California Agricultural Teacher's Association

Vision 2030

Vision 2030 Committee (2013-2014)

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Fall 2013
Report

Vision 2030 Summer CATA Conference Workshop Summary

- Attached are the summary pages from the 2013 Summer CATA Conference workshop
- Within each (numbered) objective (in BOLD), there are specific items that were discussed/identified within various membership groupings.
- The individual (four) sectors are organized and attached:

    * Curriculum   Page 2
    * Funding   Page 4
    * Mentoring   Page 6
    * SAEP   Page 7

Vision 2030 Meeting (September 12th, 2013 – CATA Office)

- The committee (identified on the front cover of this report) met to discuss and identify the direction, organizational structure, and goals moving forward.
- Highlights/Agreements:

    * The committee recognized that this project is "new", fluid, and evolving. The project started as an opportunity for input from ALL members within the 3 different teaching groups (based on teaching experience) to identify positives and strengths within our profession, as well as concerns, needs, and issues that should be addressed with the intent of strengthening our profession and professional organization (CATA).
    * After a year of gathering input and consolidating information that represents the views and interests of a "majority" of members, the focus this upcoming year (2013-2014) is to develop action plans for each of the identified objectives within the four sectors.
    * The goal is to maintain (2013-2014) the current committee that was involved with the initial process/organization/implementation of the Vision 2030 project.
    * Discussion was directed on the structure, or organization of the "action plan" process, and will be accomplished with by the committee. Their role would be defined primarily as communication and organization leaders and facilitators, with oversight of the sub-committee leaders who would chair each of the 18 individual objectives identified in the four sectors. The overall process of creating, assessing, and implementing "action plans" will be open to, and available for ALL members within the specific sub-committees.
    * Although all objectives will be assessed and organized, our current situation is directing focus on state legislation (funding) and mentoring issues.

Vision 2030 Project "Game Plan" Moving Forward – 2013-2014

- There are 18 primary objectives (BOLD) within the four sectors (attached). Each of the four sectors has a primary committee chair (Curriculum, Funding, Mentoring, and SAEP).
- Each sector chair will appoint 2 committee chairs (point people) per objective. The appointments will be based on previous communications, requests, prior experience within project, and commitment. Each sector will have a MINIMUM of 1 representative per region. Appointments of sub-committee chairs will be completed by November 1st. A requirement of at least 1 sub-committee chair must be available to attend a December 13th Vision 2030 meeting at the CA FFA center where further assessment, organization, and creation of action plans will be addressed overall, within each sector, and within each objective/goal.
- The primary goal following the December 13th meeting is to have general plan in place for all members to actively take part in the 18 committees (objectives/issues) as they become organized/available.
- As this is a CATA project, sub-committee chairs will maintain communication with the 2030 committee who will maintain communication with the CATA state officers and the CATA Executive Director. Members will be updated during each fall and spring regional meetings and during the annual summer conference.

Vision 2030 Sector - Curriculum
Sector Committee Chair - Dane White

CATA Membership Priority List/Summary: *(ranked in order of membership priority)*

#1   **Develop Three Years of Integrated Agriculture Science Courses that Meet Common Core/Next Gen Science Standards and are Applicable for use in all California Agriculture Programs.**

Specific issues/areas to address:

-   Develop a committee to create a pathway of agriculture courses that will allow agriculture programs to teach "agriculture".
-   Develop a committee to create a pathway of agriculture courses that will allow for maximized common core / standardized test results (proficiency)

CATA Member(s) Chairing This Task/Committee

-   TBD

#2   **Create a 3-Circle Reinforcement Activity for use in Professional Development Events.**

Specific issues/areas to address:

-   Develop a committee to design an effective workshop series for all agriculture   teachers who attend CATA events to enrich their understanding and skill set
-   Create/establish multiple workshops (based on skill level and possible "pre-assessment") to identify/determine which workshop(s) an agriculture teacher should attend.

CATA Member(s) Chairing This Task/Committee

-   TBD

#3   **Develop a NEW Website Resource (accessible from "calagteachers.org" and "calaged.org") with Funding Resources, Lesson Links and Curriculum Ideas.**

Specific issues/areas to address:

-   Provide an easily accessible method for ag teachers to submit ideas and programs for fundraising
-   Provide enrichment at CATA events for teachers to know how to submit and access the page.
-   Create the website / layout
-   Establishing a update/monitoring system (committee ?, primary webmaster?, etc.…)

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-   TBD

#4   Develop Model Courses in Non-Traditional Agriculture Mechanics Pathways (examples: Construction, Engines, etc…)

<u>Specific issues/areas to address</u>:

- Create/develop a committee to work in conjunction with "science curriculum" group (Priority #1 on this page 5) to create a series of courses that will emphasize agriculture standards, skill development and the three-circle agriculture education model.
- Develop/revise courses that include industry certification and increased employability skills.
- Create/identify innovative strategies need to be developed to create SAE and FFA inclusion strategies within these courses.

