Challenging Legislative Session
Contrasts with Progress in Career Technical Education

By Jim Aschwanden, CATA Executive Director

As this column is being written, we are in the final days of the 2015–2016 biennial session of the California State Legislature. For many involved in agriculture, this session may prove to be one of the most challenging yet. Besides the normal process of regularly adding additional layers of regulation to our industry, changes are being considered to wage and compensation laws that may dramatically alter the way growers, processors, and others do business in the future.

As one watches both the debate and the politics involved in this issue, it is interesting to note the disconnect between the people really impacted by these profound policy changes and the policy makers who naïvely and arrogantly barge forward, as if their myopic vision of reality will somehow come to pass — just because they willed it to be so. Interesting and challenging times ahead for the agriculture industry.

Career Technical Education

In terms of Agricultural Education, this year has been relatively calm. As we look at the implementation of the Career Technical Education (CTE) Grant program, it is becoming apparent that there are some districts “doing it right” while many others are not.

We have seen some districts using the CTE Grant monies to supplant dollars traditionally spent on CTE, especially in the use of these funds for teacher salaries. Some districts, on the other hand, are really focused on improving their CTE programs by expanding opportunities for students and meeting the program standards identified in the law.

We also see some districts completely “faking it” — promising to build CTE programs but with absolutely no commitment to or involvement in many of the identified standards such as CTSOs and leadership development.

As we move forward, it will be interesting to see if the California Department of Education will actually implement promised accountability measures to deal
Why Is Ag Industry Experience So Important to a New Ag Teacher?

By Ralph Mendes, CATA State Past President

There are several areas in Ag Education where agriculture industry experience is important to an Ag teacher. The list below is probably not complete (every individual Ag teacher can come up with an important industry experience that helps them in their program), but these are the areas I will focus on for the sake of discussion in this article.

- Teacher self confidence;
- Student/parent confidence in the instructor;
- Interactions with Advisory Committee members;
- Uniqueness of Ag teachers regarding administrators and other teachers;
- School board interactions;
- The ability to reach out and seek advice and help;
- Being a part of the global umbrella of the agriculture industry.

Teaching Credentials

California has over 84,000 high school agriculture students enrolled in about 320+ programs statewide. Each of those programs need at least one properly credentialed agriculture instructor to: plan curriculum and teach the classes; prepare activities and provide advice for the FFA program; and to Supervise Agricultural Experiences (SAEs) for their students.

Several types of credentials are available that would qualify an individual to teach Ag.

- The most common is the Single Subject Credential in Ag Science.
- Another method to get into teaching Ag is the Subject-Agriculture combined credential. This type is usually gained through classroom instruction, and a degree in Ag, and field work (student teaching).
- Another method to get into the classroom is a Designated Subject Credential in a specific field of agriculture, like Ag Mechanics, Horticulture, or Ag Science.
- A third method would be a Career Technical Education (CTE) Credential that requires extensive work experience in a specific area of agriculture (and not necessarily a four-year degree in that field).

The included requirement in ALL types of Ag teaching credentials is the necessity of a new teacher to show proof that they have industry work experience in agriculture. The amount of hours and/or years for a particular credential vary.

Good Program

One of the hallmarks of any good CTE program, regardless of whether it is agriculture, business, industrial arts, or any of the newer pathways, is that the instruction be relevant to the industry that it reflects. “Book learning” alone cannot prepare a prospective teaching candidate for the classroom.

Additionally, at the other end of the spectrum, 20+ years of work experience in an agricultural field does not automatically guarantee success in the classroom. BOTH phases of teacher preparation are important.

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Sacramento Scene

Challenging Legislative Session Contrasts with Progress in Career Technical Education

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Why Is Ag Industry Experience So Important to a New Ag Teacher?

(Continued from page 2) the sake of this article, let’s just stick with the importance of agricultural industry experiences.

The question is: how important is industry experience to being a successful and enduring teacher in our profession?

Teacher Self-Confidence

That first year of teaching can be really tough for any new teacher, regardless of the college attended, degree earned, type of credential or depth of work experience previously acquired. A new environment, a new town, unfamiliar students, Beginning Teacher Support and Assessment (BTSA), and a hovering administration usually lead to a very stressful beginning to anyone’s teaching career.

One of the things that lightens the stress is the ability of new teachers to constantly remind themselves that they know more than most of their students. The successful transition from being a student to being the teacher is a big step toward a fulfilling and lasting career in Ag Education. Gaining self-confidence through Ag industry experiences is one of the big pieces to making that transition successful.

