

Arkansas Department of Education Office of Teacher Quality

Program Report for the Preparation of Teachers to be Licensed in Agricultural Science and Technology

COVER SHEET

Institution Arkansas State University

Date submitted September 15, 2008

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Program documented in this report Agriculture Education 7-12

Name of institution's program (s) _____

Grade levels for which candidates are being prepared 7-12

Degree or award level Baccalaureate (BSA)

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared:
Agricultural Science and Technology 7-12

Program report status:

- Initial Report**
- Response to a Not Recognized Decision**
- Response to a State Recognition With Conditions**
- Response to a Deferred Decision**

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field. Test information and data must be reported in Section II.

SECTION I - CONTEXT

1. Description of any policies that may influence the application of State standards.

Arkansas State University began as Arkansas State College and offered the first degree in Agriculture in 1936. The current bachelor's degree in Agricultural Science (BSA) with an emphasis area in Agriculture Education began in the late 1940's and early 1950's. The current degree requires additional professional education courses which are designed to prepare students for the classroom and profession of teaching and meet state certification requirements for the state of Arkansas. Individuals earning the bachelor's degree with this certification may teach agricultural science and technology in grades 7-12.

2. Description of the field and clinical experiences required for the program, including the number of hours for early experiences and the number of hours/weeks for the student teaching or internships.

Field experiences are an integral part of the education process for Arkansas State University teacher candidates. For candidates seeking certification in the agriculture education discipline they must complete 3 main levels of field experience. In addition, candidates are also required to take part in relevant service learning experiences integrated throughout the overall program.

The first level of field experiences for the agriculture education major is during the freshman year. This introductory field experience involves program candidates in observations during the AGED 1411-Introduction to Agricultural and Extension Education course. Candidate's complete up to 8 hours of observations of related and supportive educational programs during this course. Candidates participate in and observe specific extension education and secondary level educational activities relevant to the developing professional.

The second level of field experience for the agriculture education candidate commonly takes place during the sophomore and junior year. During the sophomore year all candidates seeking secondary certification at ASU are required to take and pass the SCED-2514 Introduction to Secondary Teaching course. During this course students are required to complete 30 hours of observations in a secondary level classroom/program. Students are required to observe, document and submit reflective observations based on specific themes. These themes are both related to the profession as well as the 4 Praxis III Domains assessment. Themes include areas such as the classroom environment, student-teacher interaction, teaching techniques, instruction, diversity, fairness, use of technology, and classroom management. During the junior year all experiences are designed and selected to expose the teacher candidate to a variety of quality, educational, activities that commonly take place within the teaching profession, directly related to the field of agriculture education. Candidate participation in curricular and co-curricular activities is required by the program.

Candidates work with students and teachers in the secondary setting to include state level professional teacher development activities. Candidate participation in field related activities are supported and accomplished through imbedding these experiences in specific required program courses as well as additional service learning experiences. The following courses have imbedded required learning experiences:

- AGED 4433, Methods of Teaching Agricultural Mechanization
- AGED 4462 – Youth Organizations
- EDAG 4623 – Special Methods of Teaching Agricultural Education

1. To view the complete syllabi for the EDAG 4623 course:

<http://www.clt.ataste.edu/khumphrey/Semester%20Classes/Spring%202008%20Semester%20Classes/SP08%20EDAG%204623/Sp08%20EDAG%204623%20Syllabus.rtf>

2. To view the complete syllabi for the AGED 4433 course:

<http://www.clt.ataste.edu/khumphrey/Semester%20Classes/Spring%202008%20Semester%20Classes/SP%2008%20AGED%204433/AGED%204433%20Spring%2008%20Syllabus.rtf>

The third level field experience is during the candidate's senior year to include the clinical semester which is considered the program's capstone experience. Six hours of required senior level methods classes involve the student in addressing issues related to the secondary classroom to include: instructional development and management, lesson plan development, state curriculum frameworks, resource identification, and acquisition, technology and its use in instructional design and delivery in the classroom, student relations and special needs, program management and professionalism. During the senior year professional courses in the agriculture education major students are required to employ an electronic portfolio for lesson plan development and instruction.

For the clinical, Agriculture Education candidates are assigned to public school placements in the teaching field for a minimum of 12 weeks. Teacher interns follow the hours and calendar of their assigned clinical supervisor and assume the roles and responsibilities of a teacher. Within the secondary agriculture program there are 3 main components the interns gain experience in during their clinical. These components are: 1). *Instruction*, 2). *FFA/Student Organization* and 3) *Supervised Agriculture Experience*. These three components are supported by the state's Department of Workforce Education's curriculum frameworks as well as resources at the national level for the profession. A description of the clinical follows:

Clinical Semester:

To address the first component of the secondary agriculture program, *Instruction*, the teacher intern works closely with the clinical supervisor and university supervisor to gradually take full control of the classroom, making the transition into teaching a full load. Interns assume related teaching responsibilities such as incorporating state

adopted curriculum frameworks, designing lesson plans, assessments, instructional demonstrations, applied labs and assigning grades. Interns also work with their clinical supervisor to obtain valuable experience working with parents and the community.

The second component in the secondary agricultural program is the FFA/Student Organization. In the secondary agriculture program, the intern will assume shared responsibility of the program's student organization's activities. This component plays an important role in the secondary agriculture program with co-curricular, in class activities and lessons, as well as extra curricular, out of class activities. Educational learning experiences through state approved curriculum frameworks address topics on leadership, career development, and personal and community responsibility. Interns participate in attending teacher meetings related to the field.

The third component the intern assumes responsibility for is referred to as Supervised Agriculture Experienced (SAE). This third component connects together the previous two components of classroom instruction and FFA/Student Organization and makes a direct connection to the various career choices that are available to the secondary student for the present as well as possibilities in the future after graduating from high school. Coupled with this third component of *SAE*, during the clinical, the intern must fulfill the assignment of making a minimum of 5 required student home visits and documenting these visits. These required visits are directly related to the secondary student's *SAE*. The visits help the teacher intern realize the importance of the role the family plays in the educational and future success of the secondary student.

During the clinical, assessment of the intern is accomplished by employing the required assessment forms designed by the Professional Education Program office at Arkansas State University. Both clinical supervisor and university supervisor conduct 4 formative assessments and 1 summative assessment during the clinical experience. In addition, the agriculture education intern is required to develop a "Professional Notebook" which carries a value of 20 percent of their clinical grade.

In addition to the 3 main levels of observation mentioned above, through out the agriculture education program, candidates are required to participate in district, state and national educational opportunities that are relevant and directly related to the roles and responsibilities of teachers in this field. Teacher candidates are given leadership roles working with secondary teachers and students in the discipline's youth organization, an integral component of this discipline. Teacher candidates organize and provide current topic workshops for the program as well as for secondary students. Teacher candidates attend and participate in district, state and national co-curricular activities that are directly related to the responsibilities they will assume when they are teachers in this discipline.

3. Description of the criteria for admission, retention, and exit from the program, including required GPA's and minimum grade requirements for the content courses accepted by the program.

The teacher preparation program in Agriculture Education at Arkansas State University is designed to enable candidates to complete the requirements for teacher certification as a part of the bachelor's degree. Upon successful completion of this degree the program completer has an earned Bachelor's in Agricultural Sciences (BSA) with an emphasis in Agricultural Education, meeting state certification requirements to teach secondary school (7-12) Agriculture Science and Technology. All teacher candidates in order to be accepted and remain in the program must obtain and maintain a minimum GPA of 2.5 and a grade of "C" or better in all required Professional Education courses. Information regarding the specific criteria for admission, retention and exit for the Teacher Education Program, Professional Unit at Arkansas State University is identified in the Teacher Education Handbook for Undergraduate Teacher Education Majors, Chapter 3, pages 8 through 10.

For a complete description of the Prerequisites for Formal Admission to Teacher Education and Admission Criteria for the Agriculture Education Program refer to Section I, Attachment C.

4. Description of the relationship of the program to the unit's conceptual framework.

The Agriculture Education Program at Arkansas State University fully embraces the Unit's Conceptual Framework "Learning to Teach, Teaching to Learn" as it serves to provide the program with inspiration and direction in the pursuit of the highest level of quality academic preparation, curriculum design, educational experiences, relevant service learning, and professional development, our majors need to meet the learning needs of young people in our society's schools. The program fully supports the desired Unit outcomes of Professionalism; Diversity; Communication Skills; Curriculum; Subject Matter; Teaching Models; Classroom Management; Assessment; and Reflective Teaching as a philosophical guide in the development of course work, and educational experiences designed for the preparation of future educators in agricultural sciences and technology.

In addition to the ASU Framework and in its support, the ASU Agriculture Education Program also uses as a resource the National FFA Organization, which was established in 1928. The FFA motto also describes our program's philosophical stand for our students and that is "Learning to Do, Doing to Learn, Earning to Live, Living to Serve". The program's desire is to encourage our teacher candidates to join in partnership with the National FFA Organization with a mission that states "Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems". With the Unit's Framework and the National FFA Motto and Mission as a philosophical foundation, coupled with a passion for teaching, our program's graduates will be well on their way to a successful career in teaching.

5. Indication of whether the program has a unique set of program assessments

and their relationship of the program's assessment to the unit's assessment system.

All unit programs, including the Agriculture Education 7-12 program, use the unit assessments for the systematic collection of data.

