3 | 4 | 5 | N/A |
| Visual and handouts were easily legible, relevant, and helpful | 1 | 2 | 3 | 4 | 5 | N/A |

Follow Up Questions

1. What was the most beneficial area of instruction today? _____

2. What was your favorite part of today's workshop? _____

3. What do you feel would be the next best step in learning how to utilize AET? _____

4. What are ways for improvement with this workshop for the future? _____

Additional comments: _____

Appendix N

Workshop #3 Teacher Handout

Workshop #3 - School Board & Administration Reporting in AET

Background: In AET, there are several options in the teacher's account for reports that can benefit the program. The reports can be used for several different audiences including, students, parents, alumni, advisory boards, administration, and school boards. If your program is actively using AET, the data is already in the system to create the reports.

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.8.2. Select and organize resources to develop a product or a service

Lesson Objectives:

- Demonstrate how to create a Teacher Journal Report
- Explain how to run a Chapter Profit/Loss Report
- Explain the importance of an Economic Impact Summary

Keywords/Vocabulary: Economic Impact Summary, Chapter Profit/Loss, Teacher Journal Report

Resources:

- Workshop #3 Teacher Handout

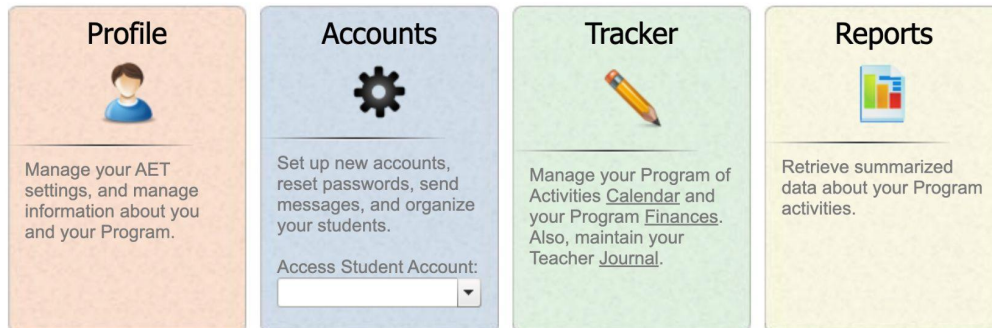
Competencies

- Usage of the AET for reporting to administration
- Usage of the AET for reporting to school board

How to Create a Teacher Journal Report

1. Log into Teacher's AET Account
2. Click on "Reports"

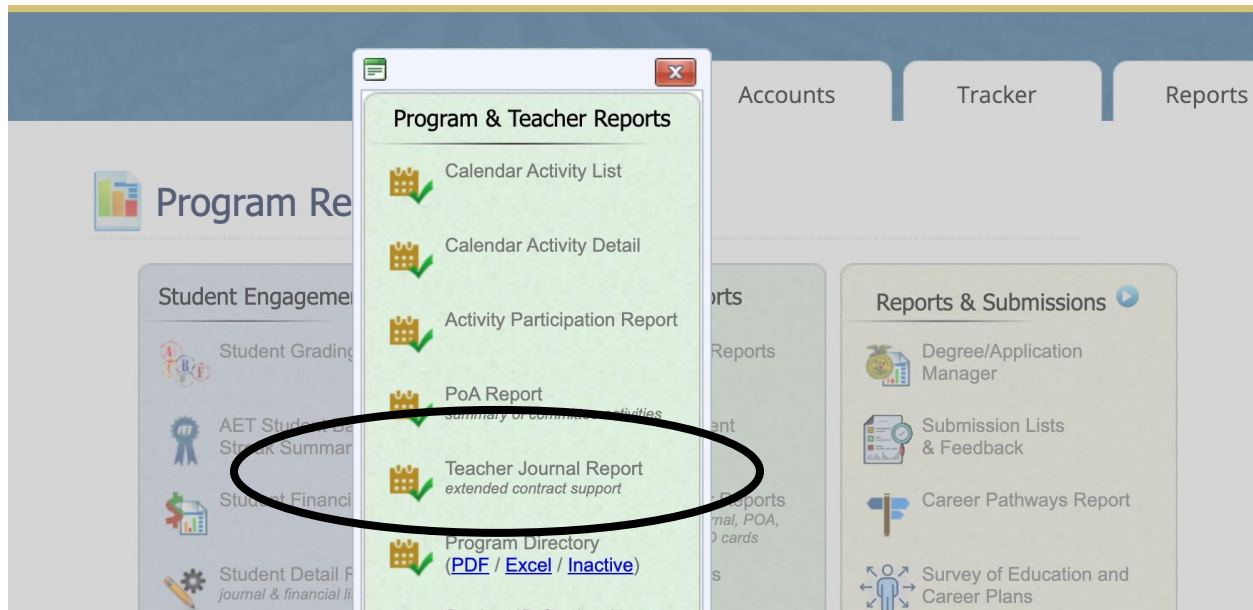
Welcome to the Teacher Dashboard



- Under “Program Reports”, click on “Program/Teacher Reports”



- Click on “Teacher Journal Report”



5. Select the date range and teacher you wish to see.

Teacher Journal Report
Detailed Summary of Extended Contract Days and Work Detail

| | | | |
|-------------|-----------|----------|---|
| START Date: | END Date: | Teacher: | Activity Type: |
| 9/1/2022 | 8/31/2023 | (All) | (All) <input checked="" type="checkbox"/> Include Student Supervision Details |

6. The top table is a summary of the teacher's hours based on categories, such as SAE visits, Professional Development, etc