<u>CATA Member(s) Chairing This Task/Committee</u>

- TBD

CATA Membership Priority List/Summary: *(ranked in order of membership priority)*

#1   **Clarify/review the Ag Incentive Grant review process to improve consistency among regions, sections, and programs.**

Specific issues/areas to address:

- Address perceptions/situations of inconsistencies between regions/programs (review process)
- Address perceptions/situations of some programs getting money, but not necessarily meeting criteria
- Address concern(s) of programs lacking productive feedback
- Clarify/revise website (local activities/events remove class size criteria, and assess "on site review)
- Re-evaluate/revise criteria
- Consider/create an accreditation process to maximize efficiency in review process
- With decrease in budget and "on-site" review process/abilities, identify/communicate a "Plan B" in terms of re-funding and/or revising process.

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- TBD

#2   **Implement of process and procedure to review Ag Incentive Grant checklist that includes BOTH state staff and CATA representation.**

Specific issues/areas to address:

- Explore/implement WASC-like accreditation
- Implement/revise a "step-by-step" guide
- Increase/strengthen communication on process/procedure(s) for "new/upcoming" teachers involved.
- Assess/re-define AIG as an "incentive" as perception is more as a "procedure"

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#3   **Improve/Expand Access and Communication to Other/New Resources of Funding**

Specific issues/areas to address:

- Increase opportunities to identify, promote, and or provide resources/information to our members regarding new/current outside funding resources.
- Increase website information/opportunities - Take advantage of website / data base for teachers to go to and retrieve specific information (go beyond a "Road Show" presentation). – Example: School bond information packet, etc….
- Create/maximize an online data/web resource that is ALWAYS accessible to teachers
    - Specific fundraisers
    - Detailed information on fundraiser(s) (preparation/organization, results, data,   financial, etc…
    - More detailed information on grants (expand/improve information)
    - Information pertaining to strengthening community/industry relations
    - New opportunities – Bonds, Partnership Academy, etc…)
    - Partnership Academy
- Provide grant(s) for teachers to implement online/web information

- Create/hire a CATA grant writer
- Legislative "meet & greet" at capitol for CATA members

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#4   Increase communication/collaboration between state staff and CATA.

Specific issues/areas to address:

- Create/strengthen communication between staff and CATA to identify "vision" and reasons/philosophies behind vision, decisions, direction, etc…
- Reconnect bridge of communication has deteriorated and/or has been non-existent with newer generation of CATA members / teachers.

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#5   Strengthen communication and CATA membership's understanding of the value (and privilege) of legislative "voice" and current funding sources.

Specific issues/areas to address:

- Eliminate/decrease CATA membership's "complacency" attitude(s)

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CATA Membership Priority List/Summary: *(ranked in order of membership priority)*

#1 Strengthen Student Teacher Process/Format

Specific issues/areas to address:

- Involve Master Teachers in Student Teacher Conclave (as before)
- Student teacher placement outside of region/area where student grew up.
- Create assignments that force student teachers to outside their comfort zone (and reach out to another teacher/ potential mentor).
- Create a Student Teacher/BTSA opportunity for mentoring.
- Encourage experienced teachers to mentor new teachers.
- Make student teaching 1 yearlong at one site.
- Evaluate student teaching sites annually
- Send Golden Slate to all student teachers.
- Revise the New Teacher Orientation at Summer Conference - Emphasize CATA structure and benefits of involvement.
- All Student Teacher preparation colleges need to be on the same page – collaborate.
- Master teachers need a set policy
- Offer a 1-day conference registration for Ag Ed college students so they can see what CATA is all about and the support it offers.
- Work to avoid scheduling conflicts (ie. New Professionals vs. Regional Meetings).
- Uniformity among Teacher Training institutions. Keep the 3000 hour requirement.
- More focus on community/industry connections, FFA & SAE, Judging teams, fundraisers, etc… (non-classroom).
- Get rid of PACT. Less paper, more PRACTICAL.
- Statewide Student Teacher/Master Teacher Handbook.

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#2 Expand Networking/Collaboration Opportunities

Specific issues/areas to address:

- Combine, but do not segregate groups by experience, region, expertise, etc. (find ways to mix groups)
- Encourage New Teacher collaboration.
- State staff connecting with programs.
- Create an approved Ag Ed New Teacher Induction Program to replace BITSA.
- Not a priority, most do this already. Take initiative.
- Local/Section CDE team mentoring groups. Could do at Roadshows?
- Create networking opportunities at Field Days.
- Bring back Delta /Industry training.
- Develop a Section Mentoring Program to assist new teachers and to involve experienced teachers.
- Develop forums/chat rooms on line.
- New teachers – have a mentor observe your classes.
- Need a Summer Conference session for new "single person" department teachers to prepare them for success.
- Website/blog/links to specialists. Website similar to "Communities of Practice".
- Build online video resources (How to's)
- Classroom visitation and/or observations.
- Section VP coordinate mentor volunteers w/ 1-3 Yr teachers
- At student activities (CDE's, conferences, etc.) bring in industry leaders for workshops.