ATTACHMENT A

Candidate Information

Program: Agriculture Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
2008	3 (baccalaureate)	3
2007	3 (baccalaureate) 5 (post-baccalaureate)	8
2006	4 (baccalaureate)	4

ATTACHMENT B

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ¹	Assignment: Indicate the role of the faculty member ²	Faculty Rank ³	Tenure Track (Yes/No)	Scholarship, ⁴ Leadership in Professional Associations, and Service: ⁵ List up to 3 major contributions in the past 3 years ⁶	Teaching or other professional experience in P-12 schools ⁷
David Agnew	Ed.D., Agricultural & Extension Education, Mississippi State University	Faculty, teacher education and teacher preparation	Associate Professor	Yes	Scholarship: 2006 Powell, D. V., Agnew, D. M., & McJunkin, M. (2006). Food Land and People: Content Analysis and Correlation to Arkansas State Standards. <i>Journal of Agricultural Education</i> , 47(4). 2007 Powell, D. V., Agnew, D. M., & Trexler, C.J. Agricultural literacy: Clarifying a Vision for Practical Application. <i>Journal of</i>	5 years of secondary teaching in Agricultural Education.

					<p><i>Agricultural Education</i></p> <p>2007 Powell, D. V. & Agnew, D. M. Student, Leader Preferences: What Student Want from Involvement in Student Organizations <i>North American College and Teachers of Agriculture Journal</i></p> <p>SERVICE: Chair College Internship Committee, Chair Prior Learning Experience Committee and Chair of the Leadership Committee.</p> <p>National Service: Member of Resolutions Committee AAEE National Ag Mech. Contest Committee</p> <p>Membership, AAEE, NAAE, ACOTA, ACTE, PDK</p>	
Kevin Humphrey	Ph.D., Agriculture Education, Extension and Higher and Adult Education. Univ. of Missouri-Columbia	Program Director, Teacher Education, Teacher Preparation, University Clinical Supervisor	Assistant Professor	Yes	<p>SERVICE:</p> <ul style="list-style-type: none"> • Chair, Program Screening Committee • Chair, Program Curriculum Committee • Chair, College of Agriculture Admissions and Credits Committee • Chair and Director, NE-AR Committee for Agricultural 	University clinical supervisor, Ag- Science and Technology, 7-12, 3 years of secondary teaching in Agricultural

					<p>Child Safety</p> <ul style="list-style-type: none">• COPE- Professional Unit's Council on Professional Education (member 1999-2008, Chair 2004-2005)• Conceptual Framework Committee (2007-2008)• 7-12 Licensure Committee• Field Experience & Diversity Committee• NCATE Writing Committee• Member, AAE, NAAE• National FFA Ag-Mechanics Committee	Education
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SECTION I – ATTACHMENT C
Prerequisites for Formal Admission to Teacher Education

Checkpoint 1: Admission into the Teacher Education Program

Students making formal application into the teacher education program must meet the following admission requirements.

Admission Requirements

1. Attain minimum passing scores on the Praxis I (PPST) for reading, math and writing tests (see form on page 35 for minimum scores)
2. Attain minimum overall GPA of 2.50 (Program of Study students must have a minimum of 3.0 overall in courses for Program of Study.)
3. Complete specific courses with a grade of “C” or better in each
4. Complete minimum of 30 semester hours
5. Complete an evaluation of Career Decision Awareness (This process may take 2 to 4 weeks to complete. For more information see page 39, Appendix B)
6. Submit a completed application form (see pages 35-39; retrieve form on web page <http://education.astate.edu/pep/forms.html>)
7. Submit a two-page typewritten philosophy of education
8. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards
9. Appear individually for a personal interview before the Department Screening Committee
10. Verify no conviction of a felony or crimes listed on page 38.
11. Verify that student has received a copy of the Conceptual Framework

Students will not be permitted to enroll in specified professional education courses until they have been formally admitted into the teacher education program. Such courses are designated by an asterisk in the Undergraduate Bulletin. When a student's application is approved by the Professional Education Program's Director, the student receives a formal letter of acceptance. Official admittance to the teacher education program does not carry a guarantee of continuance in the program. In addition to the retention checkpoints described below, the student must maintain academic proficiency, moral responsibility, emotional stability, and satisfactory professional growth to continue in the program.

Retention

After being admitted into the teacher education program, the student must also meet specific performance measures to continue in the program. As students progress through the teacher education program, four additional performance checkpoint requirements must be met to continue in the program.

Retention Checkpoints**Checkpoint 2: Pre-Teacher Intern Check**

Students must meet the following requirements one year prior to the internship/clinical semester to continue in the program.

1. Maintain a minimum overall GPA of 2.50 (minimum of 3.0 in all course work required for Program of Study students)
2. Earn a "C" or better in Professional Education courses

Checkpoint 3: Intent for Teaching Internship Check

Students must meet the following requirements one semester prior to the internship/clinical semester to continue in the program.

1. Maintain a minimum overall GPA of 2.50 (minimum of 3.0 in all course work required for Program of Study students)
2. Pre-Internship portfolio review

Checkpoint 4: Internship Check

During the beginning of the internship/clinical semester, each advisor completes admission validation forms to determine if students have met all admission requirements for the internship. No later than the end of the first week of classes, students will be informed of their admission status. Students must meet the following minimum performance requirements to be validated for the internship.

1. Formal admittance into the teacher education program
2. Senior standing—a minimum of 90 semester hours
3. Pre-Teacher Intern Check Form filed with the Office of Professional Education Programs
4. Completion of professional education courses for secondary education majors and professional education/major courses for early childhood (P-4) and middle level (4-8) majors with the exception of the teaching internship semester
5. Attainment of a minimum grade point average of 2.50 in all course work and a minimum grade point average of 2.50 in the major area (minimum of 3.0 in all course work required for Program of Study students and a minimum 3.0 major grade point average)
6. Meet prescribed department requirements
7. Completion of application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
8. A medical examination report to be presented at the time the candidate applies for teaching internship

9. Attend the orientation sessions for the teaching internship
10. Verification of no conviction of a felony or crimes listed on page 38.

Transfer students must meet the above prerequisites and complete a minimum of twelve (12) semester hours of resident work at Arkansas State University to be eligible to enroll in the teaching internship.

In addition to the aforementioned ten eligibility requirements for the internship, the students must meet the following minimum performance requirements at Checkpoint 4.

1. Maintain a minimum overall GPA of 2.50 (minimum of 3.0 in all coursework required for Program of Study students)
2. Validation by advisor for the teaching internship

Program Exit

Checkpoint 5: Exit Assessment Check

Students must meet the following minimum performance requirements to graduate from the teacher education program.

1. Successful performance in the teaching internship/Clinical
2. Maintain a minimum overall GPA of 2.50 (minimum of 3.0 in all course work required for Program of Study students)
3. Post-Internship portfolio review
4. Meet Praxis II assessments as specified by the program
5. Meet graduation check sheet requirements

Agriculture Education Program Entrance Criteria:

Official entrance into the Agriculture Education Program can take place when the candidate has earned 36 hours and has met specific criteria listed below. After the program's official screening has taken place the paperwork will be submitted to the Professional Education Program (PEP) office for assessment. Once the candidate's paperwork clears the PEP assessment the candidate will receive an official letter from the PEP office welcoming them into the teacher education program at Arkansas State University. The following information addresses the Agriculture Education Program screening requirements.

All of the following documents must be in complete form and brought by the student to the Agriculture Education Program screening.

1. ____ Current Transcripts (all institutions and transfers required)
2. ____ PPST/PRAXIS I Passed Date: _____ Scores: Math _____
Reading _____ Writing _____
3. ____ Ag. Ed. Course Checklist (student's completed and up-dated copy)
4. ____ Autobiography (Computer generated, one page, provided by the student.
Provide 1 copy)
5. ____ Personal Philosophy of Education (computer generated 2 page paper.
Provide 1 copy)
6. ____ Application for Admission to Teacher Education (Student completes front
side)
7. ____ Completion of 5 main courses with a "C" or better.
a. ENG 1003 ____ b. ENG 1013 ____ c. MATH 1023 ____ d.
SCOM 1203 ____ e. SCED 2524 ____ \
8. ____ Completion at least 36 hours (hours completed ____)
9. ____ GPA of 2.5 or more overall (GPA for your major, use "Computing your
GPA in your major" form)
10. ____ Completed Verification of Career Awareness form

Specific Program Requirements:

1. ____ Dues paid, active ATA member (\$20.00)
2. ____ Dues paid, active Collegiate FFA member (\$15.00)
3. ____ Completed AGED 1403 Basic Agricultural Mechanics with a "C" or better
4. ____ Completed AGED 1401 Introduction to Agricultural and Extension
Education with a "C" or better
5. ____ Professional Development (PD) Meeting Attendance (Required Ag
Education PD meetings)
6. ____ Encouraged to become a student member of the National Association of
Agriculture Educators (NAAE) and Arkansas Vocational Agriculture
Teachers Association (AVATA, \$10.00)
7. ____ Departmental Screening Report completed
8. ____ Projected year and semester for teaching clinical _____

List three choices for a secondary school at which to do your teaching clinical

1. _____ 2. _____

3. _____

Students do not write below this line. Agricultural Education Program faculty only.

Action to take: _____ Admit now! _____ Delay admission pending the completion of the following:

Student (signature) _____ Advisor _____

Note: The College of Education forms must be attached to the Agriculture Education Program document when it is submitted for the screening. All semester grades for required courses must be on the student's current transcript for admission or the student's application will be held and turned in to the COE during the first week of the following semester. If a student fails to complete the courses with an acceptable grade of "C" or better the application will be withheld.

