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in agriculture and education.

Work-Based Learning Through
**SUPERVISED AGRICULTURAL
EXPERIENCE**

**PLACEMENT/
INTERNSHIP**
IMMERSION SAE

**SAE for All
INDEPENDENT
LEARNING GUIDE**
Teacher Edition

LAUNCHING PLACEMENT/ INTERNSHIP SAEs

Once students have established their career plans through Foundational SAEs and identified specific AFNR pathways of interest, it is time to introduce students to the Immersion SAE resources. Immersion SAEs give students the chance to build their knowledge and skills in a specific AFNR pathway and practice their career readiness skills. Specifically, with a Placement or Internship SAE, they will create opportunities to test their chosen career goals through experience as paid employees or volunteers in their fields. The Placement/Internship SAE Independent Learning Guides are an easy way to get your students started with Placement or Internship SAEs.

In a Placement SAE, the student's employer will determine tasks to assign to the student, which are necessary for the operation of the business. The student's experience will be defined through an SAE agreement that you and the employer help the student create, and the student's development will be evaluated throughout his or her SAE. The student will also keep track of hours worked, income received, tasks completed, and knowledge and skills attained. An Internship SAE is similar, but takes the student's experience to another level. In an Internship SAE, the student's education and development is at the heart of the experience for both the student - as the employee - as well as the employer. The student will work with you and the employer to create a personalized training plan that targets the student's specific training needs, and use the plan to guide his or her responsibilities in the internship.

The student will likely seek guidance from you to determine whether a Placement or Internship SAE is most appropriate. If the student is not yet ready to establish his or her own training plan and pursue an Internship SAE opportunity today, encourage the student to grow his or her Placement SAE into an internship in the future.

To get them started, consider having the students watch the What is a Placement/Internship SAE? sketch video. Then, provide the students with the Placement/Internship SAE Independent Learning Guide.

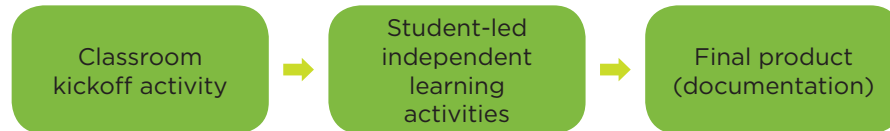
The guide will instruct students to complete four activities, each of which also incorporate authentic experience. The activities are aligned to the Agriculture Food and Natural Resources (AFNR) content standards and Career Ready Practices. Additionally, they continue to reinforce the five Foundational SAE components, which include:

- Career Exploration and Planning
- Employability Skills for College and Career Readiness
- Personal Financial Management and Planning
- Workplace Safety
- Agricultural Literacy

That said, students should still, simultaneously, return to the Foundational SAE Independent Learning Guide to continually initiate new Foundational SAEs as well.

How to Use the Independent Learning Guides

Each guide contains:



The set of resources is intended to serve as a semester-long project.

Activities in this independent learning guide will likely require effort both during and outside of class. Sample task evaluation rubrics and point values are included for ease of implementation. However, feel free to adjust the activities and grading system to fit your program and school requirements.

Bell ringer and enrichment activities are also included to help you maintain student interest and SAE momentum throughout the semester.

Instructional Resources

Connecting SAE to Your School's Career Development Program

Many states and school districts are now requiring that students have some form of individualized career and academic plan prior to graduation. With the addition of the Foundational and Immersion SAEs and their required career exploration and planning, agricultural education students can meet or exceed district requirements through their SAEs.

Prior to teaching the unit introducing Placement and Internship SAEs, visit with your administrator and school counselor about how SAEs support college and career readiness work within the school district.

Classroom Kickoff (15 – 20 Minutes)

1. Instruct students to choose a well-known person they admire for the individual's career success. Challenge the students to research their chosen individuals and create back stories, describing the individual's experiences that set them up for success in their careers.
2. Ask students to share their stories with the class.
3. Discuss similarities and differences among the individual examples students shared. Help students discover:
 - While the specific experiences were probably different based on these individuals' interests, many of these successful individuals likely had relevant work experiences that prepared them for successful careers
 - Many of these successful individuals likely gained a combination of job-specific and employability skills through their past experiences
4. Reinforce the importance of gaining knowledge and skills through well-placed opportunities.
5. Have students watch the Placement/Internship SAE Video individually or as a group.
6. Introduce students to the Placement/Internship SAE Independent Learning Guide. Explain that the activities in this guide will be a graded component of their class. All items must be complete by the end of the semester or as set by you, the instructor.

PLACEMENT/ INTERNSHIP

SAE INDEPENDENT LEARNING PLAN OVERVIEW

Students will follow the following plan throughout the semester – during or outside of class. It is recommended that you provide bi-weekly guidance and feedback to students on their progress. A suggested format for these conversations is included in the Supervision section of the SAE for All Teacher Guide. For more information on each of the independent learning activities, see the student version of the Placement/Internship SAE Independent Learning Guide.

