

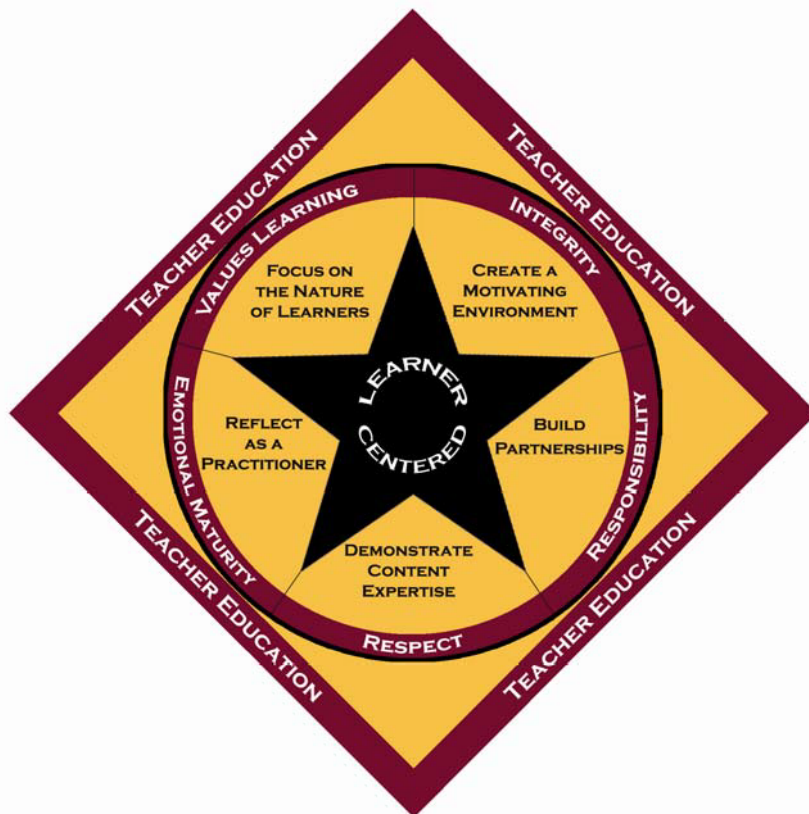
# Student Teaching Handbook

for

Student Teachers

Cooperating Teachers

University Supervisors



## Fall Semester 2023

September 5<sup>th</sup> – December 8<sup>th</sup>

Agricultural Education

University of Minnesota Crookston

# TABLE OF CONTENTS

<b>I. INTRODUCTION</b>	
A. Teacher Education Mission & Vision Statement.....	3
B. Conceptual Framework.....	4
1. Learner-Centered	
2. Unifying Themes	
3. Dispositions	
C. Purpose of Student Teaching.....	6
D. Collaborative Relationships.....	6
<b>II. ADMISSION TO STUDENT TEACHING</b>	
A. Qualifications.....	7
B. Process.....	7
C. Orientation.....	7
D. Liability Insurance.....	7
E. Criminal Background Check.....	7
<b>III. PLACEMENT.....</b>	<b>8</b>
<b>IV. EXPECTATIONS OF STUDENT TEACHING EXPERIENCE</b>	
A. Expected Outcomes of Student Teaching Experience.....	9
<b>V. Responsibilities of Each Party</b>	
A. Student Teacher's Role.....	10
B. University Supervisor's Role.....	10
C. Cooperating Teacher's Role.....	11
<b>VI. APPENDIX.....</b>	<b>16</b>

A. Teacher Education Disposition Appraisal Form.....	17
B. Student Teaching Schedule.....	18
C. Weekly Reflective Journal.....	19
D. UMC Lesson Plan Format.....	20
E. Formative and Summative Student Teacher Evaluations.....	22
F. Activities Checklist.....	23
G. Formative Scoring Guides for Assessment of Teaching.....	27
H. Reports to be submitted during student teaching.....	29
I. Student Teaching Performance Assessment – Core Standards....	30
J. Student Teaching Performance Assessment – All Standards .....	33
K. Agricultural Education Program Specific Knowledge Assessment..	37

## I. INTRODUCTION

### **Teacher Education Unit at the University of Minnesota Crookston**

#### **Mission**

The mission of the University of Minnesota Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in varied settings.

#### **Vision**

As teacher educators we know that it is through reflective practice that we can create more coherence between what we do, or intend to do, and how students experience these actions. Our vision of offering exemplary teacher education programs (Darling-Hammond, 2006) depends on reflective practice that currently integrates the following features:

- **Coherence in learning experiences** based on our clear vision of what constitutes good teaching which is integrated in all course work and clinical experiences.
- **Strong core curriculum** which is grounded in knowledge of child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts.
- **Explicit standards for performance and professional practice** that guide faculty and student work.
- **Extensive supervised clinical experiences** which are closely integrated with course work using pedagogies that link theory and practice and facilitate students' ability to apply knowledge to real problems.
- **Extensive use of performance assessments and portfolio development** and evaluation.
- **Continuous improvement** in a) developing stronger relationships among educational programs, schools, and university faculty; and b) helping students confront beliefs and assumptions about learning and working with people who have experiences different from themselves.

**Conceptual Framework**

**UMC Teacher Education Conceptual Framework Model**



The Conceptual Framework for Teacher Education at the University of Minnesota Crookston includes three (3) essential components:

1. Pedagogical Paradigm: Learner-Centered
2. Unifying Themes
3. Dispositions for Educators

## 1. Pedagogical Paradigm: Learner-Centered

Teacher educators at the University of Minnesota Crookston keep student learning and meaning-making at the forefront of our curriculum, relationships, and practices. Our ultimate goal is student learning. We recognize our responsibility to create environments and experiences that help students discover and construct knowledge for themselves. Our paradigm is based on theoretical and empirical evidence, specifically: a) how people learn, b) the type of environment that supports learning, c) our role as teachers, and d) the role of assessment.

## 2. Unifying Themes

Our Unifying Themes guide our curriculum and integrate our institutional student learning competencies and core values, Minnesota Board of Teaching Standards, academic knowledge bases, dispositions, field experiences, student teaching, and assessments of student learning.

### A. Focus on the Nature of Learners

The developmental characteristics of the learner, temperament, learning styles, motivations, knowledge, skills, attitudes, experiences, and cultural context are central to facilitating learning.

