AGRICULTURAL EDUCATION

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Theme—Supervisors And Consultants—Important Members of The Team

FEATURING—

FACILITIES PLANS
WELDING HOLDER
OVERSEAS OPPORTUNITIES
COOPERATIVE NOTEBOOK
COUNTRY STORE
FROM YOUR EDITOR

Truly Important Team Members!

James P. Key

As I sit reflecting on the work of supervisors and consultants, I realize just how important their contribution is to the team effort in educating for agriculture. To enumerate their tasks of aiding teachers, consulting with school administrators, coordinating with teacher educators, collecting information for state and national reports, conducting FFA contests, and all other leadership activities, and so many other duties would be too great a task. I will instead give an example which I believe adequately illustrates the value of these team members.

As this is being written, we are finishing our annual vo-ag teachers conference in Oklahoma. This was a full week of activities, speakers, in-service workshops, and business meetings for the Oklahoma Vocational Agriculture Teachers Association. Planning had been going on all year, but reached its peak last May when the supervisors, teacher educators, and officers of the teachers association sat down together at a retreat to plan the annual conference. This kind of cooperative effort, initiated and coordinated by the supervisors, resulted in an outstanding conference containing meaningful activities for the teachers.

This is just one illustration of the supervisors and consultants' important contributions as coordinators of the team effort for educating for agriculture. Similar contributions are repeated numerous times throughout the year. Your part in the team effort is appreciated—supervisors and consultants—Ed.

★ Special Features ★

Your contributions are needed for:

—CENTER PAGES FEATURE —Drawings, Sketches or Photos of Useful Ideas.
—LETTERS TO THE EDITOR —Your concern, support or rebuttal of vital issues.
—FROM THE TEACHER'S DESK —Saying jokes, stories to help spice up speeches, talks or teaching aids.
—COUNTRY STORE —Sources of inexpensive or free teaching aids.

(Please submit articles 2½ months in advance of theme to allow publication time.)

COMING ISSUES

NOVEMBER — Effective Teaching — What's the Basis?
DECEMBER — Professionalism—That's the Name of the Game
JANUARY — Golden Anniversary Issue — Looking to the Past and the Future
FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher
MARCH — Classroom Instruction — Getting the Ideas Across
APRIL — Supervised Experience—Doing to Learn — Learning to Do

THE AGRICULTURAL EDUCATION MAGAZINE

The Role of Field Personnel in Agricultural Education

by Henry G. Williams
Specialist, Agricultural Education
Tennessee

I see the role of field personnel as that of consultants. The primary role should be that of a consultant whose major responsibility is the improvement of instruction. In the capacity of a consultant, he or she will be teacher educator, a resource person, and a promoter of positive human relations.

The three (3) essential skills of consulting are:

1. Technical Skill — Employs an understanding and proficiency in your service area.
2. Conceptual Skill — The ability to see the enterprise as a whole, including recognizing how the various functions of the organization depend on each other and how changes in one part affect others.
3. Human Skills — (Working with people) — Ability to work effectively as a consultant and to promote cooperative group efforts.

A consultant does not direct. He or she helps to review alternatives, provide resources and technical advice.

The consultant promotes the decision-making process.

The consultant evaluates, although he or she should not be seen as an evaluator. An analysis of the situation must be made in order to determine what needs to be done.

The consultant is a specialist in Vocational Agriculture, and at the same time a specialist in working with teachers on such things as methods, techniques and procedures for successful teaching.

THE CONSULTANT AS A TEACHER EDUCATOR

Since the improvement of instruction is a primary function, much of the work of the consultant is on-the-job teacher education. Emphasis should be upon teacher education and not only on the improvement of instruction or the improvement of the teacher.

The consultant realizes that every teacher is capable of making some contribution to the improvement of education. Each contribution, regardless of how small, is graciously accepted as an evidence of growth. A good consultant knows that growth and understanding cannot flourish in an authoritarian atmosphere. A good consultant seeks out strong points of a teacher and builds upon them.

Effective communication is an essential ingredient in promoting good human relations. It is important, therefore, that consultants maintain both good channels of communication and flow of information to and from the field.

Lack of response to new ideas which break sharply with old traditions is recognized as a trait common to most people. The consultant must realize that only through providing stimulating experiences for teachers can progress be made.

CONCLUSIONS

In summary, it is clear that the role of field consultants contributes to the improvement of instruction at the local or state level. For this to be successful there must be a coordinated effort on the part of state and field staff members. All personnel effort must be made to eliminate non-essential administrative work by field consultants. More time must be given to individual teachers in the field. In certain school systems, supervision and consultation for teachers is more rapidly available than in some of the smaller systems. The consultants should make maximum use of local directors in the system to insure services are available for the improvement of instructional programs.