Teacher Credibility to Students and Parents

One of the best sources of credibility to students and parents comes from a young teacher’s Ag industry experiences. If a new teacher has raised livestock, worked on a farm or in a shop, or been in a floriculture or horticulture business, or any number of other Ag industry work experiences, than they can have instant credibility.

Don’t get me wrong here—you can teach or supervise an unfamiliar subject area in Ag as a new or old teacher. You will need to do your homework, however, and sometimes do a little bluffing, and most important, be ready to seek out help from industry partners, advisory members, and other Ag teachers.

It really helps tremendously, however, if a young teacher has some hands-on experience in a given area that they want to teach. When students and parents see a teacher shear a lamb, back a trailer, weld a bead, make a floral arrangement, or any of a myriad of other experiential demonstrations, these activities lend instant credibility to a new teacher. Even just outlining your Ag industry experiences to your students the first week of class or at a booster’s meeting will usually send a signal to the new community that their teacher has come prepared, not just with a piece of paper that says they can teach agriculture at their school, but that they have relevant experiences that will make them good at what they do.

Ag Advisory Committee

Members of an Agricultural Advisory Committee usually understand that teachers, especially new ones, cannot come with huge amounts of industry experience in a wide range of areas. That is why the Advisory Committee exists in the first place: to help teachers in areas where the teacher is not an expert.

However, that being said, Advisory members are much more prone to help new teachers if they know that the teacher is “one of them”—i.e., member of the Ag industry. Agriculture is a wonderful, supportive, close knit family of workers, producers, employees and employers.

Just look at the astounding success of the Facebook page My Job Depends on Ag. It consists of agricultural people sharing their work experiences in stories and pictures and dialoging about the everyday things they do on their farms, jobs, and agribusinesses.

Ag folks love to share and help others. But you have to be a part of the “Family of Ag” to get that help. Outsiders are often viewed skeptically or even sometimes as a threat. An Ag teacher’s credibility to their Ag Advisory Committee is bolstered by the Ag experiences they bring with them to the teaching job.

Viewpoint of Administrators and Non-Ag Teachers

Administrators and other staff members at a school want their CTE teachers to be experts in their chosen areas. Ag is no different. What gives the Ag teacher the leg up on this educational competency evaluation by others is their Ag industry experiences.

Sharing with staff and administrators about your Ag work experiences lends instant credibility since, from their point of view, a person that worked in industry and then gave that up to do what they do (teach) goes a long way to winning them over. If a new teacher was in the FFA when they were in high school, or worked for several years on a farm, or at an agribusiness, they have some valuable credibility. It is too bad that math and English teachers do not require the same levels of industry experience that Ag teachers do. I think they would be much more effective if they had that experience.

All teachers still have to be effective classroom teachers. However, “knowing your stuff” about agriculture through work experiences and hands-on learning will usually give a new teacher the time they need to become a better classroom manager, paperwork organizer, and advisor. They will have a
A Perspective from the Ivory Tower:
The Beginning of High School Agriculture Education Program in California from 1901–1928

By Dr. Lloyd McCabe, State Supervisor of Agriculture Education, California Department of Education

As a person have you ever wondered about your roots? Where you come from? My brother Brian is the genealogist in our family and he has traced the McCabe family tree back through the ages. I always thought my heritage was basically Irish, but it turns out that I am more “mutt” than anything else in my ancestral tree. No wonder I like dogs!

As an agriculture teacher, you should know your roots in terms of the history of agriculture education and its origin. Listed below are some very interesting observations, facts and figures dealing with the origin of agriculture education in California from 1901–1928 as written by Sidney S. Sutherland, professor emeritus, Agricultural Education Department, University of California, Davis. Dr. Sutherland served as both an agriculture education teacher trainer and regional supervisor for the Bureau of Agriculture Education from 1931–965.

Key Historical Happenings
Listed below are the key historical happenings in agriculture education that occurred from 1901–1928 in California:

- In 1901, the Legislature passed an act that established the California Polytechnic School at San Luis Obispo. In 1903, this school opened its doors and became the first secondary agriculture school in California with 176 students.
- In 1907, the State Legislature passed Section 1665 of the Political Code, which required all public elementary schools in California to provide “instruction in nature study with special reference to agriculture.”
- In the year 1905–1906, the Kern County Union High School District of Bakersfield, became the first district high school in California to offer agricultural instruction.
- In 1909, Gardena High School started the first school farm laboratory purchasing a 14-acre farm for $14,000. Gardena proceeded to build a lath-house, mushroom house, greenhouse, and installed an irrigation system.
- By 1910, there were only six of the 215 high schools in California that offered agriculture courses. During the early years (1905–2010), Sutherland states: “It is difficult to characterize these early agriculture departments, but two features seem to stand out. One was the individualism displayed in developing agricultural curriculum in the various schools, the extremely short tenure of teachers, and the rapidity with which they changed positions.”
- By 1916, there were 80 high schools offering agriculture courses in California. Agriculture courses taught during this period were in effect “science courses with an agricultural flavor.”