### B. Create a Motivating Environment

Creating motivating and challenging environments, developing responsive relationships, encouraging students' active engagement in learning, and using inquiry learning strategies to increase students' motivation to learn are at the heart of productive and positive teaching and learning environments.

### C. Demonstrate Content Expertise

Academic subject matter standards inform what teacher education candidates need to know, understand, and be able to do. Teachers need to connect ideas to one another and apply them to real-world problems.

### D. Build Partnerships

Building communities of learning, both in the classroom and beyond the classroom, are critical to maintaining professional partnerships and collaborations. Continual interaction and shared responsibility between and among members of our learning communities is essential in the preparation of highly qualified beginning teachers.

### E. Reflect as a Practitioner

Developing reflection skills is a complex process which requires continuous analysis of ones' teaching and the effect on the individual. Reflective practitioners demonstrate a sustained commitment to learning, questioning, and discovery.

## 3. Dispositions for Educators

The following dispositions will be promoted and assessed of all teacher education candidates at the University of Minnesota Crookston

### A. Respect

Values and demonstrates consideration and regard for oneself and others.

### B. Responsibility

Accepts responsibility for personal actions, decisions, efforts and outcomes.

### C. Emotional Maturity

Demonstrates situational appropriate behavior.

### D. Values Learning

Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one's competence.

### E. Integrity

Models truthful, ethical and professional behavior.

## **Purpose of Student Teaching**

Student teaching courses are culminating experiences for the pre-service teacher. These intensive, on site, all day, placements provide the opportunities and expectations for students to grow and develop into successful, beginning teachers. In Minnesota, success in student teaching indicates that the candidate has demonstrated achievement in knowledge, dispositions, and performance as presented in Minnesota Rules, 8710.2000, *Standards for the Effective Practice for Teaching*. The student teacher in Agricultural Education must also demonstrate achievement of the standards in Minnesota Rules, 8710.4050, *Teachers of Agricultural Education*, and 8710.4825 Teacher Coordinators of Work-Based Learning. The specific standard indicators to be achieved are listed on the Student Teacher Performance Assessment in Appendix H and are taken from the class syllabi given to students prior to student teaching.

In general, through practice at an approved site, the student teacher gradually assumes the role of the teacher. Through observation of the learning environment and of the behaviors of the children, and the modeling of effective teaching by the cooperating teacher, the student teacher proceeds to integrate knowledge and application. The student teacher eventually takes responsibility for planning, teaching and evaluating learning and for managing a dynamic classroom. By the end of each student teaching experience, the student teacher is to have demonstrated a full range of teaching competencies indicating a readiness to succeed in an entry teaching position at that level.

For the Agricultural Education that prepares students for seeking licensure to teach grades 5 – 12 in the Minnesota, there are required student teaching experiences. Those are:

- ED 4600: Teaching Internship – Work-Based Learning
- AGED 4700: Teaching Internship – Farm Business Management
- AGED 4800: Teaching Internship – Middle School
- AGED 4900: Teaching Internship – High School

## **Collaborative Relationships**

The University of Minnesota Crookston, alone, could not adequately prepare students to become teachers. The full scope of professional knowledge and skills is made available to student teachers through collaborative relationships with public schools, and accredited parochial schools. Administrators are willing and helpful in opening their facilities and classrooms to our students. Experienced teachers welcome the developing professional teacher with enthusiasm and provide excellent mentoring skills.

The proper relationship between the university and the local school is necessary for a successful teaching internship experience. The placing of a teacher candidate in a school in Minnesota tends to bring about an integration of teacher education with the local school. It should be realized that hosting a teacher candidate causes some interruption in the regular school program. At the same time, a teacher candidate is a co-teacher in a school and as such, should have ideas which can be of value to the local school.

Teacher candidate and cooperating teachers often develop lifetime professional relationships. This rapport should be develop early in the teaching internship. It is suggested that a regular scheduled communication be established each day.

## II. ADMISSION TO STUDENT TEACHING

### **Qualifications**

Candidates must:

- a. meet the course prerequisites of each student teaching course before placement. The prerequisites are listed at the beginning of each student teaching syllabus;
- b. present a record of good standing in the professional dispositions of respect, responsibility, emotional maturity, values learning, and integrity. That record includes assessments on the Teacher Education Dispositional Appraisal form; (APPENDIX A)
- c. have evidence of a minimum grade point average of 2.5 and no less than a C-minus grade in any education course required in the program.

### **Process**

Candidates must:

- a. complete an application form for student teaching;
- b. meet with their academic advisor early in the spring semester a year prior to spring student teaching placement the following year. Obtain a signature of approval from the lead Agricultural Educator for student teaching.
- c. submit the application to the designated faculty by the posted deadline.

### **Orientation:**

Candidates must:

- a. meet with the university supervisor of the student teaching course for orientation and review of the specific requirements;
- b. meet with the cooperating teacher and the university supervisor via a meeting or conference call to review each individual's roles and responsibilities.

### **Liability Insurance**

UMC requires that students engaged in activities with students in school settings during their field experiences and student teaching are required to be insured. Student insurance can be purchased through:

1. NAAE/MAAE at <https://www.naae.org/> <http://www.mnaged.org/> ; OR

2. Education Minnesota at <https://www.educationminnesota.org>

3. Criminal Background Check



Criminal History Background check will occur, and fingerprinting may be required, based on Minnesota Statute requirements for individuals working with children and students.

### III. PLACEMENT

1. Student teachers are placed in appropriate schools with which the institution deems appropriate. In most cases, school district has agreed to a letter of understanding regarding teacher qualifications, responsibilities, and honoraria for accepting student teachers from the University of Minnesota Crookston.

Cooperating teachers must have a minimum of three years teaching experience and a bachelor's degree in Agricultural Education. It is also expected that the cooperating teacher is a committed, reflective educator who enjoys helping the professional growth and development of a student teacher.

2. The field coordinator contacts the school principal. Resume's and brief biographies of those applying to student teach can be provided upon request of the cooperating school. The Teacher Educator communicates with qualified cooperating teachers about their willingness to accept a student teacher. The Cooperating Teacher communicates with their principal about their willingness to host a student teacher.
3. The lead Agricultural Educator will meet with the cooperating teacher and the university supervisor via a meeting or conference call to review each individual's role and responsibilities. Student teachers will make a trip to their cooperating teacher in December prior to student teaching as part of ED 3600.

