THEME: The Supervisor: Local, State and National
Supervision is Imperative

By Larry E. Miller, Editor
(Dr. Miller is a Professor in the Department of Agricultural Education at The Ohio State University.)

Taking Action

What can be done? First of all, the profession must be united. All professionals should bond to their professional organization so that spokespersons can truly speak for all teachers. Then, we must also speak individually. We must speak to the policy makers. These may be local school boards, state officials or federal officials. Would teachers not expect supervisors and teacher educators to speak out if local programs were being closed? Wouldn’t the teacher educators expect supervisors and teacher educators to speak out if teacher training programs were to be closed? Teachers and teacher educators must be prepared to speak out for supervisions. Surely, there are layers after layer of bureaucracy to address to eventually find the right ear. This should not be too hard as the unified voice is needed. These voices need to be loud, distinct and made to resonate with clarity in the right direction.

Sometimes it becomes too obvious that vocational agriculture is but a small cog in the big wheel of our professional and the big wheel of agriculture. Let one cog be missing in any wheel, however, and the consequences are severe. What we do is important! The level of importance must be broadcast. If the supervisory element of our program is allowed to diminish, then eventually each of us will suffer.

The bottom line is that we must not sit by idly while any one component of our program is diminished. We must do our utmost to protect a program which aids many students. As numerous people from NVATA have told us, a unified approach is imperative.

The Cover

Individual conferences with teachers are useful in improving instruction. (Photograph courtesy of Lackawanna County Vocational School.)
Local Level Supervision

Another recent study took a look at the perceived roles of local vocational education supervisors, including vocational agriculture educators, state supervisors, and vocational agricultural school superintendents agreed in their perceptions of local supervisors' roles. However, vocational teachers rated most roles lower than the other groups. Significant differences were found in the perceptions of the local supervisors' roles for such duties as observe teaching, assist them in implementing change in instruction and assist in determining course content.

Such results may indicate that, while improvement of instruction is a goal we all hold in high regard, we may not be willing to have a supervisor be aware of our needs and assist us with concerns. Perhaps there is a problem in separating improvement of instruction and evaluation of teaching goals. The former should be designed to bring about positive change. The latter may be solely for the purpose of renewing contracts or granting tenure. Unfortunately, these may be entirely different functions.

State Level Supervision

A study in 1980 examined the administrative system for vocational education in agriculture at the state level. State agencies were categorized into three variables: whether the head of the vocational agriculture reported to the state vocational director or to a non-vocational role and whether or not the state level vocational agriculture supervisors had duties other than in vocational agriculture.

From the information collected, it became apparent that several (15) states still operated under the more traditional system. Vocational agriculture supervisors worked only with vocational agriculture programs, and head state supervisors reported directly to the state director of vocational education.

However, a larger number (16) states operated at the opposite end of the continuum. In those states, the head supervisor for vocational agriculture reported to someone other than the state director (usually a secondary education generalist) and vocational agriculture supervisors had responsibilities outside vocational agriculture.

In some states, the responsibilities once left to state-level supervisors (the Federal man) have been relegated to others: teacher educators, local supervisors, teachers of vocational agriculture. Positive outcomes of such an arrangement include greater cooperation among members of the profession, increased visibility for all aspects of the program and a team approach to program improvement. While team work is important and some options employed are worthwhile, we need to ask ourselves "How important is supervision? What do we want?"

Basic Questions

Some basic questions, again, are: What should supervisors do? Should supervisors at all levels still supervise? What things in the article in this issue will help bring focus to this major concern of the profession and provide some insight for possible solutions? Sure, agricultural education can do without supervision, just like we can do without laboratories, FFA, SOE, adult education and extended service. But if we truly want to maintain high quality vocational agriculture programs in some states and we remain quality programs, perhaps we should think twice about our dilemma.

How much longer are we willing to watch evolution take supervision toward extinction?

References


National Leadership

A Team Approach

By Larry D. Case

(Editors Note: Dr. Case is a Senior Program Specialist for Agriculture, U.S. Department of Education, Washington, D.C. 20202.)