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On February 23, 1917, President Woodrow Wilson signed the Smith-Hughes Act. This federal act started vocational education in the public schools system within the United States.

The minimum salary for agriculture teachers was set at $1,500 per year in 1917. By 1925, the minimum salary was $2,000. However, most agriculture teachers were making $2,500–$3,000 per year.

On July 13, 1920, the California Agricultural Teachers’ Association was officially formed. Its original purpose, according to the minutes of the organizational meeting, was to “organize and improve the agricultural work from the teachers’ point of view; to complete the cooperative measures between the Extension Department and the Smith-Hughes teachers; and to provide for regional conferences of teachers for professional improvement.”

The year 1922 saw the first judging contests for vocational agriculture students at the University Farm, Davis. A year later (1923), arrangements were made (Continued on page 5)
Region News

Champions!

By Aaron Nering, Southern Region President

Why is it that Ag teachers spend so many extra hours at work? Day after day and week after week? Besides a paycheck with unpaid hours, what are the rewards of Ag teaching? Why do we do what we do? More importantly, why is it worth it? Many times the rewards of being a teacher are overshadowed by stereotypes that plague teachers as a whole. No, we are not babysitters. We are fully degreed professionals. So what makes Ag teaching so special?

Tough Question

We need to know the answer to this idea clearly. Not only to help keep us going, but also to educate society as a whole. Agricultural literacy in today’s tech-centric world is becoming a rare commodity.

As an Ag teacher, I know that many of us have spent an unbelievable amount of hours outside of the classroom at FFA events, CDE contests, staff development events, SAE events, and even school sporting events.

The unpaid hours accumulate year after year, so what’s the reward? Special recognition? Stipend? What is it? In fact, why am I even asking you these questions? Well, I think it can be very tough to sincerely answer some of these questions, especially when you first start teaching; and that is quite all right.

Why?

Ag teaching can certainly be overwhelming. For the younger teachers, it’s important to know “why” do you do what you do day after day and year after year.

For more veteran teachers, your response to this question could be clear and confident or it could be clouded by burn-out depending on your situation.

I truly believe that Ag teachers are a special breed. A “go above and beyond” work ethic is implied. I’m writing this to share a few potential reasons I think Ag teaching is worth the copious amount of hours and service you invest compared to other teaching professions. And frankly, I am going to tell you some things that you need to hear more often!

Missed Family Events

At home, our spouses or loved ones wonder why the heck we are spending all this time at work! (And in many cases, not getting paid for it.) Some years we might miss Father’s Day by going to conference, missing birthday parties, and other family events that often let down our loved ones.

Sound familiar? So, what’s the answer? Why teach Ag Ed? My response was a little different early in my career, but now with a few more years under my belt, I know exactly what my “why” is.

Rewards

Ag teaching is a grind at times, and I feel like we must find (Continued on page 6)

Sacramento Education Update

The Beginning of High School Agriculture Education Program in California from 1901–1928

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with officials of the California State Fair for a “camp” and a program of judging and other activities at the fairgrounds. The camp became known as Camp Lillard in honor of Jerry Lillard, who served as the first State Supervisor of Agriculture Education from 1917–1923.

The year 1925–1926 was a pivotal year in the history of vocational agriculture programs. It saw, among other things, the peak of girls enrolled in vocational agriculture classes at 115 students. It also saw the end of vocational agriculture teachers assisting in the organizing and supervising of 4-H Clubs and their members ceased to exist when teachers were no longer being paid with Extension funds, which had occurred as far back as 1917.

1926 was the year the first regional supervisor was appointed — E.W. Everett. Everett was headquartered at Fresno State College and served as the San Joaquin Regional Supervisor and agriculture teacher educator.

1926 marked the first time that student teachers or cadets were placed at various agriculture departments throughout California.

1927 saw the appointment of five additional regional supervisors and established six regions. They were: San Joaquin Region (E.W. Everett), North Coast Region (H.F. Chappell), South Coast Region (R. J. Werner), Sacramento Valley Region (now known as the Superior Region) (A.G. Rinn), Central Region (Julian McPhee) and the Southern Region (Charles Perrin).