## IV. EXPECTED OUTCOMES OF STUDENT TEACHING EXPERIENCE

1. Achieve teaching competencies as described in Minnesota Rules, 8710. 2000, 8710.4050, and 8710.4825 which are listed on each student teaching syllabus.
2. Continue to demonstrate positive values, commitments, and professional ethics as assessed on the Teacher Education Disposition Appraisal Form.
3. Develop and maintain an electronic professional notebook of student teaching for each student teaching course (see syllabi for specific requirements).
4. Keep journal entries for every day of student teaching with reflections that provide evidence of professional growth.
5. Demonstrate initiative while working together as a team with the cooperating teacher and other stakeholders.
6. Take the initiative to seek assistance/direction when needed.
7. Successfully fulfill the stages of the student teacher's role in the classroom (varies in length according to the length of the student teaching experience) through:
  - a. orientation to the building, classroom, office, library, work areas, class schedule, class rules, etc.
  - b. observation of teacher and students to gain information and insight into the learning environment and getting to know them. (first few days)
  - c. introduction of teaching responsibilities, usually one activity/lesson/subject at a time, gradually adding on more. (starting the second week)
  - d. full responsibilities for planning, teaching and evaluation. (APPENDIX - Student Teaching Schedule)
  - e. allow for observation in other classrooms as appropriate when student teaching load allows.
8. Submit lesson plans to cooperating teacher according to his or her schedule allowing ample time for lesson revision if necessary.
9. Conference regularly (informal and formal) with the cooperating teacher several times per week and with university supervisor during visits. Accept suggestions, reflect on feedback and grow accordingly.
10. Student teachers enrolled in Agricultural Education must complete and submit the ed Teacher Performance Assessment (edTPA) in accordance with Pearson submission schedules that results are received by the student prior to the end of student teaching. Twenty percent of the student teaching grade will be based on the quality of edTPA.
11. Candidates may be assigned a "K" grade for an extension if the performance indicates more time is needed to achieve success or if the candidate has had excused, but lengthy absences. A grade lower than C- is unsatisfactory and denotes failure. Student teaching may be repeated once.

## V. RESPONSIBILITIES OF EACH PARTY

### **Responsibilities of the Student Teacher:**

- Complete all course requirements to the best of one's abilities
- Become familiar with the curriculum and daily expectations in the classroom
- Prepare well for each week's lessons and activities
- Work with a minimum of direction
- Accept constructive criticism as an opportunity to grow
- Perform as a supportive team member in the classroom and with parents
- Reflect frequently on one's effectiveness
- Practice ethical and professional standards
- Communicate effectively with cooperating teacher and university supervisor
- Demonstrate growth in teaching competencies
- Complete and submit a Teacher Performance Assessment (TPA) while enrolled in Student Teaching (See appendix)
- Complete and submit edTPA while enrolled in Ag Ed Student Teaching.

### **Responsibilities of the University Supervisor's role.**

There are observations by the university supervisor to assess progress and to give feedback and instruction as appropriate. There are a minimum of four such observations. The purpose of these observations is for the student teacher to demonstrate what he or she is achieving in the classroom and provide evidence of student learning as a result.

In addition to observing the planned lesson and the student teacher's skills in teaching and in classroom management, the supervisor will expect to assess the quality of the:

- a. written, current lesson outlines with objectives and assessment plans
- b. standards' achievement and documentation in the student teaching notebook,
- c. reflection and growth in the daily journal
- d. self-assessments of previous lessons

The supervisor will expect to conference with the student teacher to discuss the observed lessons, to listen to the student teacher's self-assessment of the observed lesson, to suggest any needed improvements and ways to achieve them. These assessments will be formative in nature and provide feedback from the cooperating teacher and generally be of assistance to the student teacher's goals for success in student teaching.

The supervisor will also expect to meet with the cooperating teacher to discuss progress and plans for any needed improvements. At the end of the experience, the supervisor meets with the cooperating teacher and the candidate to discuss the final evaluations. The supervisor also evaluates the professional student teaching notebook and the overall performance of the candidate in meeting the course requirements before assigning the letter grade.

Specifically, the university supervisor or the teacher education coordinator:

- Provides a syllabus with clear expectations and assignments
- Conducts a minimum of four observations with written assessments
- Meets with and maintains communication with the cooperating teacher
- Reviews and evaluates student teacher's progress in the classroom and in achieving course assignments
- Serves as a resource for student teacher
- Assists student teacher in developing plans for growth
- Provides a written evaluation of the student teacher's progress regarding achievement of standards and teacher disposition.

### **Responsibilities of the Cooperating Teacher's role.**

The classroom teacher models effective teaching strategies and good class management skills, while also serving as a mentor who gives helpful feedback to the beginner. It is important that student teachers have a good sense of their own progress, so that they can gain confidence through their efforts and success and to search for ways to improve as needed. The cooperating teacher helps the student teacher by giving some timely comments or praise about strengths and suggestions for improvement throughout the experience.

Specifically, the cooperating teacher:

- Completes professional development in coaching strategies for adult learners
- Receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines
- Provides orientation to the curriculum, schedules, students, facilities, and school culture
- Communicates expectations to the student teacher on a regular basis
- Models a variety of teaching strategies and classroom management
- Assists with suggestions or serves as a resource in his or her weekly planning
- Provides frequent informal feedback
- Provides weekly written comments regarding strengths and areas needing improvement
- Meets with and maintains communication with university supervisor
- Completes a final, written evaluation of the student teacher's performance and growth regarding achievement of standards and teacher dispositions.