Each year, more than 8,000 students involve over 900,000 students in agricultural education programs at the secondary, postsecondary and adult level. These programs have a common mission in preparing people to serve agriculture so our nation can maintain and improve its agricultural strength and superiority. Because of this national interest, the programs are organized to involve local, state and national educators and agricultural professionals. Each level has its role and purpose in achieving and maintaining a strong agricultural economy.

Supervisors are charged with providing leadership to agricultural education programs which will very well serve students in agriculture education both today and in the future. The profession looks to the supervisor to provide leadership. This person should be our leader, our voice, our mentor. The person in this role helps guide vocational agriculture to yet undetermined future goals. This leadership must be purposeful and goal oriented in moving the profession in an appropriate direction. In order to achieve this important task, the supervisor of modern times must possess and utilize supervisory leadership values. Supervisors must possess knowledge of the history and philosophy of education in agriculture, understand current conditions, trends and have the ability to plan, organize and evaluate; in short, they should oversight manage the agricultural education program if these goals are to be achieved.

Recently, the number of supervisors in agricultural education has declined with much authority shifted to the local level. While all levels of supervision maintain a certain amount of authority, it is a challenge of today's supervisor to utilize the art of persuasion instead of force of authority. This trend creates an environment in which all facets of the agricultural education community and agricultural industry must function as a team to achieve a national goal of providing trained personnel for the agricultural needs. This trend does not lessen the responsibility of leadership, instead it increases it. In this environ-

(Continued on Page 6)
National Leadership — A Team Approach

The position description of the Program Specialist, Agricultural Industry, for the U.S. Department of Education states that "the primary purpose of the position is to provide national professional and technical leadership for the nationwide programs of vocational education for agriculture and agribusiness occupations at secondary, postsecondary and adult levels of education under the provisions of the national Vocational Education Acts and Amendments." To accomplish this purpose, resources from various areas must be utilized. Resources available for national leadership to accomplish the goal of improving instruction level include:

1. U. S. Department of Education
2. Professional Agricultural and Educational Associations
3. Agricultural Industry
4. The National Council for Vocational and Technical Education

U. S. Department of Education

The U. S. Department of Education represents a centralized focal point for leadership for programs in vocational education. The department has two program specialists working in the agricultural area. These specialists provide leadership for the student organizations and are able to use departmental resources to further national level activities for the purpose of stimulating and facilitating the activities necessary to expand professional effort. Because of the presence of the program specialists in the U. S. Department of Education, they are able to keep the decision makers informed of the importance of a strong agricultural education program and thus are able to influence the allocations of resources to maintain that end.

In addition, they represent a special source of consulting services to the nation, throughout the nation to facilitate the development of a broadened agricultural education effort. In the past, the U. S. Department of Education has produced numerous studies and facilitated efforts which have been beneficial to agricultural education. The most recent achievement has been the establishment of the National Council for Vocational and Technical Education in Agriculture.

Professional Associations

A leadership force in the development of national policy as it relates to the legislative process has been through the professional organizations, i.e., American Vocational Association, National Association of Supervisors of Agricultural Education, National Association of Teacher Educators in Agriculture, the National Vocational Agriculture Teachers' Association, Inc., and many agricultural associations. The FFA and 4-H programs offer broad-based support for the total agricultural education program, especially legislation. The professional organizations represent the national level through development and evaluating high quality agricultural education programs.

4. Provide a structure to search out resources for public and non-public sources.

The Council represents an innovation in national leadership which consolidates the professional and agricultural industry leadership for the purpose of stimulating activity and participation. The Council is an independent body, composed of five elected members, two from each of the five occupational areas of agribusiness. The Council provides a mechanism for determining the needs of the profession in order that the professional organizations, U. S. Department of Education and industry can bring resources to bear to redirect, change or modify the program to better serve the interests of students in agriculture. The Council has identified the following priorities for action:

1. Achieving excellence in vocational and technical education in agriculture.
2. Integrating new and emerging technology into the curriculum.

By Les Olsen

The Supervisor

A story of Sir Winston Churchill epitomizes perhaps most dramatically the current situation facing agricultural educators at the local, state, and national levels. Churchill was scheduled to speak before the parliament and was being introduced by a woman from the temperance union. After making her remarks, Churchill's outstanding contribution, she ended the introduction by simply stating, "But, sir, you drink too much." To which Mr. Churchill replied, "So much to do and so little time to do it."