SECTION II — LIST OF ASSESSMENTS

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	[Licensure assessment, or other content-based assessment] Praxis II- Agriculture Content and Principles of Learning & Teaching Exam.	Exam required by the Professional Unit to graduate and required by state to certify.	Senior year during clinical
2	[Additional Assessment of content knowledge in Agricultural Technology and Science] Student's cumulative GPA and performance in major	Assessment of candidate's cumulative GPA in specific required content courses in major	Continual with final assessment in senior year prior to clinical
3	[Assessment of candidate ability to plan instruction] Candidate Work Sample	Lesson plan development	Junior/senior year during required methods courses: AGED 4433 and EDAG 4623.
4	[Assessment of student teaching] Clinical Summative Assessment	Professional Unit form for clinical	Final assessment at the conclusion of the candidate's clinical
5	[Assessment of candidate effect on student learning] Clinical Practice: Secondary Student Rating of Teacher Intern.	Program form using a likert scale response	Assessment administered by clinical supervisor to secondary students' mid-way through clinical experience. Results are discussed with intern by university supervisor.
6	Additional assessment that addresses State standards <i>(required)</i> Intern Professional Notebook/Portfolio	Rubric or guide to score the intern's required professional notebook which is completed by the intern during the clinical experience.	The university supervisor of each intern grades the intern's professional notebook upon completion of The clinical.

SECTION III — RELATIONSHIP OF ASSESSMENT TO STANDARDS

Context - Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice Agricultural Science and Technology teachers. Information is provided in Section I - Contextual Information.

For each State standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple State standards.

	APPLICABLE ASSESSMENTS FROM SECTION II
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	X1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.2 A multicultural perspective of Agricultural Technology and Science	X1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.3 How to relate higher disciplinary knowledge to other subject areas	<input type="checkbox"/> 1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning	<input type="checkbox"/> 1 X2 X3 X4 <input type="checkbox"/> 5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
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 knows how to plan lessons, units, and courses of study	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 X4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.2 How to apply interdisciplinary approaches to curriculum design	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 X4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.5 How to ask questions to stimulate discussion as well as creative and critical thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 X4 X5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.6 How to use various instructional technologies to address individual and group needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 X4 X5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

	APPLICABLE ASSESSMENTS FROM SECTION II
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.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 <input type="checkbox"/> 4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
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:	
Concepts of human growth and development	<input type="checkbox"/> 1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
How to evaluate and apply appropriate techniques and strategies based on different learning theories	<input type="checkbox"/> 1 X2 X3 X4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
How to evaluate and use a variety of materials to support different instructional strategies	<input type="checkbox"/> 1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
The importance of peers to intellectual development	X1 X2 X3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
How to find information and services to support students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
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	<input type="checkbox"/> 1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values	<input type="checkbox"/> 1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.3 The importance of treating others with respect and dignity	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.4 How to communicate effectively with multiple audiences	X1 X2 X3 X4 X5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

	APPLICABLE ASSESSMENTS FROM SECTION II
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.2 How to translate, evaluate, and apply current education research	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.4 An understanding of the process of change	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.5 An understanding of schools as organizations within the larger community context	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.6 An understanding of the importance of family/guardian involvement	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.7 An understanding of how student groups function and influence people and how people influence students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

SECTION IV — EVIDENCE FOR MEETING STANDARDS**Assessment 1: Praxis II- Agriculture Content and Principles of Learning & Teaching Exam.****(1). A brief description of the assessment and its use in the program**

The Praxis series is required in the state of Arkansas to obtain a state teaching license. The Praxis I exam is required by Arkansas State University's Professional Unit for official admission into the teacher education program and taking the Praxis II exam is required by the Professional Unit to graduate. In order for a program to achieve national recognition NCATE requires 80% of the program completers who have taken the applicable Praxis II content field test to pass. Individuals seeking Arkansas teacher licensure must pass both sections of the Praxis II assessment.

The Agriculture Education Praxis II exam consists of two sections: 1) Principles of Learning and Teaching, 7-12 (test code #30524), and 2) Agriculture (test code #10700). Candidates majoring in Agriculture Education generally take the Praxis II Assessment during the last semester of their senior year while they are in their clinical semester. Praxis II: Agriculture Content (test code #10700) addresses seven subcategories: 1) Agriculture: Social and Historical Perspectives, 2) Plant and Soil Science, 3) Animal Science, 4) Agricultural Mechanization and Technology, 5) Agricultural Business and Economics, 6) Natural Resources and Environment, and 7) Program Planning and Management. A minimum score of 510 is required to pass this section. Praxis II: Principles of Learning and Teaching, 7-12 (test code #30524) addresses seven subcategories: 1) Students as Learners: Development, Diverse Learners, Motivation, Environment, 2) Instruction and Assessment: Instructional/Assessment Strategies, Planning, 3) Teacher Professionalism: Reflective Practitioner, Larger Community, 4) Students as Learners: Case Histories/Short Answer Questions, 5) Instruction and Assessment: Case Histories/Short Answer Questions, 6) Communication Techniques: Case Histories/Short Answer Questions, and 7) Teacher Professionalism: Case Histories/Short Answer Questions. A minimum score of 164 is required to pass this section.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The subcategories in the Praxis II, Agriculture Content (test code #10700) assessment and the Principles of Learning and Teaching (test code #30524) align with the following Arkansas Standards (ARS) as identified in Section III: 1.1, 1.2, 2.1, 2.2, 2.6, 3.6, 4.4, 5.2, 5.4

(3). A brief analysis of the data findings.

For the 3 years (2006, 2007, 2008) addressed in this report the 15 candidates who completed the program during that

time frame, all 15 have taken the Praxis II Agriculture test (#10700) with a 100% pass rate. The Agriculture Education program pass rate for the Praxis II content area meets and exceeds the NCATE program pass rate requirement of 80% of the program completers who have taken the applicable state licensure test for the content field. In addition, and for the same period of time addressed in this report, the same 15 Candidates who completed the program, 13 of the 15 passed the Principles of Learning and Teaching test (code #30524) for an 86.66% pass rate. The two candidates that did not pass the Principles of Learning and Teaching section were certified in another state and later returned to Arkansas to teach. **Refer to Section IV, Attachment A: Agriculture Education Praxis II Program Pass Rate** for a chart on program candidates in the reported years and pass rate.

4. An interpretation of how that data provides evidence for meeting standards.

ASU Agriculture Education program candidate pass rate of 100% on the required Praxis II Agriculture Content test (#10700) is well above the expected NCATE pass rate of 80% and indicates that program candidates have demonstrated their knowledge of the content in the seven subcategories necessary to teach agricultural sciences and technology effectively at the secondary level. In addition, ASU Agriculture Education candidates for the same years reported compare favorably with average scores for the overall ASU Teacher Education Unit with 96% for 2005-2006, 96% for 2006-2007. A comparison of ASU Agriculture Education candidates discipline area content pass rate of 100% with the overall pass rate for the state, ASU Agriculture Education candidates again compare favorably with the state's pass rate of 99% for 2005-2006 and 99% for 2006-2007.

Assessment 2: Student's cumulative GPA and performance in major**(1). A brief description of the assessment and its use in the program**

Content knowledge directly affects a teacher candidate's ability to plan and organize for instruction. Agricultural Education is considered a science based discipline which addresses both natural and applied sciences as well as relevant issues that impact society and the global community. Program curriculum design must take into consideration relevant sciences as they relate to agriculture, the health of society, the environment, the economy, past and current research related to new food products, feed products, food and animal safety, mechanization, production, marketing, and distribution of these food, feed, and fiber products to a growing global community. GPA in the major discipline as well as overall GPA is a good assessment of a candidate's level of knowledge and skill attainment.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

Assessment of the candidate's level of knowledge and attainment of skills relevant to teaching agricultural sciences and technology can be accomplished using the candidate's GPA within the major using specific required courses as well as an overall institutional GPA. There is direct relationship in the program's required coursework with what is expected of the teacher professionally as well as what is taught in the secondary classroom. In addition, with the ever changing needs of society related to food and other agricultural products, the program strives to stay current with these changing needs and how they may impact the courses offered in the program in order to keep candidates prepared for the field. Therefore there is the need to update the program's coursework and curriculum to address these changes as they arise.

All Agriculture Education candidates follow a specified curriculum both in the discipline as well as professional education courses. All candidates must obtain and maintain a minimum 2.5 GPA in the major and earn no less than a grade of "C" in any of the required professional education courses. In support of candidate assessment of content knowledge program curriculum also supports the seven subcategories of the Praxis II content test which are related to the various fields of agricultural sciences and technology. An example of the program curriculum is provided in **Attachment B** for this section.

In support of the use of the overall GPA as an assessment specific courses in the general education curriculum for a BS degree such as Oral Communications (SCOM 1203), College Algebra (MATH 1023) and Freshman English I and II (ENG 1003 and ENG 1013) also require a grade of "C" or better in order to obtain admission into the ASU teacher education program. In addition, because agriculture education is a science based discipline, candidates are required to take an additional eight hours of science in the areas of Zoology, or Botany, and Introductory Organic and Bio-Chemistry. Use of the candidates GPA in the major as well as an overall GPA align

with the following Arkansas Standards (ARS) as identified in Section III: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 5.1, 5.4, 5.6.

(3). A brief analysis of the data findings.