Generally speaking, the consultants should concentrate on places where consultation is least available.
STATE SUPERVISORS—THE LEADERS

by David S. Bond
State Director
Division of Voc. Educ.
Pierre, SD

There may be a quality of uniqueness in our staff that is important to the success of our goals and missions. The quality I am referring to is a combination of tenure versus young, aggressive ideas. We have staff members who were with the division prior to the Vocational Education Act of 1963 and others who have been employed during the past three years. Their professional combination illuminates an aggressive, imaginative atmosphere within the division which creates some very spontaneous staff meetings. A younger supervisor wants to move out and attack the problem and head-on; a tenured staff member will consider the problem and take action. There are, however, common traits in the division staff which are actively sought and progressively maintained: positive attitude, belief in their convictions, a sincere empathy with people, dedication and enthusiasm. Without these elements, no team can be effective or can function as a team; the most crucial issue would be the deterioration of program management. Should quality control be lost the public vocational education diligently strives to serve would suffer greatly—a task public is THE STUDENT.

STANDARDS

The South Dakota State Board of Vocational Education and the Division staff have adopted a working document to be used in developing standards as follows: programs of vocational education at the state and local level. The content of the document is entitled, "Standards for Quality in Vocational Programs." The publication is designed to strengthen and reaffirm the basic underlying principles and concepts in the administration, implementation, and evaluation of quality vocational education programs; and to develop and implement standards of quality in all vocational education disciplines. The division staff has adopted the "Standards" and are currently conducting local instructor/administrator in-service education on the principles and standards. Each vocational education offering—agriculture, business, family and consumer, education, trade & industrial, home economics, and health occupations have adopted their own criteria to maintain quality as well as seven-ent general principles of vocational education. Equality in vocational education is infused throughout each program. Such a document further solidifies the team concept at the state level so that the key elements of quality in vocational education are maintained.

PRESSURES

The role of state supervisors and local administrators for that matter, is without a doubt, embued in the changing times of vocational education. We are witnessing continued demand and growth in vocational education. It is not whether we provide vocational education or not. The question is: are we providing adequate and quality educational programs.

REPORTING ACTIVITIES

In our state of South Dakota we have ten supervisory areas of Vocational Agriculture. Each area has a supervisor whose official title is Consultant to Vocational Education in Agriculture. His responsibilities are, or should be, located near the center of the supervisory area. In some instances, however, this is not true. His office may be located in the largest city in the area, or one which contains a college or university. The purpose behind this is to be readily available to all children in the area. The consultant or supervisor should be a liaison for the local departments of vocational agriculture. In other words, he should expose the virtues of the program to the people in the cities and in order to secure scholarships, grants, and better prices at the major shows and fairs, etc. This, not being a full-time job, the supervisor himself is the "sales person" or "salesman" of the program. He is expected to coordinate the activities of the local FFA chapters and vocational agriculture departments in his districts and area. With approximately eighty chapters making up four districts in the area, the supervisor arranges for a meeting of each district each month. District and area meetings permit better coordination of the District and area, leadership Content, in-service education for the teachers of vocational agriculture (many times he is called on to secure the in-service program) and other activities of the districts; whereby they can come together later as an area unit.

FWA COORDINATION

Also, we feel it is the duty of the consultants to coordinate the activities of the state with the national association. Each year several state meetings involving FFA and the teachers of vocational agriculture are coordinated by the state staff. The state consultants and area supervisors are responsible for securing a location, organizing the programs, securing speakers, etc. for these state meetings. In order to do this, they are required to be absent from home and the office for long periods of time. Consultants should move into the convention city at least a week ahead of time in order to secure a block of hotel accommodations for the teachers and students, secure meeting rooms, arrange recreational activities, and tend to other important matters pertaining to the convention activities.

IMPORTANT COGS

We who have been in the instructional field of vocational agriculture feel that the supervisors and consultants are important cogs in the wheel which must continually turn for the betterment of mankind. Without them our system of instruction in vocational agriculture is in our high school would flounder and fail. Consultants to supervisors, supervisors to teachers, local to district, district to area, area to state, state to national; we always look forward to the visit of our area supervisor.
CONSULTANTS INFLUENCE LOCAL PROGRAMS

by Virgil O. Martinson
State Superintend. Ag Education WI

What is the role of educational consultants in agricultural education? Do they contribute to the program of vocational agriculture/agribusiness? Are they vital to the growth and relevance of the program? What is their impact on the FFA and the FFA Alumni?

The program of vocational agricultural education continues to flourish and the FFA is currently observing a twelfth past, and with a team of dedicated instructors, teachers, staff, university educators, administrators, advisory committees, and Alumni members, the future will be even brighter.