The rapid change in technology, demographics, economic, social and, more recently, federal policy environment has been so dramatic that it is difficult to draw any line through the development of the agricultural education electronic network. Industry representatives now demand a high level of technical information in the high-tech information management system and are supporting the development of this new teaching tool.

The National Council for Vocational and Technical Education

The National Council was officially formed as a non-profit corporation on December 12, 1983, under the leadership of the U. S. Department of Education officials. The general purposes of the Council are:

1. Provide a forum for the presentation in which the profession can address important issues and generate solutions to problems of common concern.
2. Provide a forum to further develop vocational and technical education in agriculture at the local, state and national level.
3. Involve business, industry, government and educational leaders of the private sector.
4. Develop leadership for the future and for the development of agricultural education programs.
5. Develop and maintain national leadership in agriculture.
6. Develop Project "Look at the Future," which provides a biannual evaluation of agriculture at the local, state and national level.
The development of workshops is an essential role of a State Supervisor. How to make sure that such activities are planned and executed is a question that needs to be addressed in the context of our agricultural education programs. Local supervisors of vocational agriculture programs have the ultimate responsibility of planning and conducting relevant high-quality programs to meet the needs of current and future employment.

State staff are critical to the organization and efficiency of a State FFA Foundation. From business and industry, education and alumni support, the Connecticut FFA Foundation, Inc., works closely with the Department of Education in the delivery of programs and incentives to FFA students. (Photograph courtesy of Milton Natusch.)

The Supervisor — A State Perspective
(Continued from Page 7)

What would happen if state level supervision in agriculture education were eliminated in your state? Could it happen? Yes. Has it happened? Again, the answer is yes. As a teacher educator in a state which has strong state supervision, we realize how close we are to states where state level supervision has all but been eliminated. I can see some of the detrimental effects which result where state level supervision is no longer present.

In most states, the leadership in agricultural education comes from three primary groups: state supervisors, teacher educators and leaders of teacher associations. These groups work together along with representatives of various agencies, organizations, institutions, farmers and agricultural businesses and industry to provide a comprehensive vocational education program in agriculture.

Roles
The role of the state supervisor in providing the needed leadership is crucial. Listed below are some of the major areas where, traditionally, state supervisors have had a positive impact. Although not all inclusive, they comprise the major areas where state supervision has made the difference between high quality programs which thrived, progressed and continued to meet the needs of the public and programs which were allowed to come outdated, mediocre and non-productive.

Leadership: The primary leadership in agricultural education within the state comes from the state supervisor. As employees of the state department of education, the chief role of the supervisor is to carry out public policy regarding agricultural education. Overall direction and leadership regarding program development and progress is provided by dynamic state supervision.

Communications: The state supervisor serves as the major communication link between and among the various constituencies involved in agricultural education. The supervisor is responsible for communications with legislators, advisory council members, teachers, local school officials and representatives of agricultural organizations and businesses. The communication link is vital in the establishment and maintenance of a high quality program.

Coordination: The coordination role is closely related to the leadership function. As coordinator, the state supervisor works closely with teacher committees, advisory groups, the FFA foundation, FFA activities, state department of education committees and numerous other committees and activities. As a coordinator, the role of the state supervisor is to identify problems and concerns, stimulate action, monitor progress and obtain results which will enrich and enhance the agricultural education program offered.

Research Support: Although the state supervisors may not conduct research, they are instrumental in identifying questions and areas in which research is needed. The

Conducting invasive education activities for teachers is a responsibility of state supervisors. (Photograph courtesy of R. Kirby Bursiek.)

State supervisors meet regularly to plan programs and evaluate progress. (Photograph courtesy of R. Kirby Bursiek.)

A State Without A Supervisor — What We Take For Granted

By Alfred T. Mannback
(Continued on Page 10)
Some Schools Are Making a Mistake

By Ron Hove
(Area Vocational Education Supervisor and State FFA Executive Secretary for the Ohio Department of Education, 85 South Front Street, Columbus, Ohio 43215)

THE AGRICULTURAL EDUCATION MAGAZINE

Modernization of recordkeeping systems and communications between vocational agriculture centers is used extensively by Milton Natich, Executive FFA Secretary, Connecticut.