Documented data from the institution on candidate GPA in the major indicate a strong level of content knowledge held by the candidates. This strong level of content knowledge supports the high pass rate of 100% in the Praxis II, Agriculture Content test (#10700). **Refer to Section IV, Attachment B, Agriculture Education Program Candidate GPA** for a chart listing the candidate's GPA in both major area and overall.

(4). An interpretation of how that data provides evidence for meeting standards.

A strong level of knowledge of the various disciplines within agricultural sciences and technology is critical to the success of program candidates, first in the classroom during the clinical semester and second, as beginning teachers in the profession during their first position after graduation. As evidenced by the data for the three years presented in this report (2006, 2007 and 2008) assessment of candidates level of knowledge using GPA in the major as well as overall GPA indicates a strong level of knowledge based on their academic performance. Data indicates that 93.7 percent of the candidates during these three years earned a GPA over 3.0 in their major discipline and 81.2 percent earned a GPA over 3.0 overall, there by successfully addressing specific identified state standards for knowledge and performance as identified in section III as well as NCATE Standard I.

Assessment 3: Candidate Work Sample: Lesson Plans**(1). A brief description of the assessment and its use in the program**

During the candidate's first semester in their senior year, just prior to their clinical semester, they are required to take two upper level teaching methods courses in the major. The two required courses are: AGED-4433, Methods of Teaching Agricultural Mechanization, and EDAG-4623, Special Methods of Teaching Agriculture Education. These two courses are designed to address pedagogical issues related to classroom management, instructional design, organization of curriculum, student development, lesson plan development, classroom and lab instruction, assessment, and secondary program management. During these two classes, assignments are completed by the students which involve lesson plan development and in-class instructional delivery of lessons developed. Assessment of the lesson plan and delivery includes a video of the student for self-critique assessment of the lesson plan and delivery as well as instructor critique of lessons and presentations. In addition to classroom lesson plans, candidates are required to design and instruct applied labs related to in-class instruction. Specific content for classroom instruction is based on the adopted Arkansas Curriculum Frameworks for Agricultural Science and Technology, 7-12 content areas.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

Assessment 3: Candidate Work Sample: Lesson Plans aligns with the following standards for the state of Arkansas found in Section III: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6.

(3). A brief analysis of the data findings.

During these two upper level courses candidates discuss the theories, methods, and techniques related to instructional design and lesson plan development. Improved student confidence in lesson delivery becomes more apparent as the students gain more experience analyzing, critiquing, developing and delivering lessons and connected labs. Following each student presentation, an open class discussion and critique takes place to address key components of each presentation in relation to best-practice theories. In addition, student delivery of lessons and labs in the class are video taped and assigned to the student to self-critique based on specific criteria related to instruction and communication. **Attachment C** provides the assessment used in evaluating each lesson and lab presented by the candidate in class and scores obtained.

(4). An interpretation of how that data provides evidence for meeting standards.

Knowledge of the processes involved in lesson plan development and skill in selecting the appropriate delivery method of a given content area either for an in-class lesson or a related applied lab play a critical role in successful teaching techniques in the secondary classroom. The teaching process also involves a high level of communication skills on the teacher's part as well as knowledge of appropriate techniques that can be employed to encourage interaction with all students in the classroom setting. Opportunities to develop the candidate's pedagogical knowledge related to designing lessons and developing quality student learning objectives that are tied to curriculum frameworks must be provided in a working lab setting at the university level. In support, open discussion and critique on techniques to gain secondary student interest through creativity is critical. Knowledge of the various techniques should be gained and quality of delivery developed and encouraged in the university setting during methods classes.

During the two required Agriculture Education methods courses, numerous opportunities for discussion and feed back are provided to pre-clinical candidates. These discussions are tied to practice in delivery. These experiences provide evidence to both the instructor as well as the candidate areas that require improvement as they relate to exemplary teaching techniques. Candidates are evaluated based upon teaching materials developed and delivered and individual candidate progress is privately and individually discussed with each candidate to encourage improvement. During the candidate's clinical semester theories and practices are then applied, modified, and adapted where more mentoring is available to the candidate by both the university supervisor as well as the clinical supervisor. **Refer to Section IV, Attachment C** for individual progress of candidates related to the development and delivery of both lesson plans and applied labs.

Assessment 4: Clinical Summative Assessment

(1). A brief description of the assessment and its use in the program

During the candidate's clinical experience for secondary education the Agriculture Education teacher intern is assessed by the clinical supervisor and the university supervisor. There are four formative evaluations required for each supervisor. After each formative evaluation a post conference is conducted to discuss with the candidate their progress to include areas they are displaying success in and areas that require more attention. Nearing the end of the clinical semester the summative evaluation is conducted. The summative evaluation is accomplished cooperatively by the clinical and university supervisor. Discussion during the summative evaluation is on the teacher intern's level of teaching quality as it relates to the eight standards and a point value is assigned per standard. The point value for the eight standards is summed and equals 80 percent of the intern's grade with the remaining 20 percent assessed from the intern's professional notebook/portfolio. A post conference with the intern follows the summative evaluation to discuss the results and their grade to that point.

The scale used to assess/rate the interns performance on the summative evaluation form is the following:

Exemplary/Target

10.0-9.0 Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.

Acceptable

8.9-8.0 Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
7.9-7.0 Met performance standards expected for a beginning teacher within the ASU Professional Education Unit conceptual framework

Unacceptable

6.9-6.0 Needed daily assistance as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual frameworks
5.9-below Needed extensive assistance as specified by the improvement plan and did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework

In addition to the collection of data from the summative form used in this assessment the Professional Education Unit has implemented the use of electronic data collection related to the clinical summative evaluation and added the use of the College Live-Text program to electronically collect the information on the summative evaluation only. This electronic data collection has taken place for the past year and half. Intern packets containing all formative and summative evaluations and post conference forms continue to be submitted in hard copy form to the Professional Education Program office for documentation and grade submission. The electronic data collection process for the Agriculture Education interns began the fall 2007. The electronic collection is in addition to the hard copy submission.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The use of the summative assessment is an excellent tool as a means by which the clinical supervisor, university supervisor and program faculty can assess the intern's growth, improvements, and successes during their clinical as they relate to the following specific state standards for Arkansas as listed in section III of this report: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.7, 4.1, 4.4, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7.

(3). A brief analysis of the data findings.

Based on the data provided from the summative assessment document for the three years addressed in this report agriculture education interns tended to consistently perform within the Exemplary/Target range overall for all of the standards. One standard that did display a lower average score was for standard V, Classroom Management in spring 2006 and spring 2007 with an average score of 9.0 and 9.11 respectively. However, these scores are still within the performance range of Exemplary/Target for that standard. **Refer to Section IV, Attachment D.**

(4). An interpretation of how that data provides evidence for meeting standards.

Agricultural Education interns are exposed to a wide variety of responsibilities, instructional settings and learning experiences during their clinical semester. Due to the variety of topics in the secondary curriculum, planned instruction in agricultural sciences and technology does not always take place in what is thought of as the typical classroom. Interns often hold classes in labs, outside during applied field studies, or even at students homes after school hours while visiting with them and their parents about their Supervised Agriculture Experience (SAE). Given the variety of content, required delivery approaches, and responsibilities the data shows agricultural interns appear to be meeting and exceeding the standards set by both the ASU Professional Education Unit and the state.

Assessment 5: Clinical Practice: Secondary Student Rating of Teacher Intern.**(1). A brief description of the assessment and its use in the program**

This particular assessment takes place during the clinical semester and at the time when the intern has a majority of their teaching load and responsibilities. At this point the intern makes all of the arrangements and provides the clinical supervisor with all of the materials necessary for a brief anonymous survey that is to be administered to all of the students in the classes the intern is currently responsible for. The clinical supervisor surveys all of the secondary students and summarizes the surveys. During the next university supervisor visit the survey results are discussed with the intern and feedback is provided to the intern to assist them in making any needed adjustments either in their methods or behavior.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The purpose of this survey is to provide some insight to the teacher intern of the secondary student's perspective of the intern's methods, ability to relate to the students when presenting materials, fairness in responding to them, communication skills, and classroom management. Although this assessment touches a good number of the state standards in section III, it addresses all of standard four descriptors due to the human relations aspect of that standard dealing with fairness, diversity and teacher - student interaction and relationships which are critical areas in secondary teaching. The following specific state standards for Arkansas as listed in section III of this report align with this assessment: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7.

(3). A brief analysis of the data findings.

The data reveals that individually and on average by semester the interns are relating fairly well with the students based on the secondary student's responses to the survey questions/statements. During the individual post conference discussion on the results of the survey interns expressed a generally positive opinion as to the benefit of having some form of measurement of the secondary student's perspective on their performance as a teacher and how this information would assist them in making decisions on adjustments or changes in areas they may not have recognized otherwise. There were a few interns with averaged responses less what they expected and in reflection of their approaches made the necessary adjustments in their teaching techniques that benefited the students.

(4). An interpretation of how that data provides evidence for meeting standards.

The purpose of the survey was to provide feedback to the intern from the secondary student's perspective. The survey did provide a level of information deemed important and useful to the intern, which in turn led to adjustments and improvements to the

learning environment. This information also provides the clinical and university supervisors a constructive way to approach topics that may deal with personality issues and conflicts, classroom preparation and delivery from a critical vantage point, the learner. Issues of fairness, understanding student development, diversity, identifying various factors that may influence student learning, and intern preparedness are all topics that are discussed openly using this survey's information. **Refer to Section IV, Attachment E** for data from the survey.