One of the most important responsibilities of agricultural counsel is to coordinate the multitude of FFA activities and the many facets of the program of vocational agriculture/agribusiness. It is imperative that certain persons be designated to provide leadership for curriculum development, policy determination and program direction at the state level. This discussion is developed in terms of our responsibilities in Wisconsin but, except for specific examples, could apply to most states.

The role of consultants in agricultural education is becoming more complex as the number of consultant programs continues to grow in student numbers, diversification of course offerings and FFA activities.

COORDINATE FFA ACTIVITIES

The FFA organization has grown steadily in membership and program activities in several years. This growth is in part due to the work in officer training and program development at the state and national level, which in turn filters down to the local level. The dissemination of program, information at the state and national levels, and making other arrangements, does indeed require considerable time and the use of the program objectives and goals of the FFA organization. The selection of award winners and on-site visitors, and the purposes of certification is required. Workshops, the FFA Farm Forum, attendance at cooperative and brake meetings, all contribute to the acceptance and relevancy of FFA programs.

SERVICES TO NEW AND ESTABLISHED PROGRAMS

Providing consultant service to new and established programs in curriculum development receives a high priority. The consultant is able to share the successes of other strong programs with those in need. Since consultants usually have had a successful career in teaching or administration for several years in consultative and supervisory roles, their advice is seriously considered by teachers, administrators and advisory committees at the local level. Consultants, during their attendance at regional and national meetings, are exposed to new educational concepts, curriculum innovations and educational resources, which they bring back to their respective states and districts with their teachers at various meetings throughout the year in monthly newsletters and other resources. The pilot programs in Wisconsin, which led to curriculum revisions in various schools, resulted in broad acceptance of the spectrum of the student population of many high schools. This innovation was initiated by the success of the Governor's Program of Public Instruction Consultant and teachers of our state.

INSTRUCTIONAL MATERIALS AND FACILITIES

The development of monthly book reviews and resource materials for curriculum with the newsletter is essential in helping keep instructors apprised of the most current instructional materials available. This is essential in the modeling of existing buildings are contemplated, it is essential that local persons have sufficient forethought in the establishment of comprehensive programs in vocational education.

ADVISORY COMMITTEES

Administrators should name the advisory committee to be a valuable (Concluded on the next page)

ALUMNI ACTIVITIES

The teachers of agriculture at Wisconsin agricultural colleges and universities, and throughout the nation, is partially engaged in services which has failed to identify those disciplines where severe shortages exist. The task of accumulating services, with a greater diversity of interest has resulted in offering of a larger number of courses and an expanded FFA program of activities. State and the majority of the agricultural departments in Wisconsin are staffed by only one instructor, the job is becoming increasingly deskiling. The likelihood of adding additional staff is complicated by a limited school budget and the availability of well-qualified teachers. Faced with these restrictions, many Wisconsin instructors have provided leadership for the establishment of alumni affiliates in their school districts.

EVALUATION

Consultants and their valuable assistance in the evaluation of local programs during visits to local schools, and during visits to the North Central Association of Colleges and Schools and the University of Wisconsin.

SUMMARY

So, in essence the role of the consultant in agricultural education is one of program administration policy determination; collecting, analyzing and maintaining necessary records; liaison with other agricultural agencies; evaluating and disseminating information concerning publications; development of state and local coordinator and implementation of state wide in-service; and the providing of consultation services at the local level. It is obvious that the consultant is necessary but the opportunity to be service is without parallel. Wisconsin consultants have identified 90 specific staff positions in 10 categories. These responsibilities are shared by the consultants and their primary and secondary responsibilities.

During peak periods each consultant is assigned a specific set of programs carried to their successful conclusion. Successful programs in agricultural education do not develop on their own but are carried to their successful conclusion. The success of the program of agricultural education in this state will be measured by: the cooperation of the board of directors, the cooperation of the board of directors, and the cooperation of the board of directors.

CONTINUED STATE SUPERINTENDENTS . . .

there is one point I would like to state emphatically, it is to dispel the "fear of alienation" of local teachers/administrators. We are in this together! Program evaluation, program review, finding resources for all of the above, are not being conducted to form a "bureaucratic" structure, but rather to assist local programs to provide the quality instruction our students deserve and to operate within the guidelines and intent of the Law. We often mention the fact that the Division of Vocational Education is not in the banking business—we do not save or hand funds. We do, however, want to make sure that state and federal resources are applied in an wise manner. The division staff is the best resource for finding the necessary instructors or administrators who actually play the game.