Teacher Journal Report
Detailed Summary of Extended Contract Days and Work Detail

| | | | |
|-------------|-----------|----------|---|
| START Date: | END Date: | Teacher: | Activity Type: |
| 9/1/2022 | 8/31/2023 | (All) | (All) <input checked="" type="checkbox"/> Include Student Supervision Details |

| Journal Type | In-Contract Hours | Extended Contract Hours (Days) | Miles Traveled | Number of Students | Number of Volunteers | Funds Raised |
|---|-------------------|--------------------------------|----------------|--------------------|----------------------|--------------|
| SAE Visit | 0.0 | 5.0 (0.6) | 0 | 5 | 0 | \$0 |
| Professional Development | 0.0 | 1.5 (0.2) | 0 | 0 | 1 | \$0 |
| Community Service Activities | 0.0 | 11.5 (1.4) | 38 | 7 | 0 | \$0 |
| Public Relations | 0.0 | 3.5 (0.4) | 18 | 1 | 1 | \$0 |
| FFA Chapter Mgmt (events, meetings, degrees, etc) | 0.0 | 29.5 (3.7) | 93 | 157 | 13 | \$0 |
| FFA Competitions/Conventions (above Chapter) | 0.0 | 92.0 (11.5) | 130 | 83 | 12 | \$0 |
| Other Programs | 0.0 | 69.0 (8.6) | 251 | 19 | 15 | \$0 |
| Alumni Chapter Activities | 0.0 | 12.0 (1.5) | 55 | 32 | 36 | \$0 |
| SAE Management (development, exhibition, etc.) | 0.0 | 12.0 (1.5) | 54 | 0 | 0 | \$0 |
| FFA Competition Practice (CDE/LDE, other) | 0.0 | 27.8 (3.5) | 128 | 45 | 11 | \$0 |
| Advisory Committee Meeting/Prep | 0.0 | 3.0 (0.4) | 0 | 0 | 5 | \$0 |
| Professional Development (Recorded by State) | 0.0 | 1.0 (0.1) | 0 | 0 | 0 | \$0 |
| Total | 0.0 | 267.8 (33.5) | 767 | 349 | | |

7. The bottom table is each individual journal entry that the teacher has made.

| Generate PDF Close this Window | | | | | | | |
|-----------------------------------|--|--------|---------|---------|-------|-------|-----------|
| Date/Time | Description (click to sort) | Hrs In | Hrs Out | # Miles | # Std | # Vol | \$ Raised |
| 9/1/2022 3:00 PM | Other Programs (A Howell) - Fair Set Day #2 | 0.00 | 3.00 | 18 | 0 | 0 | \$0 |
| 9/2/2022 | FFA Competition Practice (CDE/LDE, other) (A Howell) - | 0.00 | 2.00 | 18 | 2 | 2 | \$0 |
| 9/2/2022 3:00 PM | SAE Management (development, exhibition, etc.) (A Howell) - Fulton County Fair | 0.00 | 4.00 | 18 | 0 | 0 | \$0 |
| 9/3/2022 7:30 AM | Other Programs (A Howell) - Fulton County Hog Show | 0.00 | 7.00 | 18 | 0 | 0 | \$0 |
| 9/4/2022 9:00 AM | SAE Management (development, exhibition, etc.) (A Howell) - Fulton County Fair | 0.00 | 5.00 | 18 | 0 | 0 | \$0 |
| 9/5/2022 10:00 AM | SAE Management (development, exhibition, etc.) (A Howell) - Fulton County Fair | 0.00 | 3.00 | 18 | 0 | 0 | \$0 |
| 9/6/2022 9:00 AM | Other Programs (A Howell) - Evergreen FFA Pork Stand | 0.00 | 13.00 | 18 | 15 | 15 | \$0 |
| 9/8/2022 4:30 PM | Other Programs (A Howell) - Fair Clean Up & Pork Stand | 0.00 | 6.00 | 18 | 0 | 1 | \$0 |
| 9/12/2022 5:00 PM | Public Relations (A Howell) - Farm Bureau & SWCD Banquet | 0.00 | 3.50 | 18 | 1 | 1 | \$0 |
| 9/13/2022 7:15 AM | FFA Competition Practice (CDE/LDE, other) (A Howell) - Soil Judging Practice | 0.00 | 0.50 | 0 | 2 | 0 | \$0 |
| 9/13/2022 3:00 PM | FFA Competition Practice (CDE/LDE, other) (A Howell) - Soil Judging Practice | 0.00 | 0.75 | 0 | 2 | 0 | \$0 |
| 9/15/2022 3:00 PM | FFA Competition Practice (CDE/LDE, other) (A Howell) - Soils Practice | 0.00 | 0.50 | 0 | 3 | 0 | \$0 |


- By clicking the “Generate PDF” button, you can have a pdf document with all of your entries.

Note - To enter Teacher Journals, go to “Tracker” tab on the teachers account and select “Record Teacher activities to support your contract”

How to Run a Chapter Profit/Loss Report


- Log into Teacher’s AET Account
- Click on “Reports”

Welcome to the Teacher Dashboard



Profile


Manage your AET settings, and manage information about you and your Program.



Accounts


Set up new accounts, reset passwords, send messages, and organize your students.

Access Student Account:



Tracker

Manage your Program of Activities Calendar and your Program Finances. Also, maintain your Teacher Journal.



Reports

Retrieve summarized data about your Program activities.

- Under “Program Reports”, click on “Economic Value Reports”

Program Reports



The screenshot displays the 'Program Reports' dashboard with three main sections:

- Student Engagement Reports:**
 - Student Grading Report
 - AET Student Badge & Streak Summary
 - Student Financial Reports
 - Student Detail Reports *journal & financial listings*
 - Project Grading Report
 - Standards-based Activity Reports
 - AET Quiz/Assessment Report
- Program Reports:**
 - Economic Value Reports *SAE & vendor values*
 - Project Involvement *maps & reports*
 - Program/Teacher Reports *calendar, teacher journal, POA, directory & Student ID cards*
 - Graphical Reports
 - (NEW) Annual Program Management Reports
 - Teacher and Student demographics
- Reports & Submissions:**
 - Degree/Application Manager
 - Submission Lists & Feedback
 - Career Pathways Report
 - Survey of Education and Career Plans

A modal window titled 'Economic Value Reports' is open, showing the following options:

- Economic Impact Summary:** From: 2022 To: 2023 PDF
- Vendor Summary:** *student spending with local vendors*
- Chapter Profit/Loss (P/L):** *net income from all student SAEs*

4. Click on “Chapter Profit/Loss (P/L)”

5. In the Chapter Profit/Loss Report, you can see what your students have invested and made through their SAE projects. This report also gives multiple years to see the change

from year to year.