Activities	PL1	Opportunity Identification
		<i>Task: Create and label a community map with possible Placement/ Internship SAE opportunities that would align with your interests and support your career plan. Then, meet with potential supervisors to explore opportunities of interest, preparing to summarize information from each interview.</i>
	PL2	Career Plan Connection
<i>Task: Create a one-minute verbal summary that describes the value of your Placement/Internship SAE to your overall career plan.</i>		
PL3	Outcome Brainstorming	
	<i>Task: Create a “vision board” that shares your personal intended outcomes for your SAE.</i>	
Final Product (Documentation)	PLFP	Required Documentation
		<i>Task: Ensure all required documentation and additional planning is completed to begin your Placement/Internship SAE.</i>

Placement/Internship SAE Evaluation Grading Rubric

Activity	Below Standard (69% or less points)	At Standard (70-89% of points)	Above Standard (90-100% of points)
PL1	Student identified fewer than three potential placement or internship opportunities. Their summaries of each following interviews with potential supervisors lacked specific detail.	Student identified three potential placement or internship opportunities and provided brief summaries of each following interviews with potential supervisors.	Student identified three potential placement or internship opportunities and provided detailed summaries of each following interviews with potential supervisors.
PL2	Students' thoughts on the value of the SAE lacked reflection, and the student's verbal summary was disorganized and less than one minute in length.	Student briefly reflected on the value of the SAE and described the value through a one-minute verbal summary.	Student thoroughly reflected on the value of the SAE and described the value through an organized, thoughtful, one-minute verbal summary
PL3	Student identified fewer than five intended outcomes for the SAE and did not create a visual representation of the outcomes.	Student identified five intended outcomes for the SAE and created a visual representation of the outcomes.	Student identified five specific, measurable intended outcomes for the SAE and created an organized, professional visual representation of the outcomes.
PLFP	Student did not complete the required documentation or additional planning needed to initiate a Placement or Internship SAE.	Student completed all required documentation and additional planning needed to initiate a Placement or Internship SAE.	Student completed all required documentation and additional planning needed to initiate a Placement or Internship SAE, and established a record-keeping system to use throughout the duration of the SAE.

Foundational SAE Grading Plan

NOTE: Please refer to the Foundational SAE Independent Learning Guide for activities to complete for this section of the grading plan.

A1. Career exploration and planning	20 points
A2. Employability skills for college and career readiness	20 points
A3. Personal financial management and planning	20 points
A4. Workplace safety	20 points
FP. Career plan	60 points

Placement/Internship SAE Grading Plan

PL1-3. Activity Completion	20 points
PLFP. Document Completion	40 points

Total	200 points
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*It is recommended that all students complete the Foundational SAE - Awareness activities even if they have already started an Immersion SAE. The activities will help students verify that the Immersion SAE aligns to their career areas of interest. Additional points or an alternative evaluation system can be established for students that have an Immersion SAE.

BELL RINGER & ENRICHMENT ACTIVITIES

PL1: Opportunity Identification

Connect to Career Plans – Challenge students to review their career plans and make generalized lists of types of placement opportunities they could seek.

PL2: Career Plan Connection

Talking Points – Pose the following question: “What is the value of an SAE?” Divide the students into pairs and assign one in each pair to assume the role of the broadcaster, while the other is the spokesperson. Explain that the spokesperson is responsible for representing agricultural education in a television interview. The broadcaster will ask the interview question, and the spokesperson must respond. Then, instruct the students to switch roles and repeat the activity.

PL3: Outcome Brainstorming

Goal Setting – Ask students to draw a quick image of an example of a time setting a goal or beginning with the end in mind helped them find success. Once students have drawn images, instruct them to share with a partner. Ask a few to share with the full class.

Bonus Activities

At the end of the semester, host a living “wax museum,” in which each of the students is honored as a famous person in the museum. Invite other students from the agricultural education program, faculty and administration, parents, and/or community members to attend. Place a dot sticker on each student’s hand or on a poster with the student’s name and SAE listed, which serves as a button. When a guest visits the student’s “exhibit,” the student shares his or her one-minute SAE summary from *PI2: Career Plan Connection*.

Provide students an opportunity to showcase their “vision boards” from *PI3: Outcome Brainstorming*. For example, host an SAE fair, put them on display at the chapter banquet, etc.

*NOTE: The students should also be encouraged to maintain their verbal SAE summaries and vision boards, as these could be helpful when completing documentation or follow-up items required for their SAEs. In particular, students with Internship SAEs might find these projects valuable as they prepare to present to a local committee at the conclusion of their experiences.