SUMMARY

In summary, we must all recognize the willingness to collaborate by the state and, if such change is warranted, progress and yet adhere to our standards of excellence. We must consider the intent of federal law. We must carry out the responsibility of insuring the philosophies, objectives and goals that the law. We must be the recipients and are the recipients of the laws, and we must be the recipients of the laws, and we must be the recipients of the laws. As a team [local, state and federal], we can all play the game and provide the necessary evaluation service, we can all play the game and provide the necessary evaluation service, and we can all play the game and provide the necessary evaluation service, so that "Vocational Education Works".
LOCAL SUPERVISION IN AG. EDUCATION

By Larry D. Houckholer
Superintendent of Instruction
Upper Valley Joint Vocational School
Piqua, Ohio

One of the more innovative steps in vocational supervision has been the development of the local supervisor position in the various vocational service areas.

To date, there are approximately 100 local vocational supervisors in Ohio who work with vocational teachers in a variety of fields to provide optimum learning opportunities for students desiring quality vocational education.

In agricultural education, 36 full- and part-time local supervisors are charged with providing leadership for the approximately 730 vocational agriculture teachers in the state. The local agricultural education supervision exists in three types of schools which are centers for vocational education for participating local school districts, or are located in larger comprehensive school systems which provide extensive vocational education programming. Each local supervisor position is supported by a combination of state and local funding. State support for each local supervisor's position amounts to approximately $5,400 per year. A local supervisor position can be filled only when more than eight qualified agriculture teachers will be directly supervised. Local supervision in agricultural education as well as in the remaining vocational service areas has been characterized by strong support at both the state and local level and has contributed much to the growth and improvement of the total agricultural education program in Ohio in recent years.

WHY LOCAL SUPERVISION? The rationale for development of the role of the local agricultural education supervisor has been the need for expansion in vocational agriculture in Ohio as well as new administrative and supervisory patterns developed at the joint vocational schools and the agricultural education programs throughout the state. In the past, state supervisors were given responsibility for administration, development, and leadership of agricultural education programs. However, rapid expansion in the number of educational agriculture programs, coupled with increases in the responsibilities assigned to the state supervisors, limited their effectiveness throughout the state. Some tasks that previously were performed by the state supervisors, therefore, became part of the role of the local supervisor.

With development of joint vocational schools, staffing patterns were designed to provide vocational teachers with effective supervision. The need for increased staff and supervisory services was felt at least in part necessitated by the influx of teachers to the specialized vocational programs areas with little or no formal preparation for teaching. In agricultural education, teachers recruited from industry are now found in all occupational areas. However, they are most common in the highly specialized areas such as Agricultural Mechanics and Horticulture. A common staffing pattern at a joint vocational school would include a superintendent, a director of agriculture, and directors and local supervisors in the various vocational service areas. With this type of administrative setup, time can be allocated to local supervisors to work directly with teachers in improvement of instruction.

In many of the vocational service areas, the local supervisors function only at the joint vocational schools. Local agricultural education, local school districts with traditional vocational agriculture programs are encouraged to develop working relationships with their joint vocational school for provision of supervisory services. Such an arrangement is becoming the usual pattern for one of the JVS and the local schools, the local agricultural education supervisor will become the leader of the vocational agriculture education program in the vocational education planning district.

Effective local supervision in conjunction with area supervision (provided by state supervisors) has, therefore, done much to improve instruction. A local supervisor can develop on the job the development of quality agricultural education teachers and programs throughout the state.

THE LOCAL SUPERVISOR'S ROLE The local supervisors' job descriptions are developed in consultation with the directors of agriculture who administer the programs for the teachers served. There are, however, state department of education guidelines which are utilized by the directors in developing the parameters of the local supervisor's role. These state guidelines include job responsibilities in the general areas of curriculum and instruction, personnel administration, facilities, in-service education, research and general administration.

A recent study in Ohio (1) indicated that vocational agriculture teachers, school administrators, local state supervisors, and teacher educators in agricultural education perceived that the local supervisors should perform tasks primarily in the curriculum and instruction, personnel administration, and general administration categories. The tasks expected to be performed as perceived by the majority of the study's participants included:

1. Conduct individual conferences with students and vocational agriculture teachers for the purpose of improving instruction.
2. Assist in developing curriculum and instruction teachers.
3. Assist in developing a program for the purpose of improving instruction.
4. Assist in developing a program of professional development to improve teaching competencies.

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In agricultural education, local school districts are encouraged to develop their own programs for the improvement of the local supervision programs.

In addition to their own expertise, local supervisors of instruction have at their disposal a number of resources or tools to assist the teacher in improving noted limitations in teaching and supervision. Among these are the Heart of Instruction series (3) developed by The Ohio State University, Education Center, Graduate School of Education, and The Ohio State University. The Upper Valley JVS utilized the Performance Based Educational Curriculum (4) for their state project during the 1978-1979 school year. Supervisors of instruction and teachers at Upper Valley JVS found both of these resources to be of great value for improving teaching. "Clinical" supervision at The Upper Valley JVS (5) is of particular interest which emphasizes the diagnosis of teacher strengths and limitations and implementation of individual programs for teacher improvement. Each teacher may experience the "clinical supervision" process from start to finish at any time during the academic year through summative evaluation and goal setting at an individual final conference.