## VI. APPENDIX

- A. Teacher Education Disposition Appraisal Form
- B. Student Teaching Schedule
- C. Weekly Reflective Journal
- D. UMC Lesson Plan Format
- E. Formative (mid-term) and Summative (end of student teaching) Student Teacher Evaluation
- F. Activities Checklist
- G. Formative Scoring Guides for Assessment of Teaching
- H. Reports to be submitted during student teaching
- I. Student Teacher Performance Assessment



## Appendix A



UNIVERSITY OF MINNESOTA | CROOKSTON

### TEACHER EDUCATION DISPOSITION APPRAISAL

COURSE \_\_\_\_\_ DATE \_\_\_\_\_ STUDENT \_\_\_\_\_

COOPERATING TEACHER \_\_\_\_\_ FACULTY \_\_\_\_\_

<b>RESPECT: Values and demonstrates consideration and regard for oneself and others.</b>											
<b>Open-mindedness</b>				<b>Empathy</b>				<b>Values Diversity</b>			
Evidence of willingness to suspend initial judgment; respects & considers the ideas, beliefs, & opinions of others; listens carefully & actively to others; receptive to feedback from others; receptive of a critical examination of multiple perspectives				Demonstrates empathy, shows genuine concern for others & their needs; interacts in a polite, respectful manner; uses appropriate language; thoughtfully listens & responds to people's insights, needs, & concerns by acknowledging a persons feelings & summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate.				Evidence of willingness & ability to work with diverse individuals (ability, age, ethnicity, gender, socio-economic); acknowledges & appreciates perspectives of individuals from diverse cultural & experiential backgrounds; treats others with dignity even when not in agreement with them; shows courtesy & due consideration for people & ideas.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

<b>RESPONSIBILITY: Accepts responsibility for personal actions, decisions, efforts, and outcomes.</b>											
<b>Dependability</b>				<b>Preparedness</b>				<b>Cooperation</b>			
Arrives for class on time & regularly attends; makes prior arrangement when absence is essential; submits assignments prior to absences and/or follows up to complete work; returns borrowed materials in a timely manner; takes care of other's property.				Reading assignments are completed prior to class; engaged in reading materials with written notes, questions etc.; submits assignments by deadlines; prioritizes work based upon established goals.				Keeps on task; maximizes individual's talents; assumes & participates in evenly distributing responsibility to all members; responds to others' insights in ways that further the conversation & invoke new ways of thinking.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

<b>EMOTIONAL MATURITY: Demonstrates situational appropriate behavior.</b>											
<b>Emotional control</b>				<b>Adaptability</b>				<b>Optimism</b>			
Uses appropriate non-verbal & verbal expressions; sensitive to language use; displays appropriate sense of humor; interacts without put-downs or sarcasm; displays composure & steady emotional temperament; holds self accountable for his/her emotions.				Adapts to unexpected or new situations with emotional control; willing to get along with others; demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content; generates effective & productive options.				Acts from a positive frame of reference most of the time, including when changes occur; views feedback & situations maturely; analyzes feedback & makes adjustments to enhance personal growth & learning; promotes a positive learning environment.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

<b>VALUES LEARNING: Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one's competence.</b>											
<b>Initiative</b>				<b>Effort</b>				<b>Reflection</b>			
Takes initiative to get materials and notes when absent from classes or meetings; resourceful; seeks clarification and/or assistance as needed; shows initiative in class; uses multiple & quality resources to add value to assigned work.				Evidence of preparation for class; actively engaged in class discussion; interested in class activities; voluntarily responds to questions in class; stays focused during class/lab; work completed with attention to accuracy and detail; work shows that adequate time & planning were allocated; persistent efforts to improve.				Shows intellectual interest by statements made in class; asks relevant & thoughtful questions; shows thoughtful analysis of assignments; work shows higher-order thinking; makes reasoned decisions with supporting evidence; makes connections to previous readings, experiences, & courses.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

<b>INTEGRITY: Demonstrates truthfulness, trustworthiness, and professional behavior.</b>											
<b>Truthfulness</b>				<b>Ethical Practice</b>				<b>Professionalism</b>			
Practices honesty in communicating with others; communicates without intent to deceive; gives credit to others when using their work; actions indicate that truth is more important than personal need.				Practices discretion in keeping personal or professional confidences; words & actions indicate strong character; displays understanding that fairness includes considerations of student's with special needs & students' treatment of one another, as well as teacher to student, or student to teacher; role model of personal integrity.				Professional demeanor in dress & attitude; models behavior expected of both teachers & learners in educational settings; makes use of professional organizations or publications; willingly participates in professional development activities; belongs to professional organization(s).			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

## Appendix B

### Student Teaching Schedule

(Submit to University Supervisor by End of First Week)

Name \_\_\_\_\_

Cell \_\_\_\_\_  
Phone: \_\_\_\_\_

#### Schedule of Classes

School begins: \_\_\_\_\_ am

School Ends: \_\_\_\_\_ pm

Class Schedule						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3						
4						
5						
6						
7						
8						

**Note:** Please include lunch, study hall, work period, etc., at the proper place in the schedule.

#### Recommended Schedule for Assuming Teaching Responsibilities

The teacher candidate should use the first week to observe and become familiar with the school and students. Starting the 2nd week, they should assume teaching responsibilities for their first class and increase to two classes in week 3. Be sure to include teaching experiences in middle school, junior high school and high school. During weeks 4 through 8, the teacher candidate should complete and submit edTPA. Starting the 9th week the class load should increase to three classes, the 10<sup>th</sup> week to five classes. Student teachers should be at full load for three weeks. The 12th week, they should begin giving back classes to the cooperating teacher. They should attend the State FFA Convention with the cooperating teacher and students. All classes should be given back by the end of week 15. Week 16 can be used for FBM (or earlier by design) or visits to other classrooms.

#### Tentative Schedule for Assuming Teaching Responsibility

Indicate Classes You Will Be Teaching:					
Week of:	Class 1	Class 2	Class 3	Class 4	Class 5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					





## APPENDIX D

### AGRICULTURAL EDUCATION DAILY LESSON PLAN

<b>COURSE:</b>	<b>INSTRUCTOR:</b>
<b>UNIT:</b>	<b>QUARTER/SEMESTER/YEAR:</b>
<b>UNIT TOPIC:</b>	
<b>LESSON TITLE:</b>	
<b>LESSON LENGTH:</b>	
<b>OBJECTIVE: Upon completion of this lesson, students will be able to:</b>	
<b>MATERIALS NEEDED: (Lab Equipment, Supplies, Projectors, etc.)</b>	
<b>RESOURCES: (Guest Speakers, PowerPoints, Technology, etc.)</b>	<b>REFERENCES: (Websites, Books, Articles, PowerPoints, etc.)</b>
<b>SITUATION: (Classroom Environment, Grade, Previous Knowledge, IEPs, etc.)</b>	
<b>MOTIVATION/INTEREST APPROACH:</b>	