Some schools are inviting non-member students of the community to assume the coaching responsibilities in their sports programs. I think this is a mistake. Why? I am sure that in some of these cases the lay coach is a better player-of-the-game than the teacher-coach might be, the lay personnel may not have certain teaching skills that are important in coaching, and is not a part of the educational team of that school. Thus, the lay coach does not share the teaching relationship with the student. A key concept in teaching agricultural education, which is shared under the auspices of a school should provide educational experiences first and other things second.

Local Analysis

When asked to explain why I thought that a member of the state supervisory staff should serve as state FFA executive secretary, I thought about the situation described above, and soon found myself transferring that practice to our own education program. What would happen if the overworked agriculture teacher decided to invite an energetic young farmer or alumni member to take over the duties as FFA chapter advisor? Follow my thinking for a moment.

FFA is the vocational agriculture teacher's laboratory for supervising and evaluating student practice of the leadership and personal development skills which were taught in the classroom. In any course which has a laboratory phase, the laboratory functions most effectively when planned and supervised by the same instructor who presented the original theory in lecture.

Our universities do not always follow this principle because they cannot afford to employ enough professors to teach each of the laboratory sections that may be required to serve a chemistry course, for example, which has 400 students enrolled. Frequently we find that one professor presents the original "gist for the mill" in lecture, and "mill"ing in the various laboratory sections is supervised and evaluated by graduate students who were at least supposed to attend the lectures. But any of us who have flowed through this familiar pipeline know that there were many frustrating days where we wished that the instructor and the professor who presented the material with such skill in lecture was there now to get you and your bubbling students back on the right track. The FFA organization provides the framework for laboratory experiences in leadership skills.

At high school, we can manage our class sizes, facilities and teacher schedules much easier than in college because of the smaller scale of the total operation. Thus, we can provide the same teacher present the facts and principles and supervise the laboratory. In this way, the teacher knows exactly how to create and control the right kind of situations in which the student can practice what the lesson content calls for him or her to learn. Also, based on questions to non-member class members, the student can single out those students for special experiences in the laboratory that will help them see the answer to their questions.

When the vocational agriculture teacher knows that a certain student needs practice at introducing a speaker, for example, the teacher can see that this student performs the task at the next FFA meeting when the program speaker is introduced. This method gives the student the opportunity to overcome difficulties that students encountered in learning certain parliamentary procedure abilities in class and can give careful attention and corrective instruction when the student handles the natural opportunities which arise during FFA meetings to practice these troublesome abilities. For such reasons as these, only the vocational agriculture teacher should serve as the FFA advisor. The planning, supervision and evaluation of student performance during FFA activities is the responsibility of the teacher.

At the state and national levels, the rationale for placing the FFA program leadership in the hands of the educators who administrate the agricultural education program is very similar. The appropriateness of FFA activities offered to students is influenced by the state and national leadership. These leaders are usually needed by agricultural employees or entrepreneurs, as identified in research, by advisory committees and by employers.

State Level

Area or district supervisors must keep abreast of the latest development in technical content and teaching methods of vocational agriculture to do an effective job of advising and supervising the programs of local vocational agriculture programs. Since the supervisory staff must remain with the vocational agriculture instruction side of the picture, they are logically in the best position to make sure that the statewide FFA programs remain compatible with the leadership education needs of the students. A supervisor is an educator first, and a supervisor second. The state FFA executive secretary (supervisor) tends to evaluate the FFA program by the yardstick, "How (or how well) is this activity serving as a laboratory for our vocational agriculture students to practice the leadership skills which our research tells us they will need upon graduation?"

This is done because the supervisor's first job is the instructional program, and everything else is viewed as being (Continued on Page 12)
Some Schools Are Making A Mistake
(Continued From Page 11)

supplementary and subsequent to it, not in competition or controversy with it. That includes FFA, Young Farmers, PAA, events at the county and state fair, and others.

Let me cite an example of how I think this principle manifests itself in practice. As an area supervisor, I am responsible for analyzing local department data which show where our graduates are placed. Nearly all graduates from the area vocational schools and a great many from local high school departments are employed in wage-earning jobs rather than farming for themselves. This has to mean that they are submitting to interviews to get these jobs. Those who interview well are more likely to be employed. As an educator (supervisor), I should look at the curriculum to see if we are addressing this need for an understanding of interviewing skills. Then I turn to the FFA program to see if we are offering some good laboratory experiences, via FFA activities, in which students learn to do a good job of interviewing.