In addition to the "clinical supervision" process, supervisors of instruction at the Upper Valley JVS are now included in implementation of a total staff development program which includes individual, group, and team activities. In recent years, emphasis in the overall staff development program has centered upon state improvement of vocational education in the areas of course of study development, teacher qualifications, and development of pupil personnel services.

Additional activities in which a supervisor of instruction at Upper Valley JVS becomes involved includes:

1. Recruitment and selection of teachers,
2. Orientation of staff members,
3. Assisting in the student teaching program,
4. Assisting in the materials and instructional programs and equipment, and
5. Working with school administrators, teachers, and state agency personnel.

SUMMARY Through development of the local supervisors' position to provide local leadership, vocational education supervision in Ohio has moved into an era of resurgence and modernization. However, the test of effective supervision is whether improved teaching is occurring. This challenge is being met through development of new administrative and local supervisors with the time and responsibility to work closely with teachers for improved instruction and the development of improved supervision techniques and resources for use with teachers in the application of the local supervisors of instruction in all effectiveness of local supervision. In agricultural education, these efforts are contributing to the development of coordinated agricultural education programs in vocational agriculture education planning districts in Ohio.

References:


Weldon has had extensive experience with the Illinois Young Farmer programs and has written extensively in organizing programs for the state's and local groups. His work is summarized in this book. Weldon is a member of the Illinois Young Farmer Association. Assistant editor of the Illinois Young Farmer. This book is an excellent resource for anyone involved in young farmer programs. The book was given by Dr. Glenn Reveiz, Teacher Educator at The Pennsylvania State University and one of the founders of the Young Farmer Programs. It is an important contribution to the development of the program, the steps to follow in organizing a program, (8) identification of Young Farmer programs, and (9) the steps to follow in evaluating the program. These slides are well done and are explained very well by the audio tape that is included with each program.

In conclusion, the Young Farmer programs are an important tool for improving supervision and leadership in the agricultural education program in the state's and local areas.
FEATUREING-
PLANNING VO-AG FACILITIES

When a school begins to think about a new vo-ag facility, time spent planning can save pay off later in a more useful building.

The first consideration in planning should be size. One mistake commonly made is comparing size of the planned facility to the present one or to a neighboring schools' building. A sheet of guidelines which has been developed helps to direct the planning. Some of the major considerations in planning are pointed out in the steps below.

STEP 1. Plan the size of the facility.

a. Classroom — should be 35-40 sq. ft. per student with a minimum of 760 sq. ft. (Based on the average largest class expected)

b. Shop — 150 sq. ft. per student plus 1200 sq. ft. for tools and equipment.

c. Office — 60-120 sq. ft. plus 60 sq. ft. for each additional teacher in the department.

d. Other Size Considerations

1. Rest Rooms — both boys and girls — need not be large as washing facilities should be located in the shop.

2. Tool Room — Size depends on how it is to be used — If metal is to be stored in it, it should be 25 ft. long to accommodate long pieces. If only used for tools, it can be much smaller.

3. Laboratory — Should be adjacent to classroom and large enough to accommodate any size group that a teacher plans to have in it at any given time. This room should include cabinets and a sink.

4. Storage — Many times we fail to plan any storage space. As a result, many vo-ag teachers become "poor housekeepers" simply because they have no place to store materials.

5. Student Locker Area — Students need a place to keep work clothes. Lockers on the wall of the shop or hangers on the wall are preferred over a specific locker room. This area should be near the wash fountains.

STEP 2. Decide the basic floor plan.

a. Review available floor plans. (Two illustrations shown)

b. Visit departments with outstanding facilities. Snapshots of certain features can be helpful in planning.

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STEP 3. Determine the type of structure — Steel, tilt-up concrete, concrete block and brick are all satisfactory types of buildings. Generally, cost and desire to match the general type buildings on the school campus are the two major considerations in this step.

6. Appearance — Steel buildings — a porch or partial brick can be added so the building will not have a "Barnd" appearance.

(Concluded on the next page)
Why does an agricultural educator get involved in over seas work and how does it get someone interested? Is it the same as being an adventurous spirit and desire to travel? Most Americans are proud of their technical ability and are willing to share their expertise with those less fortunate.

But why should an ag educator, comfortable in their routine and surroundings, consider a short or long term overseas assignment? Whatever the reason may be, it is likely that he will want to go again at the earliest opportunity.