Income/Expense Report (by Year)
Evergreen
 Updated: 3/12/2023 1:19:00 AM

[Print](#) [Close this Window](#)

| Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|----------------|----------------|-----------------|-----------------|
| 1. Current/Operating Income | | | | | | | | | | | | | |
| a. Beginning Inventory | | \$3,710 | \$5,042 | \$7,840 | \$20,490 | \$29,350 | \$58,160 | \$82,540 | \$1,225 | \$1,570 | \$1,769 | \$3,918 | \$4,369 |
| b. Market Inventory Adjustments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$-107,340 | \$0 | \$0 | \$0 | \$1,000 | \$0 |
| c. Ending Inventory | \$3,710 | \$4,982 | \$5,150 | \$31,780 | \$29,350 | \$55,430 | \$82,540 | \$3,984 | \$110,135 | \$2,409 | \$3,918 | \$5,524 | \$3,369 |
| 1A. Change in Inventory (c-a) | \$3,710 | \$1,272 | \$108 | \$23,940 | \$8,860 | \$26,080 | \$24,380 | \$-78,556 | \$108,910 | \$1,039 | \$2,149 | \$1,606 | \$-1,000 |
| Market/Cash Sales | | \$9,306 | \$20,178 | \$35,808 | \$7,750 | \$5,983 | \$2,653 | \$550 | \$1,100 | \$50 | \$30 | \$3,875 | |
| Cash Sale - Used at Home | | | | | | | | | | | | | |
| Stock Show Sales | | \$2,500 | \$5,779 | \$10,625 | \$951 | \$908 | \$625 | | | | | \$670 | |
| Awards/Scholarships | | | | \$1,820 | \$2,115 | \$3,555 | \$8,600 | \$3,400 | \$700 | | | \$3,100 | |
| Paid Work | \$500 | \$5,506 | \$6,568 | \$13,482 | \$18,092 | \$22,219 | \$32,409 | \$42,691 | \$19,528 | \$9,486 | \$2,558 | \$20,737 | \$10,802 |
| 1B. Total Cash Income | | \$11,806 | \$25,957 | \$48,253 | \$10,816 | \$10,446 | \$11,878 | \$3,950 | \$1,830 | \$80 | \$6,583 | \$9,480 | |
| Value of Products Used at Home | | | | | | | | | | \$20 | | | |
| Value Transferred/Bartered | \$1,800 | \$1,650 | \$6,000 | \$23,400 | \$36,000 | \$52,000 | \$46,400 | \$28,800 | | | | | |
| Value of Labor Exchange | | \$2,724 | \$2,292 | \$3,192 | | | | | | | \$120 | | |
| 1C. Total Non-Cash Income | \$1,800 | \$4,374 | \$8,292 | \$26,592 | \$36,000 | \$52,000 | \$46,400 | \$28,800 | | \$20 | \$120 | | |
| 1D. Total Current/Operating Income (1A+1B+1C) | \$5,510 | \$17,451 | \$34,357 | \$98,785 | \$55,676 | \$88,526 | \$82,658 | \$-45,806 | \$110,740 | \$1,139 | \$8,852 | \$11,086 | \$-1,000 |
| 2. Current/Operating Expenses | | | | | | | | | | | | | |
| Inventory Purchased | | | \$275 | \$250 | \$900 | | | \$15 | | | \$1,800 | | |
| Feed | \$855 | \$4,730 | \$7,170 | \$6,919 | \$75 | \$135 | \$75 | \$75 | \$745 | \$979 | | \$3,805 | |
| Veterinary Medicine | | \$1,426 | \$1,503 | \$5 | \$7 | \$30 | \$25 | \$25 | | | | \$20 | |
| Supplies | | | \$35 | \$535 | \$25 | \$50 | \$20 | \$25 | \$150 | \$60 | | \$110 | |
| Repairs/Maintenance | | \$60 | | | | | | | | | \$42 | | |
| Seed | | \$580 | \$371 | \$2,673 | \$1,040 | \$780 | | | | | | | |
| Fertilizer/Chemicals | | \$1,234 | \$431 | \$3,525 | \$2,560 | \$680 | | \$9 | | | \$55 | | |
| Rent | | \$300 | | \$6,405 | \$1,500 | \$10,500 | \$18,900 | \$21,600 | | | | | |
| Paid Work Income Deduction | | | | | | \$10 | | | | | | | |
| Entry Fees | | \$16 | \$54 | \$144 | \$70 | \$47 | | | \$123 | \$361 | | \$1,277 | \$1,120 |
| Other Cash | \$3,500 | \$332 | \$675 | \$3,618 | \$530 | \$60 | | \$5 | \$675 | | \$500 | \$300 | |
| 2A. Total Cash Expenses | \$4,355 | \$8,974 | \$10,698 | \$25,933 | \$7,107 | \$13,039 | \$19,067 | \$21,754 | \$1,570 | \$1,039 | \$2,688 | \$4,235 | |
| Non-Cash Feed | | \$1,107 | \$1,980 | \$865 | \$65 | \$65 | | | | | | | |
| Non-Cash Other | | | | \$1,210 | \$10 | \$10 | \$10 | | | | | | |

The report is set up in the same format as the profit and loss reports for student's record books.

How to Create an Economic Impact Summary

1. Log into Teacher AET Account
2. Click on "Reports"

Welcome to the Teacher Dashboard

Profile

Manage your AET settings, and manage information about you and your Program.

Accounts

Set up new accounts, reset passwords, send messages, and organize your students.

Access Student Account:

Tracker

Manage your Program of Activities Calendar and your Program Finances. Also, maintain your Teacher Journal.

Reports

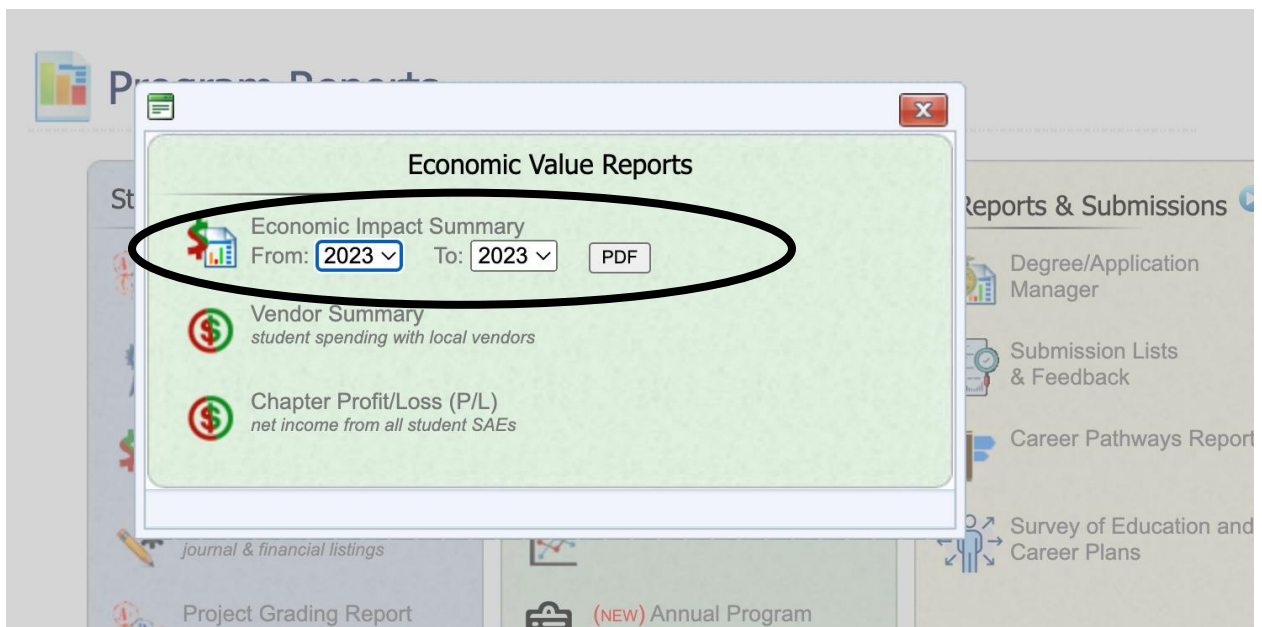
Retrieve summarized data about your Program activities.