Assessment 6: Intern Professional Notebook/Portfolio**(1). A brief description of the assessment and its use in the program**

All interns in Agricultural Science and Technology, 7-12, are required during their clinical semester to develop, maintain, and submit a document referred to as their "Professional Notebook". The professional notebook is considered integral to the intern's clinical and can be housed in one or more three inch, three ring notebook, has required minimum of eight dividers for organization, and is 20 percent of their final grade. It contains all materials, related curriculum, teaching load, instruction, FFA activities, community involvement, professional development, and the Supervised Agricultural Experience program (SAE) which takes place during their clinical. Each time the university supervisor visits the intern for evaluation part of that evaluation is assessment of the professional notebook.

(2). A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The agricultural education professional notebook provides the intern with one specific physical location to organize all of their instructional and related materials. The notebook enables the intern to improve organizational skills, enhance time management, hone lesson development, practice reflection on instruction as it relates to lesson plan development, and document the various responsibilities required of the teacher specifically the instructor in agricultural sciences and technology. The following specific state standards for Arkansas as listed in section III of this report align with this assessment: 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.6, 2.7, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7.

(3). A brief analysis of the data findings.

Analysis of the data related to the professional notebook indicates a high level of effort, work, and energy by the interns toward the completion of the required notebook and addressing each item in each category listed.

(4). An interpretation of how that data provides evidence for meeting standards.

Beneficial skills that have been identified as helpful for individuals desiring to enter into the profession of teaching are those related to time management, organization of educational materials and resources, reflection, creativity, and personal accountability. The professional notebook that is required of all agricultural sciences and technology interns at ASU is an integral part of their clinical experience and has proven to assist the interns in establishing a method to keep them organized which leads to a more productive classroom. However, this notebook is not an assignment that can be accomplished successfully in a short period of time. Successful completion of the notebook in the manner it is designed requires that it becomes part of the intern's daily or weekly activity and is developed over the entire semester as they work through each

level of the clinical. The intern professional notebook serves well as an assessment tool in that it provides documentation of each aspect of the intern's clinical responsibilities and growth as a future teacher in secondary agricultural sciences and technology. The data and scores related to each required category in the professional notebook is evidence of the intern's level of participation and attainment of the standards in the clinical experience and a better understanding of the responsibilities typically held by teachers in this field. Due to the length of the professional notebook only the cover page and introduction page are provided in the attachment along with the assessment rubric and student data. **Refer to Section IV, Attachment F, for data on this assessment.**

Agriculture Education Praxis II Program Pass Rate

Semester & Year	Content Exam (100%)	PLT (88%)
Spring 2006		
Candidate # 1	Passed	Passed
Candidate # 2	Passed	Passed
Candidate # 3	Passed	Passed
Fall 2006		
Candidate # 4	Passed	Passed
Spring 2007		
Candidate # 5	Passed	Passed
Candidate # 6 (POS)	Passed	Not Passed
Candidate # 7 (POS)	Passed	Not Passed
Candidate # 8 (POS)	Passed	Passed
Candidate # 9 (POS)	Passed	Passed
Candidate #10	Passed	Passed
Fall 2007		
Candidate # 11	Passed	Passed
Candidate # 12 (POS)	Passed	Passed
Spring 2008		
Candidate # 13	Passed	Passed
Candidate # 14	Passed	Passed
Candidate # 15	Passed	Passed

Note: POS = Program of Study. Students returning to the university that already possess a degree and desiring to complete certification requirements for Agricultural Sciences and Technology, 7-12.

Agriculture Education Candidate Program and Overall GPA

Semester, Year and Candidate	GPA in Major	Overall GPA
Spring 2006		
Candidate # 1	3.20	2.89
Candidate # 2	3.19	3.58
Candidate # 3	3.38	3.24
Fall 2006		
Candidate # 4	3.22	3.15
Spring 2007		
Candidate # 5	3.04	2.75
Candidate # 6 (POS)	2.86	2.86
Candidate # 7 (POS)	3.85	3.85
Candidate # 8 (POS)	3.87	3.38
Candidate # 9 (POS)	3.76	3.76
Candidate # 10	3.27	3.03
Fall 2007		
Candidate # 11	3.60	3.63
Candidate # 12 (POS)	3.45	3.45
Spring 2008		
Candidate # 13	3.72	3.70
Candidate # 14	3.42	3.35
Candidate # 15	3.50	3.29

Note: POS = Program of Study. Students returning to the university that already possess a degree and desire to complete certification requirements for Agricultural Sciences and Technology, 7-12.

**AGRICULTURAL EDUCATION 2007-2008 MINIMUM REQUIREMENTS TO CERTIFY
FOR TEACHING AGRICULTURE IN ARKANSAS
Mandatory Advisement**

<u>SPECIFIC GENERAL EDUCATION</u>	<u>Credit Hours</u>	<u>REQUIRED AGRICULTURE CORE (18 hrs)</u>	<u>Credit Hours</u>
*ENG 1003, Freshman Eng. I	3 _____	AGEC1003, Intro. To Agricultural Business	3 _____
*ENG 1013, Freshman Eng. II	3 _____	PSSC1303, Intro to Plant Sci.	3 _____
ENG 2003, Intro. to Lit. of the Western World I	3 _____	ANSC1613, Intro. To An. Physio & Prod	3 _____
ENG 2013, Intro. to Lit. of the Western World II or PHIL 1103, Introduction to Philosophy	3 _____	AGRI 3723, Ag-Seminar	3 _____
*SCOM 1203, Oral Communications	3 _____	AGRI 3233, Applied Ag Stats OR QM 2113, Bus Stats OR STAT 3233 Applied Stats	3 _____
*MATH 1023, College Algebra	3 _____	AGED Elective (upper level)	3 _____
CHEM 1013, General Chem I	3 _____		
CHEM 1011, General Chem I Lab	1 _____	<u>REQUIRED TECHNICAL AGRICULTURE COURSES (11 hrs)</u>	
BIOL 1003, Biological Science	3 _____	ANSC 1613, Intro. To An. Physio & Prod Lab	1 _____
BIOL 1001, Biological Science Lab	1 _____	PSSC 2813, Soils Lab	1 _____
HIST 2763 OR 2773, The U.S. to OR since 1876 OR POSC 2103, United States Gov.	3 _____	ANSC 3613, Nutritional Mgmt. of Domestic Animals	3 _____
HIST 1013 OR 1023, World Civ. OR Since 1660	3 _____	AGEC 4073, Agricultural Business Mgmt.	3 _____
PE 1002, Concepts of Physical Activity	2 _____	PSSC 2813, Soils	3 _____
FAM 2502, Fine Arts Musical OR		<u>AG ELECTIVES (6 hrs upper level. Advisement Required)</u>	
FAV 2502, Fine Arts Visual OR		PSSC Elective	3 _____
FAT 2202, Fine Arts Theater	3 _____	ANSC Elective	3 _____
(only 3 hrs required for education majors)		HORT Elective	3 _____
ECON 2313, Principles of Macroeconomics OR		AGEC Elective	3 _____
ECON 2333, Economic Issues and Concepts	3 _____	AGRI Elective	3 _____
*PSY 3553, Educational Psychology (listed under major in Ag-Ed, counts as a Gen Ed course & also in major)	3 _____	<u>REQUIRED PROFESSIONAL EDUCATION (31 hours)</u>	
Enhancements	3-6 _____	*AGED 1411, Intro to Ag & Ext. (Reg. for Ag-Ed Majors)	1 _____
Specific General Education Requirements	<u>46-49 hrs</u>	*SCED 2514, Introduction to Sec. Ed.	4 _____
<u>ADDITIONAL REQUIRED AG-ED Major BIOLOGICAL & PHYSICAL SCIENCES (8 hrs)</u>		*AGED 1403, Basic Ag. Mechanics	3 _____
ZOOL 1003 Principles of Zoology and	3 _____	*PSY 3553, Educational Psychology (Taken in Gen Ed)	
ZOOL 1001, Zoology Lab	1 _____	*AGED 4433, Methods of Teaching Agricultural Mech	3 _____
OR BOT 1103 General Botany and	3 _____	*VOED 4503, Foundations of Adult Ed.in Vo. Ed.	3 _____
BOT 1101 Botany Lab	1 _____	*AGED 4462, Ag. Youth Organizations	2 _____
CHEM 1034, Intro. To Organic & Biochemistry	3 _____	**EDAG 4623, Special Methods of Teaching Ag. Ed.	3 _____
CHEM 1031 Intro to Organic & Bio Chem Lab	1 _____	**TIAG 4826, Student Teaching Internship the Secondary School	12 _____
		<u>MECHANICAL TECHNOLOGY (THREE OF THE FOLLOWING REQUIRED) (9 hours).</u>	
		AGED 2433, Ag. Power: Electricity & Small Engines	3 _____
		AGED 2543, Application of Welding Tech. to Ag.	3 _____
		AGED 3433, AG. Equipment Hydraulic System	3 _____
		AGED 3453, Ag Structural Systems	3 _____

NAME _____

ADDRESS _____

PHONE: _____

EMAIL: _____

COURSES TAKEN BY CORRESPONDENCE MUST HAVE ADVISOR=S APPROVAL

You Must take and pass the PRAXIS I tests prior to being admitted into the teacher education program. It is strongly recommended to take the PRAXIS I test the first semester of the sophomore year.

*C or better required for admission to teacher education. It is suggested these courses be completed by the end of the second semester.

**Must be admitted to teacher education before you can take this class. This is part of the professional education courses.