It is a privilege that few have been honored by a group of grateful counterparts upon the completion of a successful mission who have known the self satisfaction of making a contribution of this type. Such a mission may have been short (1 or 2 months) or long (2 or 4 years), maybe with discomforts (though not likely) and constraints such as limited budgets, lack of adequately trained counterparts, and poor transportation facilities. Yet, usually practical objectives are achieved and the counterparts are sad to see their new friends leave. The farewell occasion may take place in a village house, under a large Banyan tree, or in the parking of a high government official, yet, wherever it is, it will likely become a fond memory.

It is at this point (if not sooner) that one realizes the magnitude and importance of his contribution.

**AG EDUCATORS ARE NEEDED**

Practically all developing countries are requesting technical assistance to feed and clothe their undernourished people living in substandard conditions. Large investments in the forms of loans and direct grants have been made to adapt modern production and marketing practices to local conditions. In each case improved agricultural education and training programs are needed to effectively transmit applied production technology to small farmers. Ag educators are needed at all levels and with all types of competencies to successfully implement training programs. A university and agriculture teacher with a masters degree is considered qualified for many project implementation positions.

**AFFLICTED NOCATION**

How will an overseas assignment affect one's career? It depends on the individual and his career. If a leave of absence can be arranged, it may have little effect, however, unfortunately the most administrators place little academic value on such experience. Many who go overseas have already decided, for various reasons, to change jobs and cut their local employment ties. When they return, some continue in similar positions while a few complete their graduate studies. The decision to leave a secure position, etc., is a big decision. A lot depends on the confidence one has in himself. If an individual lacks such confidence he probably would be unhappy and ineffective overseas anyway.

**PREPARE TO WORK**

Opportunities for short term overseas assignments are

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**THETE AGRICULTURAL EDUCATION MAGAZINE**

**OCTOBER 1974**
LEADERSHIP DEVELOPMENT—AN ADVISOR’S POINT OF VIEW

by Bob Watkins
Vo-Ag Instructor
Tuscaloosa, AL

CREATING LEADERSHIP

Let's look back at the qualities of a lead horse. He is an outstanding individual. While we are busy about our own work of classroom instruction, project work, and numerous other duties, let us never forget that we also have an important part in the development of the individual. When a Greendean walks through our doors for the first time, let's begin right there. Take him or her by the hand, shake it firmly, look him in the eye, and let him know that you are glad to have him. Make them feel like someone. Perhaps this is a small step, but I shall never forget that experience in a Greendean myself. That's one reason I chose this profession.

Individual development goes far beyond that, of course. As the individual develops and is capable of taking on additional responsibilities, certainly the FFA can provide the activity.

INDIVIDUAL DEVELOPMENT

FFA offers a chance for ownership. With ownership comes extra responsibility. The supervised project allows the individual to make decisions, learn, and grow.

FFA offers the individual opportunities to develop skills in public speaking, judging contests, and parliamentary procedures. These activities help the individual to express ideas, make judgments, and implement his thinking.

The skills that result from such contests enable a young person to grow into an effective citizen—one that can influence others. With each advisor working with each development of the total individual in mind, we need not fear a leader shortage.

TEAMWORK

A good leader is also smart enough to allocate responsibility. This is taught in FFA. For a chapter to receive the Superior Chapter Award or National Gold Emblem, each member must have a part. No one person, however outstanding, can pull the full load. No, not even the lead horse. Thus our team concept prevails.

FFA members are called upon to perform under all kinds of conditions. In performing under adverse conditions, the member gains valuable knowledge for the "world outside," the stage we cannot always rehearse for.

FFA teaches sportsmanship. The members learn how to lose as well as how to win. The FFA member learns heavily on the creed in discovering situations, and holds an inward fondness for those associations which even in the hours of defeat FFA member I cannot deny. All this helps the member to develop an even hand and strong disposition.

When one works with the team in such a manner, the team is more likely to respond.

TEAM MEMBERS

While every member may not be the lead horse on the team, that challenge is to help make him a strong member of the team—a team harnessed together with common interests and goals. With a lead horse, and strong team members, when that team pulls something, it is going to move.

We each have a challenge to develop each member to his or her potential. With each advisor working on the development of the total individual in mind, we need not fear a leader shortage.

Thurston L. Faulkner

Leader in Agricultural Education:

by J. C. Hollis and Frank Killoough*

* J. C. Hollis and Frank Killoough, State Supervisor of Vocational Education, District of Education for Agriculture, Montgomery, Alabama

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Thurston L. Faulkner, State Director of Vocational Education in Alabama, is an individual who places job dedication foremost. He is convinced that a vocational education deserves his undivided attention. He is determined to let nothing get in the way of placing 100% effort behind his work. This dedication has proved fruitful for Alabama and its vocational education program. Under his leadership, the Vocational Division has doubled the opportunities for students and adults to receive job training in Alabama.

Dr. T. L. Faulkner recognized the serious need for serving the student that sought employment immediately upon graduation from high school. Armed with data on numbers of students not entering college, he fought all odds to get a fair share of the educational dollar for students seeking job skills.