During 1927, virtually every high school agriculture program started a student organization called Junior Farm Centers or Junior Aggies.

1928 was the year that the National FFA Organization was formed. The California FFA Association was the fourth state chapter in the national organization. Interestingly enough, the State FFA officers who signed the original “Application for Charter” with the National FFA Organization were not high school students. The 1928 State FFA Officers were in fact California Department of Education employees, namely: President Howard Chappell (North Coast Regional Supervisor), Vice President A.G. Rinn (Sacramento Valley Regional Supervisor), Secretary Henry Skidmore (AgEd Teacher Trainer, UC-Davis), Treasurer E.W. Everett (San Joaquin Region Supervisor), Reporter Richard Werner (South Coast Regional Supervisor) and Advisor Julian McPhee (State AgEd Supervisor).

1928 was also the year that judging and judging contests reached its zenith. There were seven State Championship Judging Contests that year in: Livestock, Tree, Citrus, Poultry, Dairy Cattle, Dairy Products, and Farm Mechanics.

1928 saw the creation of the first Fat Stock Show & Auction. The San Francisco Union Stock Yards (Junior Cow Palace) provided $4,000 worth of premiums and would later become the largest junior fat (livestock) stock show in the nation. During the same year, the Los Angeles Union Stock Yards (Great Western) organized a similar livestock show.

Well, I hope you found these pieces of history interesting and informative. My next article will deal with the next 30 years, from 1929 to 1959. Hopefully, I will be able to dig-up some more “historical bones” that surprise both you and our profession!
Region News

Champions!

(Continued from page 5)

value in the little things, and in interpersonal relationships with people. The rewards can come from experiences with students, from things that help give us more perspective, the value of educational experiences, the value of interpersonal skills that you teach.

You teach students interpersonal skills that they will use almost every day of their adult lives! Perhaps it’s just knowing that you made a positive difference in someone’s life, and that impact may have ignited a light in somebody that goes on to shine and impact all those people in that person’s life for years to come.

Waves of kids come through your class and realize that you are not a computer or phone screen. You are a real person sharing a real life experience with a complete stranger that is open to your influence at that moment in time.

Yes, there are knuckleheads and they will always be around. One important task is to come to terms with the reality that you will not save every student, but also realize that you do inspire them too, even though it might not show in their behavior.

Realize that your influence will be for their lifetime. Sit down and process how fast your influence moves, and for every student you engage increases that number of influenced people ten-fold. We all have people who have influenced us, mentored us, and helped us become who we are today. You are that person for more people than you will ever know!

Important to Youth

You, as an Ag teacher, need to know how important you are to the overall societal growth of our youth. Don’t wait around to hear that from administration, it just doesn’t usually work that way.

You are a nurturer of the future. You are a facilitator of the transition to the real world. You are a supporter of the journey and you may not realize it. You are probably that one passionate and sincere role model that fills an ever-so-important void in many of our students’ lives: consistency! You teach skills that are not in the curriculum, but things we need everyday of real life. This is a reward that you share.

Teaching Social Skills

We are teachers in a social media-driven generation. We face new challenges relating to social skills. Facebook, Twitter, Instagram... And all the new ones that continue to come out everyday are changing the way we interact.

Human-to-human interaction is becoming sparse, but yet critical to strong interpersonal relationships needed for careers and personal life. This is another reason why you are more important now more than ever!

The classroom teacher is even more important and relevant today because we are probably the only people in a position to teach real social skills. We can still create conversation that is relevant and dialogue that is desperately needed because we still have a live audience.

Even some of the most supportive parents and families are losing touch with their children because they have no avenue to connect with their children. We as Ag teachers must remain diligent and continue to teach our students interpersonal skills that the development of the whole individual.

To develop a whole person takes time beyond the norm. It comes with the opportunity to develop unique relationships. We grossly underestimate how much mentoring we do as teachers.

In fact, many of our students may even come to school only because of the Ag program, or because they like your class and the positive vibe that you send. Your influence is something that you might discover in the most unlikely of students years later.

Even the knuckleheads will realize the impact may have ignited a light in somebody that goes on to shine and impact all those people in that person’s life for years to come.

Influence Beyond Classroom

When our students do get out there and take their place in the world, they will realize how important the experiences and skills they learned in your classroom and Ag program. Your influence on the kids in your program goes far beyond the walls of the classroom and the school. Of this, there should be no question.

You’re a hero. Nothing short of it. It was a few years after I started teaching before I personally realized that the efforts and influence of the extra hours I invested in students had such an impact on people.