- Transfer values from generation to generation.
- Create "panel discussion" opportunities at/in conjunction with activities already scheduled where down time exist.
- Create a member/mentor program in each region (Power of Three).

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#3   **Create Secondary Division Meeting at Summer Conference (or other related opportunity) Towards "Leadership Training".**

Specific issues/areas to address:

- Expand New Professionals or create like opportunities to include all experience groups (1-6), (7-15), (16+)
- Focus on "most requested" needs/issues identified on annual surveys
- Bring back Lake Sequoia.
- Work to change the stigma of being an officer (provide development and support).
- Offer a Section Officer Training session on Wednesday morning. From there, Lake Sequoia type training?
- Make leadership training part of Skills Week.
- Coordinate leadership training opportunities with student activities (ie. GLC, MFE, ALA)
- Standardized training @ Road Shows (themes – ie., "Google Docs training")
- Create a program to train "Master Teachers".

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#4   **Create Annual Summer Conference Session (or other related opportunity) To "Groom Leaders".**

Specific issues/areas to address:

- Publish a list and/or journal of what CATA officers do through the year. Identify duties.
- Have breakfast groups by experience level
- Add to the CATA Directory a category/listing for "expertise"
- Required/Encouraged for all new Committee Chairs, Section and Region officers. Offer during Wednesday workshop session. Make it open to anyone interested in learning more about being an officer.
- Mentoring of new officers by past officers.
- Conduct online survey to determine needs.

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#5   **Create Secondary Division meeting at Summer Conference (or other related opportunity) towards SAE training.**

- Move this area to address to the SAE group.
- Offer SAE training in various areas using the "experts".
- Emphasis on non-traditional projects.

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CATA Membership Priority List/Summary: *(ranked in order of membership priority)*

#1   Lack of experience, skill and knowledge of SAE projects

Specific issues/areas to address:

- Create a mentoring program between seasoned teachers "veterans" and student teacher "rookies"
- Develop a list of mentors in specific SAE areas and add two sections to the CATA directory. One section for SAE mentors and the other for FFA mentors.
- Develop SAE handbook and post on the Calaged.org website
- Incorporate SAE focused presentations at Regional Meetings, Road Shows and Sectional Meetings
- Provide professional development on Agriscience Projects and other "nontraditional" SAE's
- Develop a link to online SAE recourses to include file sharing videos, project visit forms, task checklists and management skills
- Agriculture industry internships for teachers to gain experience
- Develop courses presented by industry professionals at CATA conference (Agriskills)
- Create a "Facebook"/blog for teachers to easily communicate problems / ideas
- Require student teachers to supervise a variety of SAE projects
- Develop a Wiki for data base at State level
- Change requirements for FFA degrees to focus more on hours and not so much on money
- Develop a list of well-defined and relevant SAE projects

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#2   Project visits need to be maintained and increased. Teachers need to know the value behind SAE development and the basis for project visits and establishment of SAE's within programs.

Specific issues/areas to address:

- Develop a statewide guide to SAE project supervision for teachers
- Develop a list of appropriate and inappropriate project descriptions.
- Move project periods to Criteria 12 to give districts more incentive to provide SAE supervision time to teachers
- Provide instruction to teachers on Project Competition
- Provide teachers with training for managing the time constraints of the profession and project visits

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#3   The SAE project title can become diluted and programs are looking to fill criteria with manufactured projects and books to reach state degree AIG criteria 12

Specific issues/areas to address:
- Remove the state degree % criteria 12 and tie AIG to retention of the program
- Explore alternative SAE ideas rather than standard animal projects
- Expand SAE's to fit the more "urban" student
- Broaden the definition to fit current classes and base SAE program on skill sets used

- Provide in-service to teachers on how to develop "co-op" SAE's so students can gain experience and earn money while using school facilities
- Have Regional Supervisor do a random project check of previous State Degree recipients during Incentive Grant Review

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#4   **Lack of knowledge that are available loan programs and financial support systems that can be developed to fund SAE projects.**

<u>Specific issues/areas to address</u>:
- Develop SAE handbook and post on the Calaged.org website
- Develop Sectional Resource materials for finding financial assistance for students
- Create a statewide "How to Get a Loan" manual for all projects not just livestock SAE's
- Provide information on SAE program to community banks so that they understand the diversity of projects and that they all need funding
- Provide information on low startup cost SAE's

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