Candidate Scores per Lesson and Lab Design and Delivery

Semester & Year	Lesson #1	Lab #1	Lesson #2	Lab #2	Lesson #3	Lab #3
Spring 2006						
Candidate # 1	87%	87%	92%	94%	96%	100%
Candidate # 2	88%	86%	90%	95%	97%	97%
Candidate # 3	88%	87%	89%	90%	96%	98%
Fall 2006						
Candidate # 4	85%	88%	90%	90%	94%	96%
Spring 2007						
Candidate # 5	87%	89%	92%	92%	95%	98%
Candidate # 6 (POS)	88%	86%	90%	94%	97%	98%
Candidate # 7 (POS)	85%	88%	90%	90%	95%	96%
Candidate # 8 (POS)	89%	90%	92%	92%	100%	100%
Candidate # 9 (POS)	86%	88%	90%	92%	97%	98%
Candidate #10	88%	86%	90%	94%	97%	97%
Fall 2007						
Candidate #11	86%	87%	93%	95%	100%	100%
Candidate #12 (POS)	88%	86%	88%	90%	96%	95%
Spring 2008						
Candidate #13	87%	85%	89%	90%	94%	94%
Candidate #14	88%	88%	90%	90%	92%	96%
Candidate #15	90%	87%	93%	90%	97%	98%

Lesson Assignment Points Available = 100

Lab Assignment Points Available = 200

**Special Methods of Teaching Agricultural Education
Lesson Plan Development and Delivery
EDAG 4623**

Evaluator: _____ Date: _____

Student Presenter: _____ Topic: _____

Evaluation Criteria: (Large Group)		Poss. Pts.	Earned pts.
1.	Introduction (interest approach)	5	_____
2.	Voice, grammar, clarity	5	_____
3.	Organization & Sequencing of Content	5	_____
4.	Lesson plan	15	_____
5.	Presentation and Accuracy of information	15	_____
6.	Communication of concepts	15	_____
7.	Student Involvement & Interaction	5	_____
8.	Ease in understanding, use of The Principles of Learning and Teaching	15	_____
9.	Conclusion/Summary	5	_____
10.	Use of materials/supplies/AV	10	_____
11.	Time	<u>5</u>	_____
Total		<u>100</u>	_____

Comments:

**EDAG 4623 – Special Methods of Teaching Agriculture
Applied Lab Assignment**

Agriculture is directly related to science. Agricultural sciences are often referred to as “applied sciences”. Theory is an integral part of agricultural sciences but that is not where it ends, in the theoretical. The results of theories developed related to agriculture are ultimately designed to be applied to real life situations that will then positively impact the globe, not to mention your learners.

Quality educational methods and techniques employed in the area of agricultural sciences provide a critical link between the teaching and learning process. Techniques that use hands-on/applied labs are vital in communicating content as well as encouraging skill acquisition of the learner. In short, applied labs can make the abstract come to life in the mind and understanding of the learner.

With this in mind the following assignment will deal with the process of designing and delivering an applied lab. This lab will be related to a specific topic. Each lab will be incorporated into the agricultural sciences classroom in the high school setting. The following information will assist in the design and presentation of the assignment:

1. Teams of 2 will be assigned.
2. Topics will come from the Arkansas Frameworks found on the web site: <http://dwe.arkansas.gov/CurriculumFrameworks/CGAagri.htm>
3. Topics will be selected by each team that will then design the **applied** lab
4. Individual team members will agree to work both independently as well as a team member and accept responsibility to produce a complete lab assignment to be presented.
5. Each team will have an entire class period (1 hr + 15 minutes) to conduct their lab.
6. Labs will be designed as a “**hands-on**” experience, no paper pencil labs are allowed.
7. Labs are designed for all other class mates to participate in.
8. Points will be assessed for each team’s presentation as well as each individual’s participation in the team.
9. Presentations will involve how the plan was developed, materials selected, lab constructed
10. All related information for each lab will be submitted (Lesson Plans, Lab Plans, Diagrams, Handouts, Materials list, etc.)
11. **All materials will also be placed on the electronic portfolio for credit**

A statement of accountability will be submitted as to what each team member will be responsible for on the project.

EDAG 4623 – Special Methods of Teaching Agriculture
 Applied Lab Assignment Point Value = 200

Assessment:

Area	Possible Points	Earned Points
------	-----------------	---------------

Part A:

Teaching Materials

Connecting Lesson Plan	<u>20</u>	_____
Integration of Content	<u>10</u>	_____
Demonstration/Lab Plan	<u>10</u>	_____
Resource List	<u>10</u>	_____
Materials/Lab Materials List	<u>20</u>	_____

Student Materials

Handouts/Assignment/lab sheets	<u>30</u>	_____
Part A Total:	<u>100</u>	_____

Part B:

Presentation

Team Delivery	<u>20</u>	_____
Individual Contribution	<u>30</u>	_____
Materials Used Successfully	<u>20</u>	_____
Concepts Communicated Clearly	<u>10</u>	_____
Student Participation	<u>20</u>	_____
Part B Total:	<u>100</u>	_____

Total Points Earned (A + B)	<u>200</u>	_____
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Comments:

**SUMMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN
Arkansas State University**

Teacher Intern: _____ ID#: _____ Fall Spring
 School: _____ Major: _____ 1st 8-weeks 200__
 City: _____ Subject or Grade Level: _____ 2nd 8-weeks 200__
 _____ 16-weeks 200__

Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

Clinical Supervisor: _____ University Supervisor: _____

SECTION 1. Teaching Performance: To be completed collaboratively by the clinical supervisor and university supervisor.

DIRECTIONS:

For each standard below, please rate the performance of the intern between 10-1 on the continuum that best describes the skill level and/or disposition of the teacher intern listed above. Use the following descriptors to indicate your evaluation of the teacher intern.

Exemplary/Target	10.0-9.0	Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
Acceptable	8.9-8.0	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
	7.9-7.0	Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
Unacceptable	6.9-6.0	Needed daily assistance as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
	5.9-below	Needed extensive assistance as specified by the improvement plan and did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework

- I. Communication Skills: The teacher intern demonstrates effective communication skills. _____
- II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner. _____
- III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives. _____
- IV. Teaching Models: The teacher intern applies a variety of teaching models. _____
- V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies. _____
- VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities. _____
- VII. Reflective Teaching: The teacher intern reflects on teaching and learning. _____
- VIII. Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates meaningful learning experiences. _____

Section 1: Teaching Performance (80 points possible)
[add up points above] _____

Section 2: Portfolio and/or other assignments (20 points possible) _____

Total points (Section 1 + Section 2): _____

Final Grade: _____

Field Experience Summative Assessment Rubric

by ASUJ Administration

Field Experience Summative Assessment

Performance

Please evaluate performance of teacher candidate.

Exemplary/Target: The candidate's performance exceeds expectations for a preservice teacher in his/her initial field placement.

Acceptable: The candidate's performance is generally what is expected of a preservice teacher in his/her initial field placement.

Unacceptable: The candidate's performance is unacceptable for a preservice teacher in his/her initial field placement.

Rubric

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
I. Communication Skills: Using Standard English in writing and speaking, and effectively communicating learning goals.(Pathwise: Domain C- Teaching for Student Learning (1, 12%) AR-ASU.1 ETS-PATHWISE.C	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
II. Professionalism: Displaying professional dispositions such as punctuality, responsibility, initiative, ethical behavior (Pathwise: domain D- Teacher Professionalism) (1, 12%) AR-ASU.2 ETS-PATHWISE.D	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
III. Curriculum: Plans and implements curriculum appropriate to the students, grade level, content, and course objectives (Pathwise: Domain A Organizing Content Knowledge for Student Learning) (1, 12%) AR-ASU.3 ETS-PATHWISE.A	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
IV. Teaching Models: Using instructional time effectively, and selecting effective instructional strategies and appropriate	The student's performance exceeds	The student's performance is generally what is	The student's performance is unacceptable

models of teaching (Pathwise: Domain C- Teaching for Student Learning) (1, 12%) AR-ASU.4 ETS-PATHWISE.C	expectations for a preservice teacher in his/her initial field placement.	expected of a preservice teacher in his/her initial field placement.	for a preservice teacher in his/her initial field placement.
V. Classroom Management: Maintaining consistent standards of classroom behavior (Pathwise: Domain B- Creating an Environment for Student Learning) (1, 12%) AR-ASU.5 ETS-PATHWISE.B	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preserviceteacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
VI. Assessment: Using appropriate evaluation strategies (Pathwise: Domain A- Organizing Content Knowledge For Student Learning) (1, 12%) AR-ASU.6 ETS-PATHWISE.A	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
VII. Reflective Teaching: Reflections of teaching to improve performance (Pathwise: Domain D Teacher Professionalism) (1, 12%) AR-ASU.7 ETS-PATHWISE.D	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.
VIII. Subject Matter: Effectively using knowledge of content and integration of subject matter (Pathwise: Domain A Organizing Content Knowledge for Student Learning) (1, 12%) AR-ASU.8 ETS-PATHWISE.A	The student's performance exceeds expectations for a preservice teacher in his/her initial field placement.	The student's performance is generally what is expected of a preservice teacher in his/her initial field placement.	The student's performance is unacceptable for a preservice teacher in his/her initial field placement.