Transforming Lives

Many of us have had that student that are in a gang, come from poverty, are from foster homes, or come from broken families in general. Chaos in their daily life is their norm. They enroll in Ag classes because they might like animals, their cousins/siblings told them it was a cool class, or they think its fun to be outside and makes time go by fast.

I recently had one of these party girl gangster students who started her freshman year with me. Through our program, she transformed into a chapter president and a shining star in the school. Witnessing and being a part of that transformation is a tremendous reward for those countless hours invested. I had no idea I had a big part in this until she recently told me that I saved her life, and even said thanks for being the role model she looked to in tough times.

Unforgettable Moments

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Course Codes and Sequence

By Hugh Mooney, Consultant, Department of Education

For the past year I have been involved with several colleagues here at California Department of Education (CDE) trying to improve the method to number courses and identify course sequences. There were three different versions. Many of the industry sectors were in no hurry to make changes. It was a very frustrating process. Then in July it was decided that since the Agriculture and Natural Resources and Arts, Media and Entertainment sectors were prepared to move forward, these sectors would implement the changes to serve as a pilot for the other 13 industry sectors.

Challenge

Part of the challenge was creating a system that would serve the needs of the industry sector and the Perkins Unit as they review pathways for both Federal Perkins Funding and Career Technical Education (CTE) Incentive Grant Funding.

Industry sectors primarily were concerned with a course sequence that addressed content standards for that specific pathway. The Perkins Unit additionally needed to have courses identified as being at the Introductory, Concentrator, or Capstone level.

This became a greater challenge because with Pathway Content Standards there are many differences in courses offered from one district to another. For example, a Veterinary Science course could be an introductory course or a capstone course depending on the sequence that a local district has developed.

That is how we have arrived with the current system to be used for agriculture education courses for the 2016–17 school year.

Example

Let me provide an example for an Agriscience Pathway. There are essentially two choices: If your school has adopted the three University of California Curriculum Integration (UCCI) courses, there are course numbers assigned to each of the three courses.

For those of you that have some other agriscience course sequence, this is how it will work. The person at your school site will use the three University of California Curriculum Integration courses, there are course numbers assigned to each of the three courses.

For those of you that have some other agriscience course sequence, this is how it will work. The person at your school site will log-in to the CALPADS system. They will identify the course as part of the Agriculture & Natural Resources Industry Sector. They will then identify the course as part of the Agriscience Pathway.

Next the course will be identified as an Introductory, Concentrator or Capstone course. There is a description to assist you in making the choice. The same is true for each of the seven pathways.

Pathway Course Sequences

I know that many of you struggle with identifying pathway course sequences. Many programs create this problem by stating that they have four or five pathways. It is my experience that most programs actually have one or two pathways.

The most popular pathway is Agriscience. Nearly every program has an Agriscience Pathway. Some programs also have Agriculture Mechanics Pathways.

There is no bonus to an agriculture education program to have more pathways. For example, I do not know of a single program in California that offers a three-course sequence in Agriculture Education.

By stating that they have four or five pathways and more, that program has a strong Agriscience pathway.

(Continued from page 6)

you helped, it’s also those surround- rounding those students, family and friends, and the future family that they may have. You are the first break in a cycle to help change the course of a life! Your influence resonates.

Talk with Colleagues

Do you take time to talk to colleagues who are having a tough time in their Ag teaching career? It’s human nature to want to join in the rant. There are going to be frustrations.

I encourage you to look beyond the rant and think, what does this Ag teacher really need to hear right now? Are they down or burnt out? What can I say to help them get through the grind?

During a CATA conference, I spoke with a colleague who thanked me for some encouraging words. I gave her after she told me that she was frustrated with her job and the lack of support she was receiving from other teachers.

In Ag teaching it is so common to feel unappreciated for all of the extra things that we do for students and our program. I told her that she is 100% making a difference in student’s lives, and to keep on working hard because although other teachers may not notice, your students do. Try and find testament in that and don’t worry about what other teachers think. I had no idea that the encouragement would serve useful, but I was certainly humbled by her sharing that it helped. We as Ag teachers also watch each other, and definitely influence each other beyond the walls of the classroom and school too.

Multiple Roles

I am confident that Ag teachers have served in just about every role in life. Teacher, counselor, mentor, coach, mother figure, father figure, role model, handyman, engineer, architect... and the list goes on...colleagues, friends. Your school needs you! Your profession needs you! Your community needs you!

Every day you step into your classroom you are not just teaching but you are mentoring also. Continue to model the way. Friends. Your profession needs you. Even the most annoying kid ever who just won’t sit down and be quiet desperately needs your leadership and unique skill set. They need us to teach our unparalleled three-circle model that drives our curriculum and motivates people above and beyond the call of duty!