3. Under "Program Reports", click on "Economic Value Reports"

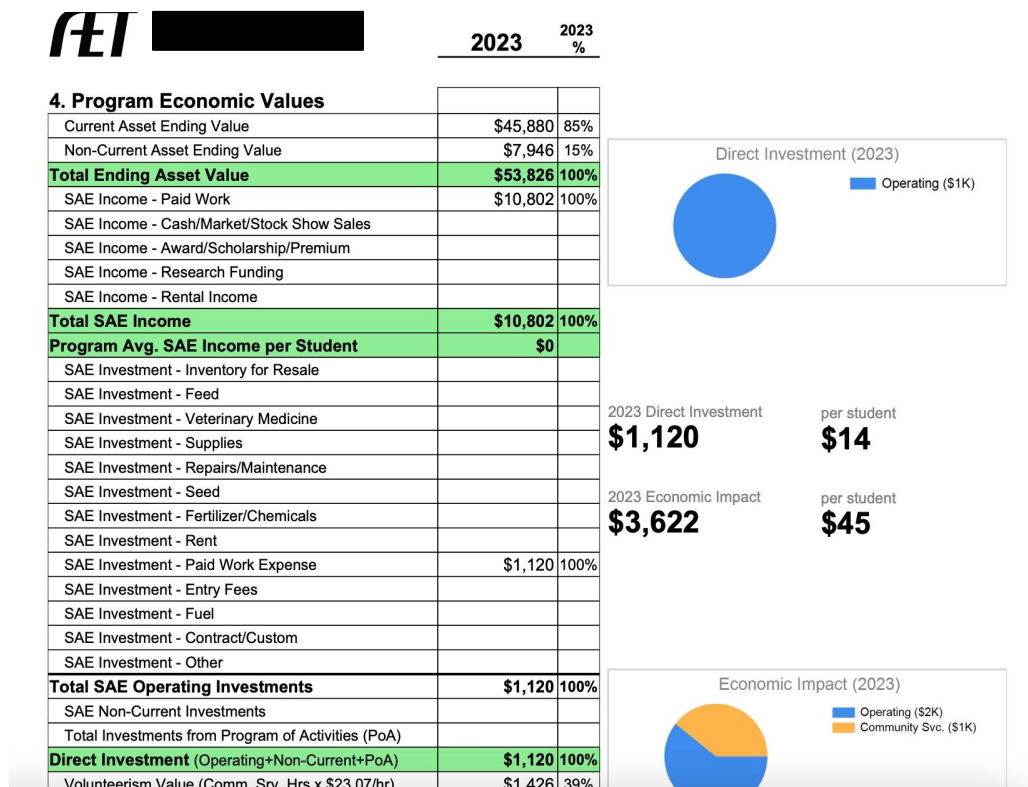
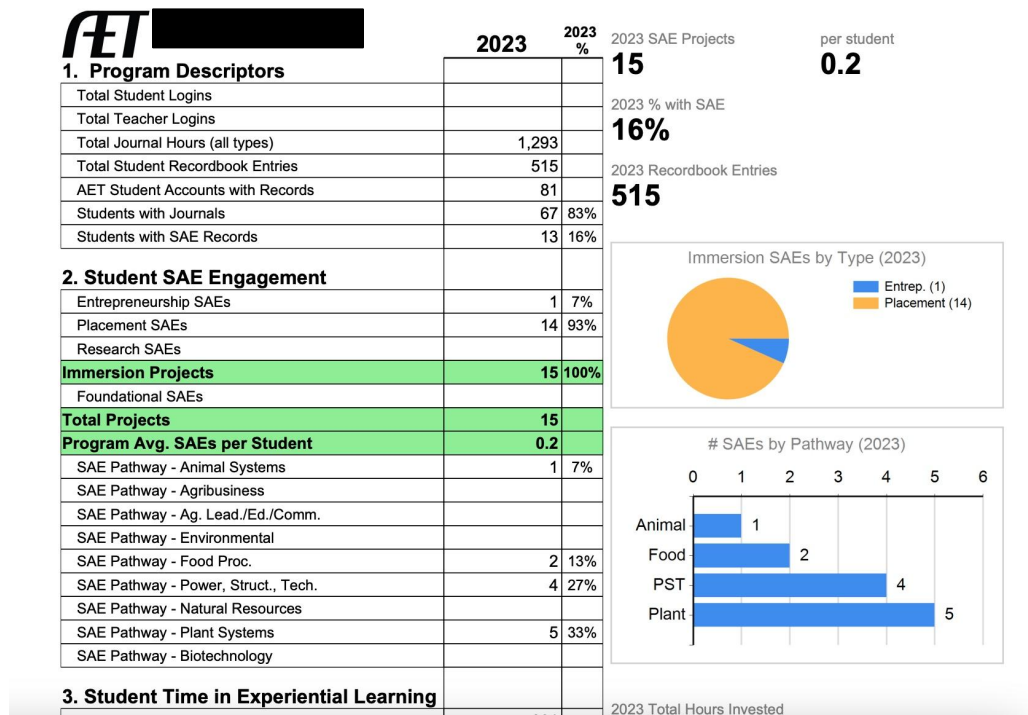
Program Reports



- Choose the range of years you want to look at. It is encouraged you run a report with the same "From:" and "To:" year until you understand the report. Click "PDF"



- This will download a PDF document to your computer.