At this point, my conclusion is that we are not providing such experiences to any great extent. Each year our state and national officer candidates interview, and so do our state proficiency award finalists, American Farmer Degree finalists, Star State Farmer and Agriculturist degree finalists, and our WEA outbound students. That may sound like a lot, but it adds up to only about 240 individual interviewing experiences that I am sure of in Ohio, offered to our 18,000 students.

It is true that in some locations, vocational agriculture students must be interviewed by the judge upon presenting their crop and shop entries for a grade at the county fair, and some chapters conduct interviews for chapter office, but I suspect most do not. So as a supervisor, I am beginning to think that the leadership education part of our curriculum should be modified to include instruction in interviewing.

Potential state officers who experience interviews gain valuable experience. These experiences are not canceled because the FFA advisor (Photograph courtesy of Stacy Garvin, West Virginia University.)

viewing. And as FFA executive secretary, I feel that we should develop more practical interviewing opportunities to provide for student supervised practice of this new addition to the curriculum.

I suppose one could propose that all of the FFA-related responsibilities at the state level be consolidated under one staff member's leadership and that that very busy staff member not be assigned any vocational agriculture supervisory responsibilities. My predecessor wisely shunned this option at the time of his hiring in 1963, believing that the executive secretary should remain an integral part of the instructional staff and that the dispersal of various FFA-related responsibilities would help make FFA "everybody's business" at the state level.

We follow this practice today. I am responsible for the basic state FFA association, the training and supervision of the state officers, the coordination of the state convention and awards selection, and the promotion of National FFA programs and activities in the state. I am responsible for very little at the state fair, though I help with it. The same is true for our summer camping program and state vocational agriculture skills contests. These parts of the program are given leadership by other supervisors, just as the local FFA responsibilities would be divided among the teachers in a multiple teacher department, with one of the teachers serving as coordinator. We follow this same principle in varying degrees with our Young Farmer program and state teachers' conferences. And our teacher educators give welcome expertise and assistance to all of these activities.

Remember the chemistry laboratory? It really would have been much better if the professor who wrote the text and gave the lectures also would have supervised the lab. I also believe that the leadership or supervisor of the FFA laboratory in vocational agriculture should be in the hands of the educators who are the trustees of the curriculum which it serves.

Supervision in industry is the management link between goals and production. A car manufacturer, for example, has a board of directors who set the goals and make policies for the company. The production unit produces the end product. But the goals and policy are only achieved and followed if someone can relay and interpret them to the production crew. This is the supervisor or management unit.

We in education have a similar structure. The goal and policy making unit is the school board of education, the management unit is the administrative and supervisory staff, and the teachers are the production unit. Our product in vocational education is the educated, productive, employable graduate who has entry-level skills and competencies to be productive in his or her chosen field.

The purpose of local supervision is to assist in accomplishing the goal of educating the students. Supervision must translate goals into activities and assist teachers in becoming more efficient, competent and effective. To do so, a supervisor has a wide range of responsibilities from handling discipline to promoting and conducting service, to evaluating teachers, to developing a budget.

Local supervision in vocational agriculture education in Ohio is centered at the joint vocational schools (JVS) or career centers. High schools, in a given area, extend their curriculum availability to students by sending interested students to the JVS where they receive specific vocational training. The JVS operates under its own board of education made up of members of the city, exempted village and county board representatives. Supervisors are usually responsible to a secondary program director who reports to the superintendent.

A supervisor's specific responsibilities will vary from one school to the next depending on the organization, size and location. They will also vary according to the priorities, policies and goals of the school district. However, all the duties can be separated into three categories: administrative, supervisory and coordination.

Administrative Role

The agriculture supervisor is looked upon by the administration as the leader in agricultural education. Therefore, the overall plan for the service area of agriculture is developed by the agriculture supervisor.

The agriculture industry is rapidly changing. Existing programs must be kept up-to-date technologically. Input for this update is solicited through advisory committees. Teachers are trained to be in charge of establishing and conducting individual advisory committees; however, the supervisor must promote personal contacts of teachers and advisory members to assure attendance and a successful discussion period.