His devotion to agri-business education has provided the fiber to keep FFA and agriculture strong. A large percent of the growth in the FFA membership, teacher and supervisory staff numbers is a direct result of his efforts.

Dr. Faulkner has distinguished himself as one of Alabama's most outstanding educational leaders and citizens. His performance during his thirty-seven-year service has led to the achievement of goals for the advancement of State of Alabama in many different areas of service. Under his leadership, expansion and improvement have resulted in new programs, innovations in existing programs and additional programs.

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FFA members are called upon to perform under all kinds of conditions. In performing under adverse conditions, the member gains valuable knowledge for the "world outside," the stage we cannot always rehearse for.

FFA teaches sportsmanship. The members learn how to lose as well as how to win. The FFA member learns heavily on the creed in discovering situations, and holds an inward fondness for those associations which even in the hours of defeat FFA member I cannot deny. All this helps the member to develop an even hand and strong disposition.

When one works with the team in such a manner, the team is more likely to respond.

TEAM MEMBERS

While every member may not be the lead horse on the team, that challenge is to help make him a strong member of the team—a team harnessed together with common interests and goals. With a lead horse, and strong team members, when that team pulls something, it is going to move.

We each have a challenge to develop each member to his or her potential. With each advisor working on the development of the total individual in mind, we need not fear a leader shortage.

* J. C. Hollis and Frank Killoough, State Supervisor of Vocational Education and Director of Education for Agriculture, Montgomery, Alabama

In recognition of his contributions to the field of education, many honors have been bestowed upon Dr. Faulkner by the state and national levels. He was one of the six in the nation selected in 1972 to receive the American Vocational Association's Outstanding Service Award in recognition of his outstanding leadership and contributions to vocational education on the national level. Dr. Faulkner is the only person in America to receive this honor for membership in the American Vocational Association. He was awarded the "Outstanding Service Citation" by the National Vo-Ag Teachers Association, and life membership in the National Vo-Ag Teachers Association. He was recipient of plaques for "Outstanding Contributions to Education Programs in Farm Business and Cooperatives," by the American Institute of Cooperation and for "Service to Vocational Agriculture" (Concluded on page 93)
Improving Student Teacher- Cooperating Teacher Communication

by Barbara A. Moore
Purdue University
W. Lafayette, IN

A common complaint among student teachers is that they do not receive enough feedback from their cooperating teachers during their student teaching. On the other hand, many cooperating teachers complain about the lack of time and opportunity to give in-depth guidance for their student teachers. One possible solution to both of these problems is the use of a cooperative notebook. The cooperative notebook is a valuable addition to the student-teacher conference.

WHAT IS A COOPERATIVE NOTEBOOK?
A cooperative notebook is a notebook in which both the student teacher and the cooperating teacher write comments, questions, and reponses to each other throughout the student teaching experience. Cooperators use a large spiral notebook is sufficient. A line is drawn down the middle of each page. One column is reserved for the cooperating teacher and the other for the student teacher. During the classes in which the student teacher teaches, the cooperating teacher writes comments and questions concerning the lesson, students and various teaching skills. At other times, the notebook is placed in a central location where both teachers have easy access to it.

At the end of the day, the student teacher takes the cooperative notebook home and responds to comments and questions of the day, adding some in return. And, so a continuous system of communication has been set up, which lasts throughout the student teaching experience.

Here is an excerpt from a cooperative notebook:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td>Student Teacher</td>
</tr>
<tr>
<td>What was your main goal?</td>
<td>Reflect on your main goal.</td>
</tr>
<tr>
<td>What was your main goal?</td>
<td>Reflect on your main goal.</td>
</tr>
<tr>
<td>Did you always have time to practice your main goal?</td>
<td>Reflect on your main goal.</td>
</tr>
<tr>
<td>Did you always have time to practice your main goal?</td>
<td>Reflect on your main goal.</td>
</tr>
<tr>
<td>How often did you practice your main goal?</td>
<td>Reflect on your main goal.</td>
</tr>
</tbody>
</table>

ADVANTAGES OF USING A COOPERATIVE NOTEBOOK
Often, the first reaction to using a cooperative notebook is that it is easier to carry around than a binder, and the fact that the notes are in a notebook. The main advantages of using a cooperative notebook, however, are:

1. In any learning situation, the cooperating teacher has a number of comments and questions for the student teacher daily. Many of these comments require time and thoughtfulness to answer. The student teacher responds in the cooperative notebook usually in the evening, so he or she can have an opportunity to reflect on the comments of the day in relation to the comments of the preceding days. This prevents dropouts which sometimes occur when a student teacher responds quickly to a question or comment.