<p><b>INSTRUCTIONAL STRATEGIES &amp; PROCEDURES</b>          Identify the instructional strategies (e.g., interactive lecture, discussion, demonstration, debate, steps and key points, possibilities and factors, questions, answers, etc.) used to teach the content.          A content outline of your teaching plan and sequence.          Instructional minutes for each section should be included.</p>	<p><b>INTEREST APPROACH, ENGAGEMENT ACTIVITIES, WORKSHEETS AND HANDOUTS USED, POINTS TO CONSIDER/ANNOUNCE, VISUAL AIDS, CLOSURE, ASSESSMENTS, SAFETY CONSIDERATIONS, ETC.</b>          The interest approach motivates and helps connect learners' prior knowledge to the content. Identify activities such as E-moments to engage learners. Formative questions. Use closure to summarize and assess learning.</p>
<p>The rows can be used to "chunk" time during a class session or they can represent multiple days.</p>	
<p><b>ASSIGNMENTS: (indicate when given during the lesson and when due)</b></p>	
<p><b>EVALUATION/ ASSESSMENTS: (how do you determine if your students are learning?)</b></p>	
<p><b>TEACHER PLANNING NOTES:</b></p>	

## Appendix E Student Teacher Evaluation

Midterm       Final

Student Teacher : \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Instructions:** Step one: Insert a grade for each student teaching component (Column A)  
 Step two: In Column B insert the % value based on the grade from the bottom of the table  
 Step three: Note the weighted %, then insert a final grade that corresponds with the %.

		Col A	Col B	Col C	Col D
Teaching Internship Component	Description	Grade (A, A-, etc.) <i>Insert the Grade</i>	Grade % * <i>Insert the Percentage Value</i>	Weight (%)	Weighted Score (Col BxC)
<b>Teaching performance</b>	Performance and competence in teaching lessons in the classroom and laboratory; integration of FFA & SAE.			40%	
<b>Planning courses, instruction and activities</b>	Performance and competence in constructing course planning documents, instructional plans, and other activities. Portfolio for each class readily available.			20%	
<b>edTPA</b>	Completion of edTPA in a timely manner, performance as graded by Pearson.			20%	
<b>Teacher Candidate Activities Checklist</b>	Student is making timely progress in the completion of teacher candidate activities (see Appendix F).			10%	
<b>Professionalism</b>	Student is meeting the standards of effective practice maturity, appropriate interactions with students, professional dress, timeliness, and collegiality with other teachers, staff and administrators, and is involved in functions of the profession and school. Satisfactory Dispositions.			10%	
<b>*Grades:</b> B+ performance = 87 – 89.9; C+ performance = 77 – 79.9; D+ performance = 67 – 69.9; F performance = 59.9 or less		A performance = 94% or more; B performance = 83 – 86.9; C performance = 73 – 76.9; D performance = 63 – 66.9;		A- performance = 90 – 93.9; B- performance = 80 – 82.9; C- performance = 70 – 72.9; D- performance = 60 – 62.9;	
				<b>Weighted %</b>	
<b>FINAL GRADE</b>					

Reasons for Grade:

## Appendix F

### Student Teacher Activities Checklist

Provide a summary of your student teaching experiences by completing the elements within the following checklist. Respond by placing the date of completion of each activity. Your cooperating teacher and university supervisor will be monitoring progress throughout the student teaching experience. The Farm Business Management Instructor should be asked to sign-off on the teacher candidate's completion of Part VI. Farm Business Management Education Experiences.

Teacher candidate: \_\_\_\_\_ School : \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ (Signature) FBM Teacher: \_\_\_\_\_ (Signature)

Sign this form at the end of the teaching internship to verify completion dates.

#### I. School Personnel and Facilities

**Date Completed:**

1. Visit with school principal	
2. Visit with district superintendent	
3. Visit with a school counselor	
4. Discussed school and departmental policy, philosophy and mission statement	
5. Obtained and reviewed student and faculty handbooks, master contract	
6. Toured school facilities	
7. Reviewed school calendar	
8. Reviewed characteristics of the district, enrollment trends, community interest	
9. Reviewed purchasing procedures, budgeting, school finance (Dept. and FFA funds)	
10. Reviewed filing system and teaching resources	
11. Reviewed school travel policies (teacher, class)	
12. Observed a minimum of 2 middle school (grades 5-8) and 4 secondary (grades 9-12) classes other than Agricultural Education classes	

#### II. Teaching

**Date Completed:**

1. Utilize a variety of instructional strategies	
a. Interactive lecture	
b. Guest speaker	
c. Demonstration	
d. Field trip	
e. Experiment (laboratory)	
f. Case study	
g. Problem-solving (question & answer, steps & key points, forked-road, possibilities-factors, effect-cause, advantages-disadvantages, present situation compared to ideal)	
h. Guided inquiry	
i. Inquiry project	
j. Discussion	
k. Cooperative learning	
l. Panel	
m. Debate	
n. Role playing	

o. Simulation/game	
p. Learning stations	
q. Contract/independent study	
2. Integrate leadership using Life Knowledge instructional plans	
a. List class/unit:	

3. Utilized an e-moment (student realized relevance of lesson)	
4. Met and discussed the IEP process of special needs students	
5. Assessed student learning	
a. Quiz	
b. Unit exam	
c. Performance evaluation	
d. Calculated final course grade	
6. Maintained a grade book (electronic or hard copy)	
7. Co-taught/team taught a class (list class):	
8. Taught an agricultural mechanics class (list class):	
9. Taught a middle school class (grades 5-8) for a minimum of two (2) weeks	
10. Taught a full load for at least four (4) weeks	

### III. Middle School

Date Completed:

1. Observation; # hours	
2. Teaching	
a. List units/class periods	

### IV. Supervised Agricultural Experience

Date Completed:

1. Conducted five S.A.E. visits: two placement, two entrepreneurship and one exploratory or research/experimental and analysis	
2. Met with at least one parent and/or employer and student on each visit	
3. Took five digital photos for each site visited	
4. Obtained and evaluated the strengths, weaknesses and ways to improve the school's workplace agreement	
5. Obtained and evaluated the strengths and weaknesses and ways to improve a student's proficiency award application	

### V. FFA

Date Completed:

1. Evaluated a proficiency award and/or Minnesota FFA degree application at a Regional meeting	
2. Coached FFA members and/or teams for a Career Development Event (CDE):	
3. Met with FFA officer team to plan a meeting	
4. Served as advisor for at least one FFA chapter meeting	
5. Assisted the FFA Reporter in preparing a news release	
6. Traveled and lodged with FFA Chapter during State FFA Convention	
7. Served as a judge for State FFA Convention (i.e., Chapter Exchange of Ideas)	

8. Assist with scoring a CDE assigned to the Region where you are student teaching (Name of CDE):	
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<b>VI. Farm Business Management Education Experience</b>	<b>Date Completed:</b>
1. Minimum one day (two days recommended and can be done prior to spring semester)	
2. Discussed duties of Farm Business Management Instructor	
3. Discussed Yearly Plan of Instruction	
4. Discussed FBM instructor contract	
5. Discussed FBM cooperators credit hours	
6. Reviewed working files for cooperators	
7. Discussed a recruitment plan	
8. Discussed features of a FINLRB & FINFLOW	
9. Reviewed a farm business analysis report	
10. Made a farm instructional visit	

<b>VII. Work-Based Learning</b>	<b>Date Completed:</b>
1. Visited with the WBL coordinator about work-based learning education, safety, Protocol, and required paperwork.	
2. Visit to a student at a work-based learning site.	
3. Taught a lesson related to work-based learning.	

<b>VIII. Advisory Councils/Committees</b>	<b>Date Completed</b>
1. Reviewed functions of the council	
2. Reviewed the constitution and the by-laws of an advisory council	
3. Attended advisory council meeting	
4. Reviewed minutes of previous advisory council meetings	

<b>IX. Records and Reports</b>	<b>Date Completed:</b>
1. Reviewed the following reports:	
a. Program budget/financial report	
b. Annual State reports	
c. Annual FFA report	
d. Reports required by the local district	
e. Monthly mileage and expense report	

<b>X. General</b>	<b>Date Completed:</b>
1. Held individual conference with student and their parents	
2. Reviewed summer program of the department	
3. Prepared publicity information for the department	
4. Attended faculty meetings	
5. Attended district, regional, and/or state professional meetings	
6. Attended regional and/or state FFA Advisors meeting	

7. Evaluated tools and equipment used in the department	
8. Repaired equipment and tools	
9. Assisted in ordering lab and class supplies	
<p>10. Attended school functions other than those of the Ag Ed Department; list function:</p> <p>a · _____</p> <p>b · _____</p> <p>c · _____</p>	
11. Reviewed the curriculum for the local Agricultural Education Department	
12. Reviewed follow-up data on graduates from the local level	
13. Reviewed the advantages and disadvantages of belonging to professional teacher organizations	
<p>13. Visited classes of an agricultural education teacher in a different school district. Minimum one day (can be split into half-day visits). For each visit, name teacher and school:</p> <p>a · _____</p> <p>b · _____</p> <p>c · _____</p>	
<p>14. Visited 3 agricultural agencies in the community</p> <p>a · _____</p> <p>b · _____</p> <p>c · _____</p>	
<p>15. Attended two community meetings (list meetings):</p> <p>a · _____</p> <p>b · _____</p>	



## Appendix G

### Formative Scoring Guides for Classroom Teaching Evaluation

#### Classroom Teaching Evaluation

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Observer : \_\_\_\_\_ School: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

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**Strengths of Lesson:**

**Challenges and Areas for Improvement:**

**Recommendations for Improvement:**

**Formative Scoring Guide for Assessment of Teaching**

Name \_\_\_\_\_ Date: \_\_/\_\_/\_\_ Observer: \_\_\_\_\_

Topic/Title: \_\_\_\_\_

< 6	6 – 6.9	7 – 7.9	8 – 8.9	9 - 10
Needs Considerable Improvement	Below Average	Average	Above Average	Outstanding

**Instructions: Insert your score of up to a maximum of 10 points for each essential element.**

Essential Elements	Rating	Comments / Suggestions
<b>Preparation</b>		
<input type="checkbox"/> Projects professional attitude and appearance <input type="checkbox"/> Demonstrates adequate preparation for instruction <input type="checkbox"/> Creates a positive leaning environment <input type="checkbox"/> Communicates overview, agenda, or learning objectives (visual & verbal)		
<b>Facilitation of Learning</b>		
Provides an <b>interest approach</b> (motivation) that engages students by creating a state of wanting to learn, perhaps by connecting to prior knowledge &/or providing relevancy		
<b>Problem-Solving (PS)</b> , if appropriate <input type="checkbox"/> Describes/develops problem to solve (inquiry) <input type="checkbox"/> Identifies a question to investigate (visual & verbal)		
<b>Clarity</b> – explains concepts in a concise and clear manner; provides clear directions for activities and assignments		
<b>Variability</b> – effectively utilizes a variety of instructional strategies and procedures to address different learning styles		
<b>Enthusiasm</b> – displays enthusiasm for the topic and for teaching; demonstrates the ability to motivate learners; exhibits verbal & non-verbal communication skills		

<b>Task-oriented</b> – uses instructional time effectively; manages student behavior in a constructive manner; maintains expectations; pace is proper speed; provides smooth transitions		
<b>Provides Opportunity to Learn</b> <input type="checkbox"/> Demonstrates content knowledge <input type="checkbox"/> Uses discussion & distributes questions effectively <input type="checkbox"/> Provides positive reinforcement <input type="checkbox"/> Engages students by E-Moment, activities, etc.		
<b>Closure</b> – summarizes key points, asks students for understanding of concepts, and determines accomplishment of learning objectives for the day's lesson.		
<b>Application</b>		
Provides opportunity to apply and practice concepts or skills outside of the class (e.g., homework)		
<b>Assessment</b>		
Provides learners with positive feedback & knowledge of progress		
<b>Total (100 points)</b>		Grade _____

## Appendix H

### Reports to be completed during student teaching experience

#### A. By Student Teacher

##### First Week

Student Teaching Schedule (Appendix B)

##### Weekly

Weekly Reflective Journal (Appendix C) – Student Teachers are to **submit weekly reflections** utilizing the template in Appendix C. Send reflections via email to the student teacher's university supervisor by Sunday **noon** of the following week.