This

report is a front and back PDF that gives an overall view of the program. There is data on student's SAEs, investment into the program both FFA and SAE, and economic impact

Appendix O

Workshop #3 Evaluation Form

Workshop #3 - School Board & Administration Reporting in AET

Date Completed the Workshop: _____ Facilitator's Name: _____

Please indicate your agreement/disagreement with the following statements by circling the appropriate number.

General Statements

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The information was relevant to my professional development needs | 1 | 2 | 3 | 4 | 5 | N/A |
| The knowledge learned here today will be applied to your work | 1 | 2 | 3 | 4 | 5 | N/A |
| You would recommend this workshop to others | 1 | 2 | 3 | 4 | 5 | N/A |

Presenter/Teaching

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The presenter was well prepared | 1 | 2 | 3 | 4 | 5 | N/A |
| The presenter presented information clearly and logically | 1 | 2 | 3 | 4 | 5 | N/A |
| The teaching style was effective | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | |
|--|---|---|---|---|---|-----|
| The presentation format was suitable for the content | 1 | 2 | 3 | 4 | 5 | N/A |
| Opportunity was made for participant engagement | 1 | 2 | 3 | 4 | 5 | N/A |
| Visual and handouts were easily legible, relevant, and helpful | 1 | 2 | 3 | 4 | 5 | N/A |

Follow Up Questions

1. What was the most beneficial area of instruction today? _____

2. What was your favorite part of today's workshop? _____

3. What do you feel would be the next best step in learning how to utilize AET? _____

4. What are ways for improvement with this workshop for the future? _____

Additional comments: _____

Appendix P

Workshop #4 Teacher Handout

Workshop #4 - Classroom Journaling in AET

Background: On AET, there are several options for journaling various classroom, FFA, and SAE hours. Journaling allows for students to track their participation in the various categories. Teachers are able to run reports based on the journaling categories to track participation of their students. Classroom journaling allows teachers to see what standards the students are meeting through lessons of instruction and classroom activities or projects. When journaling classroom instruction, students are required to connect their learning to Ohio standards. (Depending on what state your account is connected to will determine the standards associated with the AET classroom journaling.)

Standards for Student Application in Ag Ed Program: Agricultural, Food, & Natural Resources

- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.

Lesson Objectives:

- Explain how the Ohio standards connect to classroom journaling
- Demonstrate how to create a classroom journal
- Explain how to run a classroom journal report

Keywords/Vocabulary: Journaling, Ohio Standards

Equipment Needed:

- Internet/Wifi Access
- Computer/Charger
- Projector/Screen
- Participant practice AET accounts
- Participants computers/chargers

Resources:

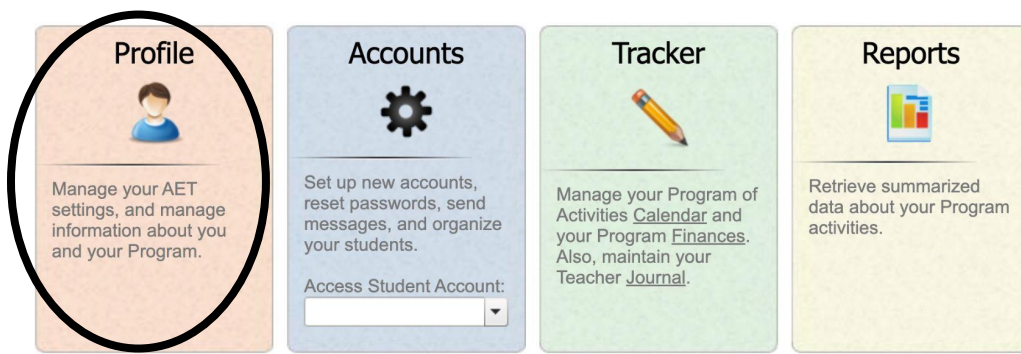
- How to Journal - <http://library.theaet.com/watch/42rLmxtJEYQiLQeSwDwBnB>

Competency:

- Teaching Students How to Use AET for Classroom Journaling

How to Setup Your Agricultural Courses

1. Log into your teacher AET account.
2. Click on “Profile”

Welcome to the Teacher Dashboard

3. Under “Your School”, click on “Set up the courses that are taught at your school”.



AET Program Profile

AET Advisor Alerts:

Your percentage of students with SAE is 27.5%.

| | 2020-21 | 2021-22 | 2022-23 |
|---------------------------|---------|---------|---------|
| Total Program Enrollment: | 97 | 107 | 80 |

About Your Program

- Update your Program's contact information, data, or password
- Maintain your list of Teachers and their contact information
- Manage your list of student vendors
- Manage your community service "groups served"

Your School

- Maintain lists of important program contacts
- Set up the courses that are taught at your school**
- Set NCES campus code and compare Ag enrollment parity

Your AET Account

- Manage special AET settings and privacy
- Manage your **NEW** AET website
- View AET invoices, learn about AET cost, and renew your subscription

4. Click on "New Course"

AET Course Builder




☐ All Classes
 ☒ My Classes

New Course

Export to Excel/CSV: Course List Enrollment

| Course Name | Lessons / Downloads | Teacher | Start Date | Options |
|--|--|----------|------------|--|
| <div> <div> <div>▼</div> <div>School Year: 2022-23</div> </div> </div> | | | | |
| Agriculture, Food and Natural Resources | Setup (25) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (41) / Copy |
| Animal and Plant Science | Setup (27) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (15) / Copy |
| A&E Capstone Course | Setup (80) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (2) / Copy |
| Mechanical Principles | Setup (17) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (6) / Copy |
| Business Management for Agricultural and Environme | Setup (11) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (16) / Copy |
| Greenhouse and Nursery Management | Setup (21) / Doc/Xls/Pdf | A Howell | 8/17/2022 | Enrollment (13) / Copy |

5. Complete the options that appear on the screen - Teacher, First Day of Classes, Last Day of Classes, Primary Pathway of your Program, Class Type, Class Name, Section/Period, Credit Hours, Dual Credit, and Lesson Template.

| | | |
|------------------------------|---|---|
| Teacher: | (Select Teacher) ▾ | |
| First Class Day: | <input type="text"/> |  |
| Last Class Day: | <input type="text"/> |  |
| Primary Pathway: | ▾ | |
| Class Type: | ▾ | |
| Class Name (edit as needed): | <input type="text"/> | Section/Period: <input type="text"/> |
| Credit Hours: | 1.0  | |
| Dual Credit/Articulated: | <input type="checkbox"/> Checkmark if students in this class receive college credit. | |
| Lesson Template: | Default (One Lesson Per Topic) ▾ | |

Save

Cancel

Delete

Note - The Lesson Template option allows you to select if you would like to upload your lesson plans, notes, PowerPoints to AET for student access too.