THE AGRICULTURAL EDUCATION MAGAZINE

THEME

Local Supervision
In Agricultural Education

By William A. Buskey

(25th Annual Banquet, Mr. B's Agriculture Supervisor at Licking County Joint Vocational School. Newark, Ohio 43055)

The supervisor must then promote and sometimes initiate action to achieve the advisory committee's recommendations. This is an example of the link between the board and superintendent and the teachers. Supervisors are sometimes asked by upper administration for explanations regarding requests and recommendations. Hopefully, the knowledge and experience of the supervisor will inform the requesting parties to the point that proper decisions and actions can be made.

Determinations must be made to promote and establish new programs to meet the community's needs. This means that the supervisor will meet with advisory committees of the proposed programs, conduct a survey of the community's needs and promote the program once it is determined that there is a need. Guidance counselors, principals and students must be informed of the jobs which skills are needed to be successful in the new program. The supervisor will most likely be responsible for determining plans and location of classroom, laboratory space, their equipment and layout and supervise the installation of new and replacement equipment.

Teachers of the agriculture programs hired at the JVS or career center will be interviewed by the agriculture supervisor. Again, because of the supervisor's background, the most qualified teacher can be recommended for the position to the director and superintendent. Local supervisors may solicit names of individuals qualified to teach from the state department of education or a university where agricultural education is offered. These two groups normally keep an up-to-date list of graduates or industry persons in need of employment.

In-service training of teachers is essential. The supervisor must be the leader and promoter to upgrade teaching and technical skills. At the vocational center, many teachers qualify for certification based on the number of years of experience in their related field. Supervisors assist in seeing that these teachers receive the teacher training needed to be an effective teacher. Teachers certified on the basis of experience must participate in workshops during

(Continued on Page 14)
Local Supervision in Agricultural Education

(Continued from Page 13)

the first two summers and be observed by a university professor during their teaching.

Another one of the administrative duties of supervision is to conduct departmental meetings and conferences with the agricultural staff as a group and individually concerning administrative policies, methods, difficulties and so forth. Sometimes these meetings will not necessarily pertain to the agricultural industry, but to the school operation as a whole.

It is not uncommon that agricultural supervisors will also be in charge of some other programming areas such as machine trade, auto mechanics, cosmetology or business and office education. Agriculture supervisors, in this respect, can be much more beneficial to agriculture programs since their background is in that area. However, some administrative procedures can be related to all areas across the programs of education.

One of the responsibilities of supervision is to prepare preparations requests for the programs. Again, the agriculture background of the supervisors will allow them to make the proper decisions in the changing educational setting. There must be a rapport in working with the teachers to determine the amount of money that should be spent in each program.

As all administrators must do, the supervisor must establish and maintain good relations with community organizations, especially those involved in the agriculture industry. This will assist in making decisions regarding necessary program changes.

Supervisory Role

Probably 75 percent of the supervisor's time is spent in supervisory functions and legitimately so. Keeping in mind that the purpose of supervision is to assist in student learning, a supervisor must be accountable. Much time is spent in laboratories and classrooms to evaluate both student and instructor activity and to offer constructive help in the improvement of learning conditions.

Formal observations are normally set where the supervisor must evaluate the teacher for renewal of contracts. However, just as important are the informal observations and suggestions made that will help students learn. That is the basis of any type of formal or informal evaluation — to help teachers become better teachers so that the students will learn. The improvements that a supervisor may suggest will probably vary from a change in the curriculum or course of study to a suggestion of using colored pens on the overhead transparency projectors.

Along with making suggestions to improve learning conditions, a supervisor must be aware of any safety violations or unsafe conditions. Students in laboratories must wear their safety glasses and the proper attire at all times. Fire extinguishers must be easily accessible. Welders and other equipment must be properly grounded and in good condition. The shops must be kept neat, clean and organized. All these and many other items can be controlled by the supervisor's frequent observations of the labs. It is the supervisor's responsibility to see that the instructors enforce the safety precautions and rules.

Coordination Role

An agricultural supervisor must develop a well-organized plan for program supervision throughout the VEPD (Vocational Education Planning District). Unlike teachers at the VIS, teachers at the home schools are not responsible directly to the agricultural supervisor. Therefore, more of the activities with the home school programs are coordination activities.