##### Midterm

Student Teacher Evaluation (Appendix E)

Student Teacher Performance Assessment – Core Standards (Appendix I)

edTPA submitted to Pearson in accordance with Pearson submission schedules

#### B. By Cooperating Teacher

##### Weekly Teaching Performance Assessment Feedback by Cooperating Teacher

Cooperating teachers are to complete at least one written evaluation per week during the teaching internship. Utilize the Formative Scoring Guides for Classroom and Assessment of Teaching (Appendix G) to provide written feedback. These forms should be completed and then given, after discussion, to the student teacher upon completion of each lesson that was evaluated.

##### Student Teacher Performance Assessment – All Standards and Agricultural Education Program Specific Knowledge Assessment (Appendix J and K)

Allow one hour per university supervisor visit to discuss the progress and performance of the student teacher on the Student Teacher Performance Assessment – All Standards and Agricultural Education Program Specific Knowledge Assessment (Appendix J and K).

### **Student Teacher Activities Checklist (completed throughout the teaching internship)**

During the student teaching, each student will complete as many activities on the checklist (Appendix F) as possible. The cooperating teacher will sign and verify the completion dates.

### **Teacher Education Disposition Appraisal (Midterm and Last Week)**

The cooperating teacher is to complete the Teacher Education Disposition Appraisal (Appendix A) at midterm and as part of the final evaluation of the student teaching. A copy of the assessment should be discussed with the teacher candidate and a copy provided to the university supervisor.

### **Student Teacher Evaluation and Student Teacher Performance Assessment – Core Standards (Midterm and Last Week)**

There will be **two** evaluations (Appendix E and I) completed by the cooperating teacher at midterm and during the final week of the student teaching. A final grade will be given following a discussion between the cooperating teacher and the university supervisor.

### **Letter of Recommendation (Last Week or before)**

A letter of recommendation for your student teacher should be sent electronically to the student teacher and a copy sent to the university supervisor. A PDF file is preferred so that the school letterhead and cooperating teacher signature will be in the letter of recommendation.

## **C. By University Supervisor**

1. Complete a midterm and final Student Teacher Evaluation (Appendix E) and Student Teacher Performance Assessment – Core Standards (Appendix I).
2. In collaboration with the cooperating teacher, complete a midterm and final Assessment of Professional Dispositions (Appendix A).
3. Write a letter of recommendation for the Student Teacher upon completion of student teaching.

# Appendix I - Student Teacher Performance Assessment – Core Standards

## Scoring Rubric

4 = Exceeded Expectations

3 = Met Expectations

2 = Met Some Expectations

1 = Did Not Meet Expectations

AGED 4600 – Work Based Learning			C.T.	U.S.	Mean
8710.4825	3.C.6	A teacher coordinator understands how to establish and monitor work-based instruction that focuses on enabling students to learn about work, how to acquire skills, and gain a perspective and direction on a career pathway. The teacher must understand how to work collaboratively in designing, implementing, and evaluating a student's individual training plan.			
AGED 4900 – High School			C.T.	U.S.	Mean
8710.4050	3I	A teacher of agricultural education must understand the principles and practices of leadership and communication that apply to organizations and community settings; role and structure of the student organization as an integral curricular component; and integration of the role and structure of the student organizations in developing the student through individual, cooperative, and collaborative activities that prepare the student for a role in the school, community, and workplace.			
All Student Teaching Courses			C.T.	U.S.	Mean
8710.2000	2A	A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.			
	3H	Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction.			
	3K	Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.			
	4F	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.			
	4H	Monitor and adjust strategies in response to learner feedback.			
	4L	Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.			
	5E	Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.			
	5N	Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.			

6J	Ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.			
7E	Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.			
7F	Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.			
8G	Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.			
9H	Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.			
10K	Establish productive relationships with parents and guardians in support of student learning and well-being.			

Please make additional comments on a separate sheet of paper. Examples could include the student teacher's subject knowledge, planning abilities, instructional strategies, and collaboration.

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University Supervisor

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Cooperating Teacher

## Appendix J – Student Teacher Performance Assessment – All Standards

### Scoring Rubric

4 = Exceeded Expectations

3 = Met Expectations

2 = Met Some Expectations

1 = Did Not Meet Expectations

Student Learning Standards – 8710.2000

Standard	4	3	2	1
2A* - Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.				
3H* - Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction.				
3K* - Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.				
4D - nurture the development of student critical thinking, independent problem solving, and performance capabilities.				
4E - demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.				
4F* - Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.				
4G - use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.				
4H* - Monitor and adjust strategies in response to learner feedback.				
4J - develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, to deliver instruction.				
4L* - Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.				
5D - know how to help people work productively and cooperatively with each other in complex social settings.				
5E* - Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.				
5H - establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.				
5K - use different motivational strategies that are likely to encourage continuous development of individual learner abilities.				
5L - design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.				
5M - engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.				
5N* - Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.				

5O - maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.				
5Q - analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.				
5R - organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.				
6F - use effective listening techniques.				
6J* - Ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.				
7E* - Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.				
7F* - Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.				
8E - select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes.				
8F - use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.				
8G* - Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.				
8H - use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.				
8I - implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning.				
8K - monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;				
8L - establish and maintain student records of work and performance.				
9H* - Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.				
9I - use professional literature, colleagues, and other resources to support development as both a student and a teacher.				
9J - collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback.				
10G - collaborate with other professionals to improve the overall learning environment for students.				
10J - identify and use community resources to foster student learning.				
10K* - Establish productive relationships with parents and guardians in support of student learning and well-being.				
10M - understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.				