6. Click “Save” to add the course.
7. Repeat steps four and five for all of your courses.

Adding Students to their Agricultural Courses

1. Log into a student’s account
2. Click on “Profile”





Welcome to the Student Dashboard

AET Advisor Alerts:

You have active experiences with no journal entries for the last 60 days.


Project/Experience Manager (SAE, WBL)







Meeting Manager (Read Only)

| | | | |
|--|--|---|--|
| <h3>Profile</h3>  <p>Contact information, Resume Careers, Getting Started</p> | <h3>Journal</h3>  <p>Time in your Experiences (SAE, FFA and more)</p> | <h3>Finances</h3>  <p>Money or paychecks in SAEs</p> | <h3>Reports</h3>  <p>SAE results, resume, skills and more</p> |
|--|--|---|--|






3. Under “About You”, click on “Record your class schedule”.

AET Profile






About You

-  Manage/Edit your personal profile and password
-  Record your class schedule
-  Resume, Career Goals, Transcripts & References
-  Emergency Info & Permission Forms
-  Explore your SAE interests

Your Activities

-  Project/Experience Manager (SAE, WBL)
-  Enter your FFA offices
-  Enter your FFA committee memberships
-  Test your knowledge and gain a passing score
-  Browse Job Board

Career Connector

-  Choose your educational and career interests
-  Explore your interest using "My Next Move"
-  Explore agricultural career opportunities and more!
-  AET access for Mentors and Parents/Guardians
-  Survey of Education and Career Plans


- Select the "Pathway" for your program/the course they are trying to add.

Profile

Journal

Finances

Reports

My Pathway: (Please Choose) 

My CTE Classes

[Add Class](#)

| Class Name | Teacher | Start Date | Ending Date | Options |
|---|----------|------------|-------------|------------------------|
| <div> <div>▼</div> <div>School Year: 2022-23</div> </div> | | | | |
| Agriculture, Food and Natural Resources | A Howell | 8/17/2022 | 5/25/2023 | Delete |

- Click on "Add Class"

Profile

Journal

Finances

Reports

My Pathway: Agribusiness Systems

My CTE Classes

Add Class

| Class Name | Teacher | Start Date | Ending Date | Options |
|---|----------|------------|-------------|------------------------|
| <div> <div>▼</div> <div>School Year: 2022-23</div> </div> | | | | |
| Agriculture, Food and Natural Resources | A Howell | 8/17/2022 | 5/25/2023 | Delete |

6. Click “Add” on the corresponding course the student is trying to enroll in.

Cancel

All available classes are shown. Click "Add" to add this class to your schedule.

| Class Name | Teacher | Start Date | Options |
|--|----------|------------|----------------|
| <div> <div>▼</div> <div>School Year: 2022-23</div> </div> | | | |
| Animal and Plant Science | A Howell | 8/17/2022 | <div>Add</div> |
| A&E Capstone Course | A Howell | 8/17/2022 | <div>Add</div> |
| Mechanical Principles | A Howell | 8/17/2022 | <div>Add</div> |
| Business Management for Agricultural and Environme | A Howell | 8/17/2022 | <div>Add</div> |
| Greenhouse and Nursery Management | A Howell | 8/17/2022 | <div>Add</div> |
| <div> <div>></div> <div>School Year: 2021-22</div> </div> | | | |
| <div> <div>></div> <div>School Year: 2020-21</div> </div> | | | |
| <div> <div>></div> <div>School Year: 2019-20</div> </div> | | | |
| <div> <div>></div> <div>School Year: 2018-19</div> </div> | | | |

Note - If a student is in two different courses, they will need to repeat steps 4-6 to add the additional courses.

Teachers must have their courses set up on the teacher side before students will be able to add the courses to their accounts. Teachers will need to create new courses each year in their accounts.

Journaling Classroom Projects & Activities

1. Log into a student's account
2. Click on “Journal”

Welcome to the Student Dashboard

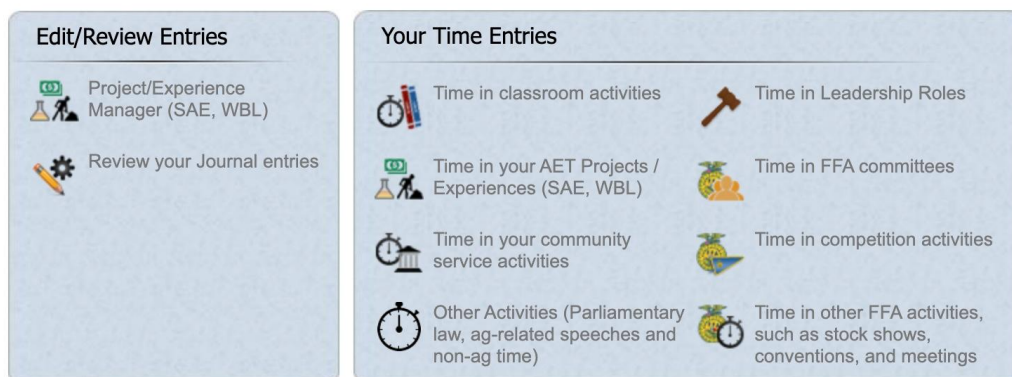
AET Advisor Alerts:

You have active experiences with no journal entries for the last 60 days.





- Under “Your Time Entries”, click on “Time in classroom activities”




AET Journal



- Complete the fillable information on the screen - date of activity, class, unit/topic, activity/level, description/reflection, time spent, and mastery level. Reminder students to check grammar and spelling in the description area.