Don’t ever doubt whether your efforts are or aren’t making a huge impact. They are! Thank you for doing what you do. Ag teachers, I salute you for all you do, and I know many other professionals do too. The next time you have a moment to yourself, remember that your work ethic and positive influence on the next generation is a reward that pays in so many ways for so many people.

I recently came across a YouTube video that shed some light on this very topic. Take a minute and check it out. https://youtu.be/01nm4E8uYhM
Defining the Culture of CATA
By Matt Patton, Secondary Division Chair, and JessaLee Goehring, Central Region President

This summer a new generation of teachers marched across the stage in the first session of CATA Conference. They were handed our “Code of Ethics” and sent into our profession to carry the CATA message and represent our organization. In a following session, a group of longstanding pioneers of the profession stood on stage in recognition of retirement and Hall of Fame careers.

Meanwhile, the majority of conference attendees, falling somewhere in the middle, reflect on where their careers have been and where they would like them to go.

Does this multi-generational group of educators share the same vision for the CATA and agriculture education?

Hard Work
When asked, many would say that hard work is a cornerstone of what it means to be an Ag teacher, but is the definition of hard work consistent between new teachers and retiring veterans?

Others would argue that a passion for agriculture is a prerequisite for belonging in the CATA, but do millennials and baby-boomers agree on what that means? Merriam-Webster’s Dictionary defines culture as the beliefs, customs, arts, etc., of a particular society, group, place, or time.

Do members of our organization even have a unified definition of CATA’s culture?

CATA History
In 1920, the CATA organization was formed to help improve teaching of agriculture by fostering the welfare of agriculture teachers. Early on, agriculture teachers knew they would need the support of one another in order to provide students with the best possible education and therefore creating opportunities to succeed in agriculture.

Over time, CATA has proven to do just that by creating meaningful relationships, providing resources and guidance, and most importantly offering community support of a home away from home. This unity originates from the culture that agriculture teachers created over nearly a century ago. Historically CATA’s culture represented an environment where all members could thrive, feel included, and feel at home.

Define Culture
It is important now, more than ever, with agriculture programs growing and new programs opening, changes in leadership, increased CTE funding, and greater scrutiny that we clearly define our culture and how we want to be viewed by others outside our profession.

This article is riddled with questions that need to be pondered by all of us. Let this be a catalyst for meaningful conversation on what we stand for and what defines CATA’s culture. A defined culture is mutually beneficial for all generations of instructors as it will ensure a shared direction and offer a guide to mentorship.

Course Codes and Sequence
(Continued from page 7)
Your school could list their Plant Science Pathway as Ag Earth, Ag Biology and Plant Science. Another school could list an Animal Science Pathway as Ag Earth, Ag Biology, and Animal Science.

What you can’t do is list one course in two pathways. Each course offered by your school can have only one CALPADS Number.

Timing
The current CDE plan is to implement this system in all CTE Industry Sectors for 2017–2018. Agriculture will use this system for 2016–2017.

I would enjoy hearing any of your thoughts related to this topic.
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Checklist to Prevent Stress During School Year

By Lindsay Devaurs, Secondary Division Chair-Elect

Student teaching feels like it was eons ago as I enter year seven, and during that overwhelming, busy time, a few memories stick out.

One was when my master teacher commended me on my ability to be organized. Since then, I’ve prided myself on maintaining order in the midst of chaos, but I have to admit that last year was not like that, at all.

Any mom can tell you that coming back to work after having a baby is difficult, and I returned in the beginning of a family medical emergency that only added to the mess. I relearned a lot of difficult lessons in 2015 that I remembered as school resumed this past August. I hope my experience can help prevent some stress for you!

1. Get your crucial copies done ahead of time.

I’m not talking about a few worksheets, I’m talking about syllabus, bathroom passes, warm up questions, FFA calendars, rubrics—those things you’re going to refer to and use over and over again.

Last year I did not do this step, and it continued to be an issue until June 2, the last day of school. This year I had those copies submitted by August 1, and everything was ready for the first day I walked into the class with students—much more relaxing! (And if you do know what copies you’re going to need for the rest of the year—you are amazing and I don’t know how you do it, and you don’t need to read this.)

2. Check (or create) your pacing guide before school starts.

Take it one step further and have a plan for the year. Knowing where you need to go with your curriculum prevents that last minute “OK, what am I doing today?” panic. (Please tell me I’m not the only one who has done this before.) This ties in to No. 3 below.