Subject Matter Standards: 8710.4050

Standard	4	3	2	1
3B – A teacher of agricultural education must understand the anatomy, taxonomy, physiology, and ecology of plants and the application of the principles of genetics, propagation, selection, culture, and use of plants in agronomy, horticulture, or forestry.				
3C - A teacher of agricultural education must understand the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna; the principles and practices of soils and soil management; and the interactions of humans in natural and managed environments.				
3I - A teacher of agricultural education must understand the principles and practices of leadership and communication that apply to organizations and community settings; role and structure of the student organization as an integral curricular component; and integration of the role and structure of the student organizations in developing the student through individual, cooperative, and collaborative activities that prepare the student for a role in the school, community, and workplace. <b>CORE</b>				
3J.1 - Through regular employment, internship, mentorship, job shadowing, or apprenticeship, a teacher of agricultural education must understand the function and operation of businesses that supply goods and services to agriculture and agricultural-related enterprises; production units; and businesses that process, market, and distribute agricultural-related products.				
3L - A teacher of agricultural education must demonstrate an understanding of the teaching of agriculture that integrates agriculture with pedagogy, students, learning, classroom management, and professional development to:	-	-	-	-
3L.5 – connect students' schooling experiences with everyday life, the workplace, and further educational opportunities.				
3L.6 – involve representatives of business, industry, and community organizations as active partners in creating educational opportunities.				
3L.8 – apply the standards of effective practice in teaching students through a variety of early and ongoing experiences with middle level and high school students within a range of educational programming models. <b>CORE</b>				

Work-based Learning Standards: 8710.4825

Standard	4	3	2	1
3A - A teacher coordinator understands the central concepts, tools of inquiry, and history and context of work-based learning. The teacher must understand:	-	-	-	-
3A.1 - contemporary issues pertaining to creating learning environments for students at work.				
3A.3 - the role of work-based learning in providing students grade 5 through grade 12 with opportunities to learn about work and how to work and, when appropriate, to learn through work.				
3B - A teacher coordinator understands how to design and implement school-based instruction that focuses on enabling students to learn about work, how to acquire skills, and gain a perspective and direction on a career pathway. The teacher must understand:	-	-	-	-
3B.1 - basic workplace readiness and employability skills and employment trends.				
3B.5 - how to connect students' school-based experiences with everyday life, the workplace, and future educational opportunities.				

3B.6 - unique student needs and how to adapt and modify curriculum and instruction and work collaboratively with other teachers to accommodate the unique needs.				
3C - A teacher coordinator understands how to establish and monitor work-based instruction that focuses on enabling students to learn about work, how to acquire skills, and gain a perspective and direction on a career pathway. The teacher must understand:	-	-	-	-
3C.1 - criteria for determining when work is a learning experience.				
3C.2 - various placement options and selection of educational options based on the needs, abilities, and interests of the student.				
3C.4 - how to develop and implement training agreements that are consistent with school guidelines and expectations for student participation in the program.				
3C.5 - how to match the individual needs of the student to the work-based learning site.				
3C.6* - how to work collaboratively in designing, implementing, and evaluating a student's individual training plan.				
3C.8 - how to teach mentors and students in the work-based learning setting.				
3C.9 - how to monitor, summarize, and report the acquisition of the work-based learning outcomes identified in the training plan.				
3C.10 - performance assessment and how to apply it to assessing student on-the-job learning.				
3C.11 - how to identify, develop, and maintain employment sites.				
3D - A teacher coordinator communicates and interacts with students, their families, other teachers, and representatives of business, industry, labor, and the community to support student learning through work. The teacher must understand:	-	-	-	-
3D.1 - how to actively engage parents, and representatives of business, industry, labor, and community organizations as active partners in creating educational opportunities.				
3D.2 - how to assist students and their parents in making decisions about students' academic and occupational choices.				
3D.3 - effective communication and problem-solving skills.				

Please make additional comments on a separate sheet of paper. Examples could include the student teacher's subject knowledge, planning abilities, instructional strategies, and collaboration.

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University Supervisor

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Cooperating Teacher

# Appendix K – Agricultural Education Program Specific Knowledge Assessment

## Scoring Rubric

4 = Exceeded Expectations

3 = Met Expectations

2 = Met Some Expectations

1 = Did Not Meet Expectations

**Note:** Indicators in this section are determined at the discretion of specific program areas to address teaching performance relative to the content knowledge in a particular licensure area.

As a prospective teacher of Agricultural Education, the student . . .

	1	2	3	4	N/A
A. Demonstrates an understanding of the anatomy, taxonomy, physiology, and ecology of plants and the application of the principles of genetics, propagation, selection, culture, and use of plants in agronomy, horticulture, or forestry.	1			4	
B. Demonstrates an understanding of the anatomy and physiology of animals; the application of principles of genetics, breeding, selection, nutrition, care and health of animals for use in production, companionship, and recreation; and other contemporary issues that include ethics and waste management.	1			4	
C. Demonstrates an understanding of the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna; the principles and practices of soils and soil management; and the interactions of human in natural and managed environments.	1			4	
D. Demonstrates an understanding of the principles of economics, business and resource management, sales and marketing of commodities and services, and managerial accounting and bookkeeping procedures.	1			4	
E. Demonstrates an understanding of the principles and practices of mechanical systems that include fluid, electrical, and fuel-powered units; the design, fabrication, construction, and use of agricultural structures, equipment, and systems; alternative energy sources, including wind, solar, and geothermal energy; measuring tools and equipment; and product storage, water management, water management, waste management, and materials handling.	1			4	
F. Demonstrates an understanding of the selection and use of technology appropriate to the industry.	1			4	
G. Demonstrates an understanding of the production, processing, preservation, packaging, storage, marketing, and distribution of dairy products, meats, fruits and vegetables, textiles, and wood products; and the laws, regulations, and issues affecting food and fiber quality and safety.	1			4	
H. Demonstrates an understanding of the diversity of agriculture; the population and cultural impact on world economics and trade; and productive capacity, productive potential, and comparative advantage.	1			4	
I. Demonstrates an understanding of the principles and practices of leadership and communication that apply to the FFA organization;	1			4	

<p>the role and structure of the FFA organization as an integral curricular component; and integration of the role and structure of the FFA in developing the student through individual, cooperative , and collaborative activities that prepare the student for a role in the school, community and workplace</p>					
<p>J. Demonstrates the he/she has work experience and an understanding of the role of SAE in the function and operation of:</p> <p>(1) businesses that supply goods and services to agriculture and agricultural-related enterprises; production units; and businesses that process, market, and distribute agricultural-related products; and</p> <p>(2) diverse natural resources occupations, including recreational, conservation, and related occupations.</p>	1			4	
<p>K. Demonstrates an understanding of the principles and practices of career planning and development that incorporate the role of career exploration in the process.</p>	1			4	
<p>L. Demonstrates an understanding of the teaching of agriculture that integrates agriculture with pedagogy, students, learning, classroom management, and professional development.</p>	1			4	