Standards

- AR-ASU.1** Communication Skills: The teacher candidate demonstrates effective communication skills, including:
- AR-ASU.2** Conduct: The teacher candidate acts in a legal, professional, and compassionate manner:
- AR-ASU.3** Curriculum: The teacher candidate plans and implements

best practices in the curriculum appropriate to the students, grade level, content, and course objectives in accordance with:

- AR-ASU.4** Teaching Models: The teacher candidate demonstrates the following teaching models:
- AR-ASU.5** Classroom Management: The teacher candidate utilizes appropriate classroom management strategies which may include:
- AR-ASU.6** Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities, which may include:
- AR-ASU.7** Reflective Teaching: The teacher candidate reflects on teaching and learning by means of the following practices:
- AR-ASU.8** Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students via the following behaviors:
- ETS-PATHWISE.A** DOMAIN A: Organizing Content Knowledge for Student Learning
- ETS-PATHWISE.B** DOMAIN B: Creating an Environment for Student Learning
- ETS-PATHWISE.C** DOMAIN C: Teaching for Student Learning
- ETS-PATHWISE.D** DOMAIN D: Teacher Professionalism

Student Data:

Candidate Summative Assessment Scores per Standard

Semester & Year	I	II	III	IV	V	VI	VII	VIII	Sub Total	Notebook	Total
Spring 2006											
Candidate # 1	9.0	9.5	9.5	9.3	9.0	9.5	9.5	9.3	74.6	19.0	93.6
Candidate # 2	9.5	9.8	9.7	9.5	9.0	9.5	9.5	9.0	75.5	18.5	94.0
Candidate # 3	9.8	9.5	9.4	9.5	9.0	9.2	9.7	9.1	75.2	19.8	95.0
Semester Average	9.4	9.6	9.5	9.43	9.0	9.4	9.56	9.13			
Fall 2006											
Candidate # 4	9.5	10.0	10.0	10.0	9.2	9.5	9.5	9.5	77.2	18.0	95.2
Semester Average	9.5	10.0	10.0	10.0	9.2	9.5	9.5	9.5			
Spring 2007											
Candidate # 5	10.0	10.0	9.5	10.0	9.5	10.0	10.0	9.5	78.5	16.0	94.5
Candidate # 6 (POS)	9.7	9.7	9.2	9.6	9.2	9.5	9.4	9.1	75.4	18.0	93.4
Candidate # 7 (POS)	9.5	9.6	8.0	9.6	8.5	9.5	9.5	9.5	73.7	18.0	91.7
Candidate # 8 (POS)	8.9	10.0	9.4	9.1	9.0	9.6	9.0	9.0	74.0	18.0	92.0
Candidate # 9 (POS)	7.0	9.4	9.0	9.0	9.0	9.0	9.0	9.0	70.4	20.0	90.4
Candidate #10	9.5	9.5	9.25	9.0	9.5	9.25	9.5	9.5	75.0	20.0	95.0
Semester Average	9.1	9.7	9.05	9.38	9.11	9.47	9.4	9.26			
Fall 2007											
Candidate #11	9.0	9.4	9.5	9.3	9.2	9.3	9.5	9.5	74.7	18.0	92.7
Candidate #12 (POS)	9.5	9.9	9.0	9.2	9.3	9.7	9.5	9.3	75.4	18.0	93.4
Semester Average	9.25	9.65	9.25	9.25	9.25	9.5	9.5	9.4			
Spring 2008											
Candidate #13	10.0	9.5	10.0	9.5	10.0	10.0	10.0	9.5	78.5	15.0	93.5
Candidate #14	9.5	9.8	9.8	9.7	9.8	9.7	9.7	9.7	77.7	16.0	93.7
Candidate #15	9.5	10.0	9.5	9.7	9.0	9.5	9.7	9.2	76.1	17.0	93.1
Semester Average	9.66	9.76	9.76	9.63	9.6	9.73	9.8	9.46			

SECONDARTY STUDENT RATING OF TEACHER INTERN

DO NOT PLACE YOUR NAME ON THIS PAPER!

In order to help the teacher intern discover his or her strong and weak points, read the following list of questions and respond to each one truthfully. Simply circle the number that best describes your response. Use the following scale:

1= Strongly Disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree and 5 = Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. Was the teacher intern fair to all students? | 1 | 2 | 3 | 4 | 5 |
| 2. Did he/she have a good knowledge of subject areas taught? | 1 | 2 | 3 | 4 | 5 |
| 3. Was he/she interested and enthused in teaching? | 1 | 2 | 3 | 4 | 5 |
| 4. Was he/she courteous and considerate when dealing with students and people in the community? | 1 | 2 | 3 | 4 | 5 |
| 5. Did he/she relate to the learning of the individual student? | 1 | 2 | 3 | 4 | 5 |
| 6. Did he/she have a pleasant, easily understood voice? | 1 | 2 | 3 | 4 | 5 |
| 7. Were the students given a chance to express themselves in things other than the immediate class work? | 1 | 2 | 3 | 4 | 5 |
| 8. Was he/she usually cheerful and friendly? | 1 | 2 | 3 | 4 | 5 |
| 9. Did he/she explain things clearly? | 1 | 2 | 3 | 4 | 5 |
| 10. Does the teacher intern have a neat, clean and professional appearance? | 1 | 2 | 3 | 4 | 5 |
| 11. Was he/she willing to face the facts and admit his/her mistakes? | 1 | 2 | 3 | 4 | 5 |
| 12. Did he/she become excited easily and lose his/her temper quickly? | 1 | 2 | 3 | 4 | 5 |
| 13. Did he/she have a sense of humor and willingness to laugh with the students? | 1 | 2 | 3 | 4 | 5 |
| 14. Did he/she have any annoying habits which bothered you as a student? | 1 | 2 | 3 | 4 | 5 |
| 15. Did you learn anything while this teacher intern was teaching? | 1 | 2 | 3 | 4 | 5 |

Please make comments on the following:

16. Did the teacher intern give you a chance in the class?

17. Did you give the teacher intern a chance?

18. What was your opinion of this teacher intern?

19. YOUR OVERALL RATING (1- 4) _____ (1) Outstanding; (2) Good; (3) Fair; (4) Weak.

**SECONDARY STUDENT RATING OF TEACHER INTERN
Candidate Results per Question/Statement and Calculated Mean**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Mean	19
Semester & Year																	
Spring 2006																	
Candidate # 1	4	4	4	5	3	4	5	4	2	5	3	2	4	2	4	3.66	1
Candidate # 2	5	5	4	5	5	4	5	5	4	5	4	2	4	2	4	4.20	1
Candidate # 3	5	4	4	5	5	4	4	5	4	5	4	2	4	2	5	4.13	1
Semester Average	4.66	4.33	4	5	4.33	4	4.66	4.66	3.33	5	3.66	2	4	2	4.33		
Fall 2006																	
Candidate # 4	4	4	4	5	4	4	5	4	4	5	4	2	5	3	4	4.06	1
Semester Average	4	4	4	5	4	4	5	4	4	5	4	2	5	3	4		
Spring 2007																	
Candidate # 5	5	4	5	5	3	4	5	4	5	5	4	2	4	2	4	4.06	1
Candidate # 6 (POS)	5	5	4	5	5	4	4	5	4	5	4	2	4	2	4	4.13	2
Candidate # 7 (POS)	4	4	5	5	5	4	4	5	4	5	4	2	4	3	5	4.20	2
Candidate # 8 (POS)	5	5	4	5	4	4	5	5	4	5	3	3	4	3	4	4.20	1
Candidate # 9 (POS)	3	4	4	4	4	4	4	3	3	4	4	2	4	3	4	3.60	3
Candidate # 10	5	5	4	5	4	4	5	4	4	5	4	2	4	2	5	4.13	1
Semester Average	4.5	4.5	4.33	4.83	4.16	4	4.5	4.33	4	4.83	3.83	2.16	4	2.5	4.33		
Fall 2007																	
Candidate # 11	4	5	5	5	5	4	5	5	4	5	4	2	5	2	5	4.33	2
Candidate # 12 (POS)	4	4	5	5	5	5	5	5	4	4	5	2	5	3	5	4.40	2
Semester Average	4	4.5	5	5	5	4.5	5	5	4	4.5	4.5	2	5	2.5	5		
Spring 2008																	
Candidate # 13	4	5	4	4	5	5	5	4	4	4	5	2	4	3	5	4.20	1
Candidate # 13	5	5	4	4	4	5	4	5	4	4	4	2	4	3	5	4.13	1
Candidate # 15	4	4	4	5	4	5	4	4	5	5	5	2	4	3	5	4.20	1
Semester Average	4.33	4.66	4	4.33	4.33	5	4.33	4.33	4.33	4.33	4.66	2	4	3	5		

**AGRICULTURAL EDUCATION
TEACHER INTERN CLINICAL EXPERIENCE
PROFESSIONAL NOTEBOOK**

_____ Semester, _____

Submitted by _____
(Teacher Intern) (date)

Approved by _____
(Clinical Supervisor) (date)

This is a required notebook and 20% of your final grade for the teaching internship experience. It is to be completed, approved and signed by your clinical supervisor and submitted to your university supervisor prior to the end of the internship semester and by the agreed upon deadline date.

**Agricultural Education
Arkansas State University
Box 1080
Jonesboro, Arkansas 72467-1080**

INTRODUCTION

As a teacher intern in agricultural education, you will be participating in a crucial phase of the teacher education program at Arkansas State University. Your intern experience provides an excellent opportunity to apply your content knowledge with the teaching techniques and methods that have been learned in the professional education classes. As an intern you will participate in a wide variety of activities during the internship experience. These activities will help you become more proficient in planning, directing, developing, and managing programs of agricultural instruction.