3. Get your classroom prepared before school starts.

I do not change my classroom décor during the year, but I do freshen up and do inventory on what supplies I need so I can get them ordered before the insanity ensues. Vendors and district business offices can be slow, and I hate not being able to do a project or lab because I forgot to order.

4. Do whatever paperwork in the summertime that you can.

This one is NOT fun. For our department, we have to fill out event requests for each and every activity. For any travel, we have to submit a trip request, a van request, a detailed itinerary, a roster of students attending (even if we don’t know who will be going), a teacher Request to be Absent form, and a hotel confirmation. It’s a massive stack of papers that is a good half-foot tall when finished. It’s a lot easier to complete during the summer, however, than during the school year.

5. Don’t reinvent the wheel.

Keep a copy of every PO form, so that all you have to do is cut out the old data and add the new for the same vendor. This goes for any paperwork that is digital.

6. Share a calendar.

Use Google, Cozi, Outlook—find an app to share your calendar with coworkers and family.

7. Organize your digital files.

Name your files what they are, not some code name, and put everything into a file for the school year and then break down into sub files. Start the school year this way, maintain it throughout. This helps with Nos. 4 and 5.

8. Maintain a class website.

This may seem like extra work, but I’ve found it to be the complete opposite. By using a website and posting assignments and announcements, you’re empowering students to be self-sufficient and eliminating the “I need to get 10 make-up assignments today” time suck and no more “What did we do last week when I was absent?” questions. Note that some gradebook programs offer this feature, or use Google classroom.

9. Breathe!

Mistakes will happen. Take ownership, correct, and move on. Here’s to a successful, organized school year!

We would like to thank iCEV for being a title sponsor for the 2016 CATA Summer Conference. We sincerely appreciate their support!
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South Coast Region Gets AMP’D

By Erin Gorter, Program Director, CCPT, South Coast Region Agricultural Education Consortium

The South Coast Region Agricultural Education Consortium has been busy spending its California Career Pathways Trust (CCPT) monies during its first year of funding. While the 29 programs that comprise the consortium have been working to identify their own needs and spend money according to individual needs, comprehensive grant funded programs have been implemented to enhance opportunities for students in career preparation. One of these took place for the first time this past June and was designed specifically to address the shortage of agricultural mechanics teachers in California.

Enticing Future Teachers

The Agricultural Mechanics Power & Design Experience, or The AMP’D Experience, was developed to entice agricultural mechanics pathway students, with a propensity for teaching, into the profession.

Potential attendees were to be going into their junior or senior year of high school, having completed at least two years of agricultural mechanics courses. Each submitted an application that included an advisor’s statement of recommendation.

Students involved in the 2016 experience spent three full days on the Cal Poly campus, under the supervision of Cal Poly teacher candidates, while participating in skills-based activities with some of California’s finest agricultural mechanics teachers. Plumbing, cold metal, welding, carpentry, electricity, and tool sharpening comprised the individual skills sessions, concluding with a comprehensive team activity constructing a garden shed in a timed environment.

College Planning

Additional conference activities included a college planning session. Dr. Bill Kellogg guided attendees through the process of becoming a teacher and the steps which can be taken now to help in the realization of that dream.

Each student established his/her own academic plan for post-secondary success in pursuing a career in agricultural education.

Recreation/Pep Talk

Recreation included a campus photo/video scavenger hunt as well as a homerun derby at Bob Janssen Field followed by a pep talk on making good decisions from local high school football coach Tim Alvord.

During the final session, participants had the opportunity to listen to James Brabeck, president and CEO of Farm Supply Company, discuss the importance of mentoring and the need for teachers.

Ag Ed Stars

The nine students in attendance got to work with some powerhouse agricultural educators. Dick Piersma, Tim Reid, Richard Darrach, Mike Fontes, Rob Thoreson, Ben Swan, Garret Rowley, Emmett Schultz, Daniel Fishman, and Darrel Hirschler are all rock stars and The 2016 AMP’D Experience would have never happened without them.

Event chaperones and future teachers Kenny Goodman, Bailey Riedel, Landon Sudberry and Matt Vierra were models of professionalism and genuine interest in high school students.

Sponsors

Conference sponsorship was provided by Farm Supply Company, Praxair, and Airgas, who were beyond generous, providing each student with a tool box including every piece of personal protective equipment (PPE) and other equipment necessary for the event.

Local Deputy Sector Navigator for Agriculture, Water & Environmental Technology, Margaret Lau, aided in offsetting specific costs not allowable with CCPT funds.