2. Student teaching is a busy time for both the cooperating teacher and student teacher. Often it is easy to forget a comment or question if it isn’t written down. The student teacher must make the same mistake several times before the cooperating teacher remembers to provide help. The cooperative notebook provides a memory bank for both teachers.

3. Receiving critical comments all day long can be defeating to the student teacher. It is as if he or she can’t do anything right. Often, what time is available for discussion, the cooperating teacher must devote to the problems of the day and praise, sometimes gets left behind. The cooperative notebook allows all comments, both critical and praise. The student teacher can face these all at once, at his or her convenience, and in privacy if he or she desires.

4. Receiving comments often becomes negative unless they are repeated from time to time over again. The student teacher can see, in writing, his growth and areas of needed improvement. Unanswered questions or comments can alert a cooperating teacher early to weaknesses in teaching. Continuous comments include references to discipline, lack of motivation, missing technical information and distracting mannerisms.

CONTINUOUS FEEDBACK THROUGH COOPERATIVE NOTEBOOKS
It is difficult to expect a high level of growth and development of a student teacher without providing a high level of feedback. It is not uncommon to hear a student teacher say, “If only my cooperating teacher would have told me I would have done things differently.” The cooperative notebook provides consistent and continuous feedback for both the student teacher and the cooperating teacher. It’s easy, doesn’t cost a lot of money and helps both. In the long run, doesn’t wear out and it makes a difference. ***

CONTINUED LEADER... on a National Basis,” by the National Association of Supervisors of Agricultural Education. He was awarded the American Farmer Degree by the American Farmers of America; received the Certificate of Appreciation from the National Science Foundation; received the Service to the Agriculture Award from the Alabama Farm Bureau; and was awarded the Certificate of Merit from the Home Builders Association of Alabama.

Dr. Faulkner’s contributions to various groups and organizations as a leader include the American State Advisory Committee, Farmers Home Administration; Past Chairman and President, National Farmers Union; Past Chairman and Member, State Soil and Water Conservation Committee; Past Chairman and Member, Rural Resource Development Committee; Member, LandGrant Council on Higher Education in Agriculture; Member, National Agricultural State Committee; Partners on the Alliance Program (Alabama)-

President for two years of the National Association for State Supervisors of Agricultural Education. Organizations in which Dr. Faulkner holds membership are many, including the American Agricultural Education Association; Alpha Omega Fraternity; National Education Association; Alabama Education Association; Alabama Vocational Association; Alabama Vocational Agricultural Teachers Association; National Association of State Directors of Vocational Education; Alabama Farm Bureau Association; State Teachers Association; Alabama Poultry Association; and the Alabama State Department of Education.

Dr. Faulkner is recognized as a leader in civic, church and charity activities. He served as Chairman of the Montgomery Finance Committee to raise funds for the construction of the Alabama Christian College, and he served on the programs to raise money for Boy’s Ranch in Selma and is a strong supporter of the National and Alabama FFA Foundation.

Dr. Faulkner was reared in Lamar County, Alabama. He graduated from Lamar County High School in Vilonia, Alabama; went on to receive a Bachelor of Science degree in Agriculture at the University of Alabama; received the B.S. Degree from Mississippi State University, the M.S. Degree from Auburn University, and the LL.D. degree from Athens College. His occupational experience includes three years as a Georgia teacher in national newspapers and a series of 18 books of Vocational Agriculture which were distributed and used in all states.

Dr. Faulkner’s experience in vocational education encompasses 57 years with the State Department of Education including 16 years as Assistant State Superintendent of Education; 13 years as Head Superintendent of Agricultural Education and eight very successful years as State Director, Vocational Education.

His hobbies include flying a light plane, electronics, buildings and gardening. He is married to the former Odette Northup and resides at 3042 Overlook Drive, Montgomery, Alabama. They have two daughters and two grandchildren.

THE AGRICULTURAL EDUCATION MAGAZINE
OCTOBER 1978

92

93
STORIES IN PICTURES

by Joe Sabol

Dr. Ted Ward, Consultant Ag Ed., Nebraska, conferring with former state officer Dale Grosbeck.

B. E. Gingrey, Nebraska Director of Ag. Ed., working on program administration. (Photo courtesy B. E. Gingrey, Dir. of Ag. Ed., Lincoln, Nebraska)

Reviewing American Farmer Candidate’s records and applications (L to R) B. E. Gingrey, Duane Chamberlain, Dr. Ted Ward (standing), Dave Howe, and Richard Mills. (Photo courtesy B. E. Gingrey, Dir. of Ag. Ed., Lincoln, Nebraska)

The Oklahoma State Supervisory Staff, Teacher Educators and Officers of the Yo-Ag Teachers Association meet at a retreat to plan the annual conference and jointly solve other problems which may be identified. (Photo courtesy Larry Shell, FFA Exec. Sec., OK)