This notebook has been prepared to assist you in organizing your teacher intern activities, serve as a document for professional development and teaching reflection. The activities will all fit into one of seven sections. As you complete an experience the required paperwork should be filed under the appropriate notebook section. Some of the requirements in the notebook call for the completion of a report. While others require that you simply log in the date and time of the experience.

The Teacher Intern Clinical Experience Notebook **is required and holds the value of 20% of your final grade for the internship experience**. It is strongly advised that you keep this notebook up-to-date as you are working through the internship and not wait until the last minute to complete it. This notebook will be available for review by your university supervisor and the clinical supervisor at any time during your internship.

Things that you will need:

1. Two, 3" inch, three ring notebooks
2. Two sets of dividers and identifying Tabs (at least 8 tabs per notebook)

If you have any questions about procedures, call or email your University Supervisor.

**Agriculture Education Professional Notebook
Assessment Rubric**

CATEGORY	Exceeds Standard 20-15 Points	Meets Standard 14-10 Points	Below Standard 9- 0 Points
Class & Lab Instruction	Detailed and complete class period materials: lesson plans, handouts, quizzes/tests, modifications	Adequate amount and limited detail class period materials: lesson plans, handouts, quizzes/tests, modifications	No detail, missing class materials,
Supervised Agricultural Experience (SAE)	Detailed lesson plan developed on SAE, five complete SAE visit reports	Adequate lesson plan on SAE, three or more SAE visit reports complete	No lesson plan on SAE, less than three SAE visit reports with limited detail
FFA Activities	Detailed lesson plan on FFA, Copy of State FFA POA, Participation in FFA activities	Adequate lesson plan on FFA, Copy of State FFA POA, some FFA participation	No lesson plan on FFA, little FFA activity participation
School and Community Relations	High level of participation related to school activities and community relations	Moderate participation related to school activities and community relations	No participation with school activities and community relations
Daily Experiences and Problems/Concerns	All required items/issues computer generated	Partially complete required items/issues hand written	No required items/issues
Evaluations	All evaluations neatly organized by date to include formative, post conference, and summary of secondary student survey	All evaluations to include formative, post conferences, and summary of secondary student survey	Evaluations in divider including formative, post conference, no summary of secondary student survey
General	Met over 90 percent of listed items in category	Met 80 percent of listed items in category	Met less than 70 percent of listed items in category
Reflective Journal	Minimum of 6 weekly entries of quality level, computer generated reflective journaling	6 weekly entries of quality level, handwritten reflective journaling	Less than 6 weekly entries, low quality level, handwritten reflective journaling

**Student Data:
Professional Notebook Assessment**

Semester & Year	I	II	III	IV	V	VI	VII	VIII	Notebook Score
Spring 2006									
Candidate # 1	20	19	18	18	20	18	19	20	19.0
Candidate # 2	19	20	19	18	18	18	18	18	18.5
Candidate # 3	20	20	19	19.5	20	20	19.75	20	19.8
Fall 2006									
Candidate # 4	19	19	18	17	17	17	18	19	18.0
Spring 2007									
Candidate # 5	17	17	17	17	15	16.5	14.5	14	16.0
Candidate # 6 (POS)	19	19	19	17	16	17	18	19	18.0
Candidate # 7 (POS)	17	19	19	16	17	19	18	19	18.0
Candidate # 8 (POS)	19	19	19	16	16	18	19	18	18.0
Candidate # 9 (POS)	19.75	20	20	20	20	20	20	20	20.0
Candidate #10	20	20	20	20	20	20	19.75	20	20.0
Fall 2007									
Candidate #11	19	19	17	17	19	18	16	19	18.0
Candidate #12 (POS)	19	18	16	18	18	19	18	18	18.0
Spring 2008									
Candidate #13	17	16	16	15	15	14	14	13	15.0
Candidate #14	17	17	17	15	17	17	14	14	16.0
Candidate #15	18	16	17	18	15	17	18	17	17.0

**SECTION V — Use of Assessment Results to Improve
Candidate and Program Performance****(1) Content Knowledge:**

From the program pass rates of 100 percent on the Praxis II Subject Area/Content Assessment exceeding that of the NCATE minimum required 80 percent and the required unit and program minimum GPA of 2.5, our program is preparing our teacher candidates well for the academic and professional expectations of the secondary grade classroom. In addition, for the area of content knowledge and the candidate's academic performance, data also indicates that 93.7 percent of the program completers during these three years reported earned a GPA over 3.0 in their major discipline and 81.2 percent earned a GPA over 3.0 overall, there by successfully addressing specific identified state standards for content knowledge. However, one slight issue exists in this area for both the candidates and the program.

Given the known expectations and professional demands specific to the field in which our program is preparing students it behooves our program to address areas that may not necessarily be clearly identified in this assessment. Even though there is not a specific standard which identifies "secondary program management", as it relates to content knowledge, there are slight indications from the process of assessments four and six as well as an expressed need by the candidates, that more information and familiarity is needed in this area. In response, the program will be evaluating the curriculum to identify areas that need to be updated in the content related to these issues in order to better prepare our candidates for the expectations in the field upon graduation.

The reason for this is that there are a wide variety of responsibilities and importance of state secondary program paperwork that is required of the teacher in this field which is related to secondary agricultural science and technology programs. Teachers in this field are responsible for program management which includes submission of specific rosters to the state, forms and program approvals, equipment purchases, inventories, and resource acquisition to mention a few. The ASU Agriculture Education program will be evaluating the curriculum in an effort to modify or remove the necessary few courses that may be out-dated and add a new course on secondary program management to support the candidate's need and professional demand for this information and requisite skills.

In view of this expressed need, a more immediate means to address this concern prior to the introduction of a new course, the program began in the spring of 2007 and will continue to offer each fall and spring semester a series of professional development workshops for all program majors. Workshop topics are identified by the program faculty, the profession, as well as candidates and are directly related to the professional responsibilities the candidate will face in the field. Guest speakers involve senior teachers, new teachers, secondary administration, and state department personnel. Topics addressed are relevant issues and concerns to the profession as well as new

resources to aid the candidate in their preparation for the coming expectations of the profession.

(2) Professional and pedagogical knowledge, skill, and dispositions:

Program pass rates on the Praxis II Principles of Learning and Teaching (PLT) assessment for the three years reported are at 88 percent which is above the required 80 percent NCATE pass rate for programs. However, program faculty believe that this pass rate needs to improve and so therefore will be offering workshops to assist candidates in preparation for this assessment as well as highlighting the areas related to the issues addressed in the PLT assessment already integrated into the curriculum. Program candidates traditionally take the PLT assessment during their clinical semester and graduate after their clinical. Occasionally, a few candidates due to scheduling problems take the PLT assessment the semester following their clinical. The Praxis II is a graduation requirement so it must be taken in order to graduate.

Additional support of improving candidate success with the PLT and improving the program pass rate may be through an evaluation of the program to see if there is the need to implement an additional field observation experience designed to focus on specific PLT issues and themes. Program faculty will discuss this observation in the fall of 2008 and work to identify the semester and time in the program that best promotes this learning experience for the candidates to improve their understanding and performance. Candidates are already in the field in a variety of settings working as student mentors, directly with secondary students, as well as with secondary teachers. The issue may be that greater focus is needed on the observation experience to highlight the areas directly related to PLT issues. This will be followed by enhanced group discussion on the issues.

(3) Student learning:

As a result of this accreditation process, program faculty identified a need for our candidates to increase the level of knowledge related to the development and employment of assessment techniques designed to assess student learning. Currently the secondary student survey provides one aspect of the secondary student's perspective as it relates to the candidate's communication skills, teaching performance, and the learning environment. This survey information does allow the candidate during the clinical semester to reflect on their teaching practices and methods and make the necessary adjustments. There are other techniques and methods employed in the program but it is apparent improvement is needed. Additional methods to increase the level of assessing student learning will include:

- Increase use of case studies within program curriculum prior to field observations and clinical semester.
- Earlier and increased exposure to state and national agricultural sciences and technology curriculum frameworks and teaching standards

- Increase the use of pre and post assessment techniques during clinical to include post conference on results
- Increased opportunities to assess student understanding of effective design of lesson plans prior to field observations and clinical semester

In addition to the improvements above, program candidates have a high level of exposure and use of technology both in classes taken in the college of agriculture, the college of education, and classes in the program. Students employ technology in the process of designing lesson plans and lab activities. In addition, the electronic system through College Live-Text is being used at an increasing rate through-out their program after they take the required course Introduction to Secondary Teaching (SCED 2514) their sophomore year. All of the program's professional education courses employ a variety of technology for delivery as well as completion of assignments to include, power point, web site use, email communications, black-board, smart boards, elmo projection, and video cam.

Even with the amount of technology currently employed in the program it is imperative the program stays abreast of the most recent advances in technology, explore its use in the classroom, and make sure our program candidates are well versed with it for application in the secondary classroom. Instruction on how to incorporate technology into directed student assignments, labs, and data collection will be a continued part of the agriculture education program to improve our candidate's performance and the program.

In conclusion, faculty in the agriculture education program on the Arkansas State University campus are committed to continuing assessment through a variety of methods with the goal of candidate and program performance. Faculty will continue using the results of the assessment system for on-going improvement of courses, curriculum, and candidate learning to ensure that ASU agriculture education graduates are prepared for their roles as effective teachers in the state of Arkansas and beyond.