The agriculture supervisor will probably coordinate the activities of the home schools in the agriculture and FFA fields. Notices and letters of correspondence may originate from the supervisor's office. The supervisor may also make suggestions or recommendations to the home school vocational agriculture instructors without them being threatened with dismissal, since the supervisor has no control over the hiring of those teachers.

An agriculture supervisor must organize activities with state services. These may include achievement testing and teacher development. A good example of teacher development coordination activities might be the Supervised Occupational Experience Program Workshops now being held throughout Ohio. Local supervisors are coordinating these activities by providing the facilities and assisting in the instruction of these workshops.

Several reports must be submitted to the state department of Education. Among these are the Supervised Occupational Experience Program Report, the Superior Chapter Award Application, and an Annual Vocational Agriculture Report. It has been found that, in general, vocational agriculture supervisor complete their reports more accurately and efficiently than those who do not have the opportunity.

Many teachers do not understand how to complete reports correctly or simply procrastinate in doing so. The agriculture supervisor can assist in the completion of these reports and may assist the principal of home schools in filling out accountability reports.

Supervisors may or may not participate in coordination of activities and services in relation to student selection, placement and follow-up. Student selection is normally a responsibility of the guidance department, but placement and follow-up may be part of the agriculture supervisor's responsibilities because of technical background and relationship with the community. Students who are in an agriculturist field must have a training plan and agreement to participate in the program. A supervisor must coordinate these activities with the student, the teacher, the employer and the parents.

Supervision is a conglomerate of responsibilities. However, the real reason most supervisors become supervisors is to improve learning by improving instruction. Conditions surrounding learning and pupil growth must be studied and improved. The facilities, equipment and materials, goals and objectives, methods, students and the like, must be analyzed and evaluated. This cannot take place behind a desk. Supervisors must be in the classrooms, and laboratories on a regular basis to accomplish this task successfully.

Sometimes local supervisors may consume a lot of time with student disciplinary matters or other activities not directly related to improving instruction, which may limit the amount of time available for observation of programs. When this happens, supervisors must manage their time to the maximum benefit.

Local supervisors must regularly in Ohio with the state department of education agricultural education supervisors and agricultural education university faculty to discuss current problems, concerns, goals and progress. Because of the large area and number of teachers that state supervisors are responsible for, it is sometimes difficult for them to communicate goals, procedures and information and follow-up. This is where the local supervisor can be beneficial to both state supervisors and teachers. It is another management duty carried out by the local supervisor.

Education is continuously changing, and supervision is not exempt from change. It has been hinted that local supervision in Ohio may become less specific in nature. Supervisors then could supervise programs for which they would not have background or experience. As it is in Ohio today, most supervisors work with programs out of the agriculture area anyway. However, expertise in agriculture may be lost if home economics, business and office education, or trade and industrial supervisors become the leaders and technical resources of agricultural programs. Hopefully, mistakes made in making state supervision generic rather than program-specific will not be repeated at the local level.

Agricultural expertise is an important ingredient in keeping a strong tie between upper management and the production operation. Strong local supervision in agricultural education can provide that link.

Coming in July . . .

PLANNING, ORGANIZING and TIME MANAGEMENT

June, 1983
State Level Leadership For Vocational Agriculture

By Darrell L. Parks

Article:

State level leadership plays a significant role in the development and implementation of vocational agriculture programs. At the state level, leaders have the responsibility to ensure that the programs are effective and meet the needs of students and stakeholders. Leadership involves setting goals, planning, and evaluating the progress of the programs to ensure they are achieving their intended outcomes.

Leadership involves making decisions that impact the lives of many people. Good leaders are able to make tough decisions and inspire others to follow their lead. They must be able to communicate effectively, listen to others, and make decisions based on a clear understanding of the situation.

Leadership is a difficult task, but it is also a rewarding one. A good leader can make a positive difference in the lives of the people they serve and help create a better future for all.

Leadership requires strong personal qualities, such as integrity, empathy, and honesty. Leaders must be able to handle difficult situations and make decisions that are in the best interest of the people they serve. They must also be able to inspire others to work together towards a common goal.

In conclusion, state level leadership is vital to the success of vocational agriculture programs. Good leaders are able to make a positive difference in the lives of their students and help create a brighter future for all.

