

# Arkansas Department of Education

## PROGRAM REVIEW REPORT

### Initial Preparation for Teachers of Agriculture

#### COVER PAGE

**Name of Institution**

Arkansas State University

**Date of Review**

MM DD YYYY  
02 25 2009

**This report is in response to a(n):**

- Initial Review Report  
 Revised Report  
 Response to Conditions Report

**Program Covered by this Review**

Agriculture Education, grades 7-12

**Program Type** (initial licensure; advanced licensure; license endorsement)

Initial Licensure: Agriculture Sciences and Technology, Grades 7-12

**Award or Degree Level(s)**

- Baccalaureate  
 Post Baccalaureate  
 Master's

**PART A - APPROVAL DECISION****Decision on State Approval of the Program(s):** [See Part G]

- Approved  
 Approved with Conditions  
 Approved with Probation  
 Not Approved

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds an 80% pass rate for candidates on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

**Comment:**

Data for last three years (2006-08) indicate a passing rate of 100% for candidates (N=15) on the Praxis II: Agriculture Content Knowledge assessment (0700) and a passing rate of 86.66% on the Praxis II: Principles of Learning and Teaching assessment (0524).

**Summary of Strengths:**

The program’s theme, taken from the National FFA, complements the professional education unit’s conceptual framework theme, thus reinforcing and extending the candidates’ philosophical foundations.

The program implements an extensive array of field experiences for candidates at three levels in prior to their clinical practice. In addition, candidates are required to take part in relevant service learning experiences throughout the program including agricultural youth organizations. These components are supported by the Arkansas Department of Workforce Education.

**PART B - STATUS OF MEETING STANDARDS**

**Standard One:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

- 1.1. How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Agricultural Technology and Science;
- 1.2. A multicultural perspective of Agricultural Technology and Science;
- 1.3. How to relate higher disciplinary knowledge to other subject areas;
- 1.4. How students’ conceptual frameworks and their misconception of an area of knowledge can influence their learning;

- Met
- Met with Conditions
- Not Met

**Comment:**

The standard is met. See comments in Part C.

**Standard Two:** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

- 2.1. Principles of curriculum design and how to plan lessons, units, and courses of study;
- 2.2. How to apply interdisciplinary approaches to curriculum design;
- 2.3. Recognition of the continuum of learning within the curriculum of the discipline(s) he/she teaches;

- 2.4. How to teach students to communicate effectively through reading, writing, listening, and speaking;
- 2.5. How to ask questions to stimulate discussion as well as creative and critical thinking;
- 2.6. How to use various instructional technologies to address individual and group needs;
- 2.7. How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Met             Met with Conditions             Not Met

**Comment:**

The standard is met. See comments in Part C.

**Standard Three:** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

- 3.1. Concepts of human growth and development;
- 3.2. How to evaluate and apply appropriate techniques and strategies based on different learning theories;
- 3.3. How to evaluate and use a variety of materials to support different instructional strategies;
- 3.4. How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions;
- 3.5. An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain;
- 3.6. The importance of peers to intellectual development;
- 3.7. How to find information and services to support students;

Met             Met with Conditions             Not Met

**Comment:**

The standard is met. See comments in Part C.

**Standard Four:** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

- 4.1. A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling;
- 4.2. How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values;
- 4.3. The importance of treating others with respect and dignity;
- 4.4. How to communicate effectively with multiple audiences;

Met             Met with Conditions             Not Met

**Comment:**

The standard is met. See comments in Part C.

**Standard Five:** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

- 5.1. The importance of reflecting on practice to improve instruction;
- 5.2. How to translate, evaluate, and apply current education research;
- 5.3. Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy;
- 5.4. An understanding of the process of change;
- 5.5. An understanding of schools as organizations within the larger community context;
- 5.6. An understanding of the importance of family/guardian involvement;
- 5.7. An understanding of how student groups function and influence people and how people influence students.

Met                       Met with Conditions                       Not Met

**Comment:**

The standard is met. See comments in Part C.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates' knowledge of content** (from Section IV, Assessments 1 & 2 of Program Report)

Data from Assessment 1, Praxis II: Agriculture Content Knowledge (0700) and Praxis II; Principles of Learning and Teaching indicate candidates have demonstrated a high level of knowledge in their subject as well as knowledge of the elements of teaching. Data from Assessment 2, Candidate GPA in the Discipline, indicate 93.7 percent of the candidates had a GPA of over 3.0 (4.0 scale) in the discipline and 81.2 percent of the candidates had an overall GPA greater than 3.0. This evidence suggests that graduates from this program are well prepared in the discipline.

**C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions** (from Section IV, Assessments 3 & 4 of Program Report)

Data from Assessment 3, Candidate Work Sample: Lesson Plans, indicate scores ranging from 90% to 100% on lesson and lab design and delivery. Data from Assessment 4, Clinical Summative Assessment, indicate that the vast majority of candidates consistently performed in the exemplary/target range during the past three years (2006-08). This evidence suggests that graduates of this program understand and apply pedagogical and professional knowledge, skills and dispositions.

**C.3. Candidate effects on P-12 student learning** (from Section IV, Assessment 5 of Program Report)

Assessment 5, Clinical Practice: Secondary Student Rating of Teacher Intern, surveys the students taught by the interns during their clinical practice component. The results are summarized by the clinical supervisor and shared with the university supervisor. However, this assessment does not measure the impact of the candidate on student learning in terms of achievement. Data from student work samples would provide more appropriate evidence for this component.

**C.4. Evidence of meeting state standards** (from Section IV, Assessments 6-8 of Program Report)

Assessment 6, Intern Professional Notebook/Portfolio, is a required component for candidates during their clinical practice component. The "Professional Notebook" contains artifacts that are collected throughout the candidates program of study and aligned with Arkansas standards for Agriculture teachers. The

“Professional Notebook” is graded using a rubric of three levels of achievement, each with a range of points awarded for every competency category. Data from this assessment indicate that candidates have met or exceeded the state standards.

#### **PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Results from assessments are used to improve candidate performance and strengthen the program. The report identified several specific activities to improve assessments for candidates and to strengthen the program.

#### **PART E - AREAS FOR CONSIDERATION**

The program should consider changes to its Assessment 5 to determine candidates’ effect on P-12 student learning in terms of student achievement rather than teacher characteristics.

#### **PART F - ADDITIONAL COMMENTS**

##### **F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:**

None

##### **F.2. Concerns for possible follow-up:**

None

#### **PART G – DECISIONS**

**Approved.** The program is approved pending continued NCATE accreditation of the institution’s professional education unit subsequent to the upcoming review in Fall 2009. If NCATE accreditation is continued, the approval extends through the semester and year of the next NCATE accreditation cycle in 5-7 years. The program will be listed on the website and/or other publications of the ADE. The institution may list the program as state approved in its published materials.

#### **PART H – TERMS AND SUBSEQUENT ACTION BY THE INSTITUTION**

**The program is approved.** No further action is required at this time. In order to qualify for continued state approval, however, a new program report must be submitted prior to the institution’s next NCATE accreditation cycle in 5-7 years.