Repeat in 2017

During its introductory year, The AMP’D Experience was small, but mighty. Plans are already moving forward for The 2017 AMP’D Experience with hopes to open statewide.

Although it is too soon to tell if 2016 efforts will create a wave in the pool of teacher candidates, The AMP’D Experience will continue to roll forward in pursuit of making that change.
News and Views

California and Kabul India Teachers Collaborate on Curriculum

By Dr. Lynn Martindale, UC Davis

When applying for grants a series of questions must be asked and internally answered. Is the grant big enough to have a positive impact? Is there support for the grant? What if we get it?

Peter Hendricks, associate director, Global Education Programs, was looking for teachers to collaborate on developing online curriculum about air and water pollution for a grant. He stopped by my office to see if I might have any ideas where to find 10–12 teachers who might be interested in partnering with UC Davis on the proposal, but there was a catch — the proposals had to be submitted within two weeks of the email.

Once again the Ag Ed community came through with 10 teachers and schools interested in participating in the grant. There are 14 schools in Kabul; four more California schools may participate.

Five-Phase Program

The UC Davis and IIT Kharagpur Online Environmental Science Program Proposal was sent in and the competitive grant will be awarded in November 2016. If UC Davis is awarded, there are five phases:
- Phase 1: Development of curriculum and online course (July 2017–December 2017).
- Phase 2: Teacher orientation and school implementation (December 2017).
- Phase 3: Student program at high schools with field trips and online internationally with partner school students (January–April 2018).
- Phase 4: Student groups travel to India and USA for winning students and instructor (May–June 2018).
- Phase 5: Sustaining relations and activities via online portal (ongoing).

If the UC Davis and IIT Kharagpur Online Environmental Science Program Proposal is granted in November, Peter Hendricks will be contacting the teachers who joined the grant.

Email if Interested

If you are interested and were not able to get the paperwork in, please contact Lynn Martindale by email at lmartindale@ucdavis.edu and you can join the grant.

WHERE DID YOUR FFA JACKET TAKE YOU?

Please Share

For many, our FFA jacket, and possibly the jacket of our parents or grandparents, still hangs in a closet or in a box for safekeeping. They are still full of pins, ribbons and proudly display not only the highest office achieved, but the wear and tear reflective of the experience! Unfortunately, not all California FFA members have a jacket to share in that experience. Not because they don’t deserve to...but because they can’t afford to.

To meet this need, on Tuesday, November 29, 2016, the California FFA Foundation will be participating in #GivingTuesday to provide FFA jackets to members.

For every $65 donation, we will award a California FFA member with their own FFA Jacket and a tie or scarf. Please join us in giving our members the chance to experience the pride of wearing their own blue corduroy jacket.

For more information or to sponsor a jacket today please visit our website.

www.CalAgEd.org/GivingTuesday
2016 Agricultural Education Award Winners

Outstanding Single Person Secondary Program - Fort Bragg High School: Megan Schmitt-Tunzi. Presenting the award are CATA President Ralph Mendes and “Captain” Randy Mendes.

Outstanding Young Teacher - Natalie Ryan, North High School.

Outstanding Teacher – Don Wilson Memorial Award - Lynn Martindale, UC Davis.

Agriscience Teacher of the Year - Lauren Stroud, Red Bluff High School. Presenting the award are CATA President Ralph Mendes and “Captain” Jake Dunn.

Outstanding Young Teacher - Natalie Ryan, North High School.
2016 Agricultural Education Award Winners


Teacher of Excellence Award Winners (from left): Mandy Garner, Liberty Ranch High School; Jessica Souza, King City High School; Tim Deniz, Madera South High School; Marlene Hepner, Merrill West High School; Margaret Chapman, Fallbrook High School; Matthew Moreno, Lemoore High School; Sonia Falaschi, Los Banos High School; Celeste Morino, Ripon High School; Mark Mullion, Palo Verde Valley High School. (Not pictured: Alex Flores, Santa Paula Union High School).
2016 Agricultural Education Award Winners

Outstanding Large Secondary Program and Outstanding Secondary Agricultural Education Program State Winner - Tulare Joint Union High School: Kevin Koelwyn, Shay Williams-Hopper, Hector Urueta, Jared Castle, Jennifer Sousa, Michael Mederos, and David Caetano.

2016 CATA Hall of Fame Inductees (front row – from left) – Stan Uchiyama, Anthony Silva, Jim Porter. (back row) Gerald Wenstrand and Ron Alves. (Not pictured: Del Clement)
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<th>Month</th>
<th>Event Description</th>
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<td>October 19–22</td>
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