References:


Conclusion:

State level leadership is critical to the success of vocational agriculture programs. Good leaders are able to make tough decisions, inspire others, and create a positive environment for learning and growth. They must be able to handle difficult situations and make decisions that are in the best interest of the people they serve. The role of state leadership in vocational agriculture is vital and cannot be underestimated.

Local administrators should be involved in developing monitoring visits and conduct activities that contribute to the growth and development of the program. (Continued on Page 18)
A New Dimension In Adult Education

By LAVEL D. LAWRENCE

Editor's Note: Lawrence is a Professor of Agricultural Education at West Virginia University, Morgantown, West Virginia (26505).

As vocational agriculture teachers gear up to begin formal classes in adult/young farmer work again, the inevitable question of "What is new this year?" may arise. In this article, Lavel D. Lawrence discusses the changes and differences in the program and how they affect the teaching of adult education.

New Directions

In the past few years, there has been a growing interest in adult education. This interest has led to the development of new programs and methods for teaching adult learners. These changes have been driven by a variety of factors, including the aging of the population, the increasing demand for skilled labor, and the desire to provide lifelong learning opportunities.

One of the key differences between traditional education and adult education is the focus on practical skills and the immediate application of learning. Adult learners are often looking for skills that they can use immediately to improve their lives and their careers.

In addition, adult education programs often offer a more flexible approach to learning. Adult learners may have busy schedules and may not be able to attend classes during traditional school hours. To meet these needs, adult education programs may offer classes during the evenings or weekends, or they may offer online courses.

Another important aspect of adult education is the focus on adult learners' interests and needs. Adult learners often have specific goals in mind, such as obtaining a promotion in their job or learning a new skill to change careers. Adult education programs can help learners achieve these goals by offering courses that are tailored to their needs.

In summary, adult education offers a unique approach to learning that is designed to meet the needs of adult learners. By focusing on practical skills, flexibility, and individualized instruction, adult education programs can provide valuable learning opportunities for people of all ages.
Stories in Pictures

NVATA Events

NVATA Board of Directors
Pictured are the members who will serve on the 1984-85 NVATA Board of Directors. Seated, left to right: Myron Sonne, President-Elect, Letcher, South Dakota; Walter Schuh, President, Bowers, Washington; Sam Stenzel, Executive Director, Alexandria, Virginia. Standing, left to right: Carroll L. Shry, Vice President NVATA Region VI, woodsboro, Maryland; Jim Wells, Vice President NVATA Region V, Rogersville, Tennessee; E. Craig Wiget, Vice President NVATA Region IV, Mt. Blanchard, Ohio; Richard Akle, Vice President NVATA Region III, Fox Lake, Wisconsin; Ralph L. Thomas, Vice President NVATA Region II, Woodward, Oklahoma; and Duane Wadkins, Vice President NVATA Region I, Thermopolis, Wyoming.

1984 Sound Off For Agriculture Awards
Left to right: Max E. Biggin, Advisor-Agricultural Communications, Elanco Products Company, Indianapolis, Indiana; Dan Sample, Nampa, Idaho; Keith Park, Sulphur Springs, Texas; Andy Rowe, Marengo, Iowa; Brenda Oldfield, West Liberty, Kentucky; and Eugene Doss, Edison, Georgia.

1984 Outstanding Teacher Awards
Left to right: Michael Balas, Supervisor - Marketing Training Materials, Sperry New Holland, New Holland, Pennsylvania; Fred A. Beckman, Weiser, Idaho; Joe Farrell, Hill City, Kansas; Glen Holman, Darlington, Wisconsin; Jamie Potts, Kirksey, Kentucky; Herbert Lackey, McDonald, Tennessee; and Frederic H. Stillwagen, Allentown, Pennsylvania.

1984 Outstanding Young Member Awards
Left to right: John F. Coy, Manager-Corporate Support Program, Deere and Company, Moline, Illinois; Dennis Digenan, Wells, Nevada; Michael Womochil, Concordia, Kansas; Brad Greiman, Algona, Iowa; Jada B. Mason, Mayfield, Kentucky; Ricky E. Joyner, Goldsboro, North Carolina; and Frederick H. Depkins, Upperco, Maryland.