Add/Edit Journal Entry

| | | | |
|---|--|---|--|
| Date: | | Category: | |
| 3/12/2023  | | Course-related Activity  | |

| | |
|--|--|
| Class: | Agriculture, Food and Natural Resources  |
| Unit/Topic: | Energy Sources (9.01)  |
| Activity/Level: | Identify the social, economic and environmental drivers and barriers that influence the de  |
| Description / Reflection: Check Spelling | <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> |
| Time Spent: | Hours <input type="text"/> + Minutes <input type="text"/> |
| Mastery Level: | <div style="display: flex; align-items: center;"> <div style="flex-grow: 1; position: relative;"> <div style="background-color: #28a745; height: 10px; width: 50%; position: absolute; top: 0; left: 0;"></div> <div style="position: absolute; top: 0; left: 50%; transform: translate(-50%, -50%);"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: 0.8em;"> <div>I cannot do this activity. I do not understand this concept.</div> <div>I can do this activity with help. I have some understanding of this concept.</div> <div>I can do this activity by myself. I completely understand this concept.</div> </div> </div> |

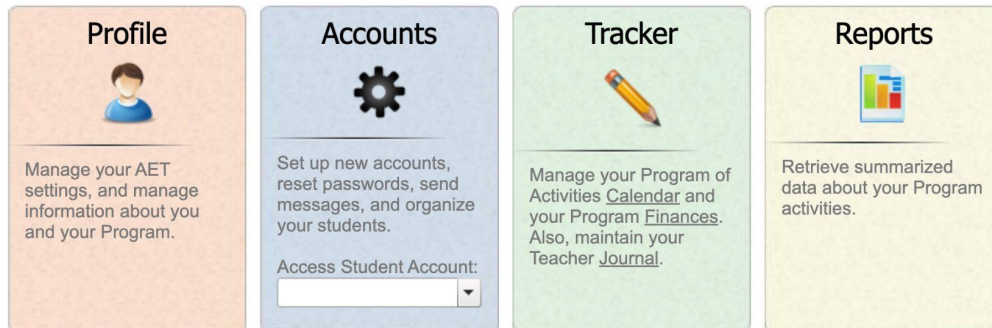
5. Click “Save” at the bottom of the screen.

Note - Any type of journaling for students (classroom, committee, office, FFA activities, or SAE) are all very similar. Students must be cautious when choosing the appropriate journal type in step number three.

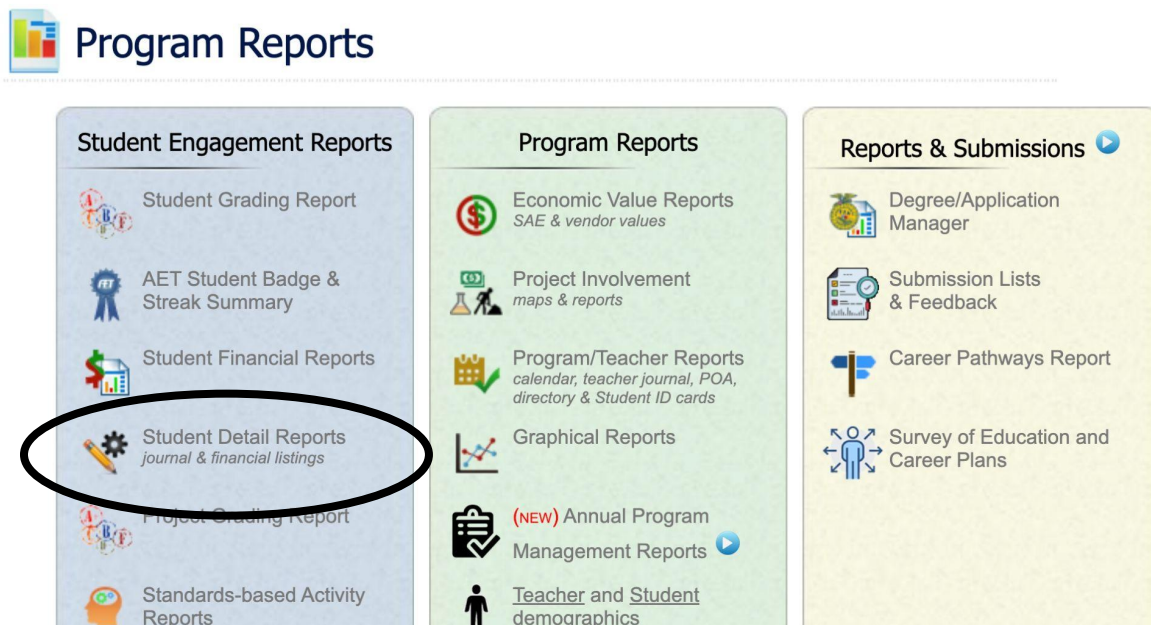
Running Classroom Journaling Reports

1. Log into Teacher account
2. Click on “Reports”

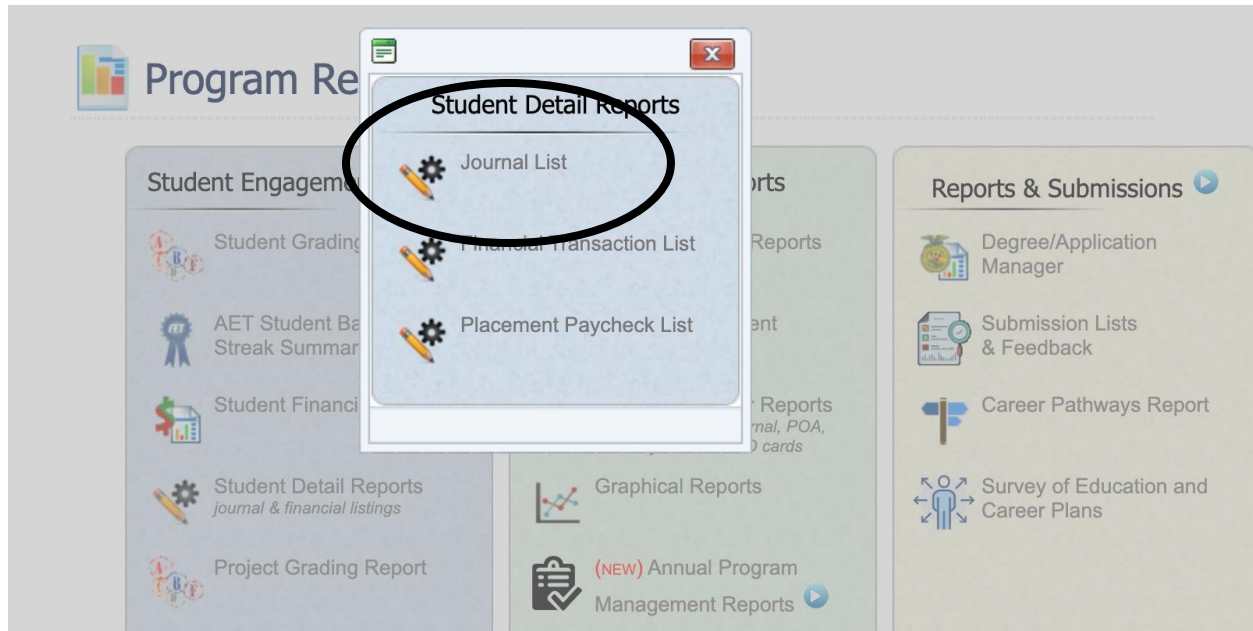
Welcome to the Teacher Dashboard



- Under “Student Engagement Reports”, click on “Student Detail Reports”



- Click on “Journal List”



5. Fill in the date range you wish to run a report for.

Student Journals

START Date: 3/12/2023 END Date: 3/12/2023

Activity Type: (All)

Subtype: (All)

Print Close this Window

Student Finder: ☒ All Students, ☐ Grade Levels, ☐ FFA Membership, ☐ Custom Groups

| Date | Student | Description | Hours (In/Out) |
|------|---------|-------------|----------------|
|------|---------|-------------|----------------|

6. Change the Activity Type to “Course-related Activity”

Student Journals

END Date: 3/12/2023

Activity Type: Course-related Activity

Subtype: (All)

Student Finder: ☒ All Students, ☐ Grade Levels, ☐ FFA Membership, ☐ Custom Groups

| Student | Description | Hours (In/Out) |
|---------|-------------|----------------|
| | | / |
| | | / |
| | | / |

7. Choose a sub-type if you wish. A subtype would allow you to run a report on a specific course.

Activity Type:

- Ag 2
- Ag 2 Mechanical Principles
- ✓ (All)
- A&E Capstone Course
- Ag 1
- Ag 1 Agriculture, Food and Natural Resources
- Ag 2
- Ag 2 Mechanical Principles
- Ag 3
- Agribusiness & Production Systems (010301)
- Agriculture, Food and Natural Resources
- Agriculture, Food, and Natural Resources Ag 1
- Animal Anatomy and Physiology
- Animal and Plant Science
- Animal science
- Animal Science and Technology
- Business Management for Agricultural and Environme
- Business Management for Agricultural and Environme
- Energy Systems Management
- Engineering Ag 2
- Forestry and Woodland Ecosystems
- Greenhouse
- Greenhouse and Nursery Management
- Livestock Selection, Nutrition and Management
- Mechanical Principles
- Plant & Horticultural Science: Greenhouse
- Structural Engineering Ag 2

8. The report will allow you to print by selecting the “Print” button. You can also search by specific grades by checking the various boxes in the right hand side of the screen.

Student Journals

| | | | |
|--|---|--|--|
| START Date: <input type="text" value="2/1/2023"/> | END Date: <input type="text" value="3/12/2023"/> | Activity Type: <input type="text" value="Course-related Activity"/> Subtype: <input type="text" value="(All)"/> | Student Finder Reset <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Grade Levels <input type="checkbox"/> FFA Membership <input type="checkbox"/> Custom Groups |
|--|---|--|--|

| Date DateStamp | Student | Description | Hours (In/Out) |
|-----------------------------------|-------------------|--|-------------------|
| | Allison, Jacob | | / |
| | Bender, Zelena | | / |
| 2/9/2023 2/10/2023 2:41:00 PM | Bettinger, Andrew | Course-related Activity Leadership and Communications (1.02) Greenhand Practice Test 1 I researched 72 question in preparation for the test. | 3.00 / 0.00 |
| 3/9/2023 3/9/2023 2:31:00 PM | Bettinger, Andrew | Course-related Activity Agriculture, Food and Natural Resources Leadership and Communications (1.02) Deliver formal and informal presentations. (1.02.0) Recite the FFA creed | 1.00 / 0.00 |
| | Bettinger, Andrew | Student Total | 4.00 / 0.00 |
| 2/10/2023 2/10/2023 1:57:00 PM | Bettinger, Bryce | Course-related Activity Agriculture, Food and Natural Resources <i>Habitat Management and Restoration (6.11)</i> Biome Project We built a desert biome. We did this by taking an old shoe box and putting sand then we addend animals and plants. After we participated in a gallery walk with all of the projects. | 4.00 / 0.00 |
| 2/10/2023 2/10/2023 2:28:00 PM | Bettinger, Bryce | Course-related Activity Agriculture, Food and Natural Resources Leadership and Communications (1.02) Greenhand Practice We completed a 72 question about the history of the FFA organization to prepare for our greenhand test. | 3.00 / 0.00 |
| 3/9/2023 3/9/2023 1:41:00 PM | Bettinger, Bryce | Course-related Activity Agriculture, Food and Natural Resources Leadership and Communications (1.02) Deliver formal and informal presentations. (1.02.0) I recited the FFA creed. | 1.00 / 0.00 |
| | Bettinger, Bryce | Student Total | 8.00 / 0.00 |
| 3/9/2023 3/9/2023 1:38:00 PM | Brown, Brent | Course-related Activity Agriculture, Food and Natural Resources Leadership and Communications (1.02) Deliver formal and informal presentations. (1.02.0) I recited the FFA creed | 1.00 / 0.00 |
| | Buck, Dylan | | / |

Appendix Q

Workshop #4 Evaluation Form

Workshop #4 - Classroom Journaling in AET

Date Completed the Workshop: _____ Facilitator's Name: _____

Please indicate your agreement/disagreement with the following statements by circling the appropriate number.

General Statements

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The information was relevant to my professional development needs | 1 | 2 | 3 | 4 | 5 | N/A |
| The knowledge learned here today will be applied to your work | 1 | 2 | 3 | 4 | 5 | N/A |
| You would recommend this workshop to others | 1 | 2 | 3 | 4 | 5 | N/A |

Presenter/Teaching

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|----------------------|----------|---------|-------|-------------------|-----|
| The presenter was well prepared | 1 | 2 | 3 | 4 | 5 | N/A |
| The presenter presented information clearly and logically | 1 | 2 | 3 | 4 | 5 | N/A |
| The teaching style was effective | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | |
|--|---|---|---|---|---|-----|
| The presentation format was suitable for the content | 1 | 2 | 3 | 4 | 5 | N/A |
| Opportunity was made for participant engagement | 1 | 2 | 3 | 4 | 5 | N/A |
| Visual and handouts were easily legible, relevant, and helpful | 1 | 2 | 3 | 4 | 5 | N/A |

Follow Up Questions

1. What was the most beneficial area of instruction today? _____

2. What was your favorite part of today's workshop? _____

3. What do you feel would be the next best step in learning how to utilize AET? _____

4. What are ways for improvement with this workshop for the future? _____

Additional comments: _____

