

**University of Idaho**  
College of Agricultural *and* Life Sciences

**DEPARTMENT OF  
AGRICULTURAL AND EXTENSION EDUCATION**

**2015  
Student Teaching  
Handbook**



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## Student Teaching Portfolio – Ag Ed 461

Student Teaching Portfolio - 2 credits

*For final portfolio, teaching materials can be in separate folders, organized as the student teacher sees fit. The reports and forms need to be submitted in a single word document or PDF in the order presented.*

***Final portfolios submitted electronically.***

### SUMMARY OF CONTENT

The following items <b>MUST</b> be completed and included in the portfolio: STE = Student Teaching Experience, CT = Cooperating Teacher, US = University Supervisor	QUALITY				
	A	B	C	D	F
<b>1. Teaching Materials</b>					
A. Calendar and Unit Outline Page 21	10	8	7	6	5>
1. Due to your University Supervisor via e-mail.					
B. Planning Materials Page 25	10	8	7	6	5>
1. Unit Plans (ALL)	10	8	7	6	5>
2. Lesson Plans/Daily Plans (ALL)	10	8	7	6	5>
a. Class Handouts	5	4	3	2	1>
b. Class Activities	5	4	3	2	1>
c. Class Exams and Quizzes	5	4	3	2	1>
<b>2. Experience in Teaching Agriculture (Page 31)</b>	5	4	3	2	1>
<b>3. *Weekly Journal (Page 38)/Video Reflection (Page 57)</b>	10	8	7	6	5>
<b>4. Summary Reports from two (2) visits to nearby agricultural departments (Page 39)</b>	4				0
<b>5. Summary Report from extension office (Page 40)</b>	2				0
<b>6. Plans for substitute teacher (Pages 41-42)</b>	4	3	2	1	0
<b>7. Observation Summary of at least two other teachers in the school during class time (Page 43)</b>	4				0
<b>8. Summary Report of Special Education (Page 44)</b>	2				0
<b>9. Practice Interview (Page 45)</b>	2				0
<b>10. Interview Building Administrator (Page 46)</b>	2				0
<b>11. Formal Evaluation of Instruction (Page 47)</b>	4				0
<b>12. Here By the Owl (FFA Meeting) (Page 48)</b>	2				0
<b>13. District Ag Teachers' Meeting (Page 49)</b>	2				0
<b>14. What Was I Thinking? (Daily Debrief) (Page 50)</b>	3				0
<b>15. Summary Report of five (5)+ SAE visits (Page 51)</b>	5	4	3	2	1
<b>16. Evidence of Public Relations (Copies included!!)</b>	2				0
a. Newspaper Articles	1				0
b. Chapter Newsletters/ School Newspaper Articles	1				0
c. School Newspaper Articles	5	4	3	2	1>

The following items <b>MUST</b> be completed and included in the portfolio: STE = Student Teaching Experience, CT = Cooperating Teacher, US = University Supervisor	QUALITY				
	A	B	C	D	F
19. List of 10 challenges during STE	2				0
20. Copy of local FFA Program of Activities	4	3	2	1	0

***Be sure to use the provided forms for each of the assignments above for full credit***

The following items <b>MAY</b> be included as a component of the portfolio and will be considered as extra credit: HS = High School, ST = Student Teacher	COMPLETED	
	YES	NO
1. Copy of local Advisory Committee Memorandum of Understanding or By-Laws		
2. Minutes of local advisory committee meeting		
3. Local program philosophy goals and objectives.		
4. Program Pathways (Programs of Study) for Cooperating site		
5. Faculty Handbook from the Cooperating Site		
6. Student Handbook from the Cooperating Site		
7. Supervised Agricultural Experience program agreement		
8. Student FFA Trip Agreement (ex: SLC, CDEs, field trips)		
9. Copy of local newspaper article publicizing ST in local HS		
10. Copies of State Division of Professional Technical Education Reports (10 forms)		
11. Banquet program or article including student teacher name.		

***The student teaching portfolio must be turned in to YOUR University Supervisor by Monday of finals week. Students in Southern Idaho will need to turn in their portfolios to Dr. Touchstone at the University of Idaho Boise Center.***

Total Points Possible on Required Elements	115
Total Points Earned on Required Elements	_____
Extra Credit	12 options . . . . 1 point each - up to 10 can be earned
<b><i>EXTRA CREDIT MAY ONLY BE EARNED IF ALL 15 REQUIRED COMPONENTS ARE COMPLETED AND INCLUDED IN THE FINAL PORTFOLIO</i></b>	
Total Extra Credit Components Submitted	_____
Total points earned for Ag Ed 461	_____

Final Grade for Ag Ed 461 is based on the overall quality of the organization, neatness, and completeness of the Portfolio	Final Grade _____
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- A = 103-115 points (90-100%)
- B = 92-102 points (80-89%)
- C = 81-91 points (70-79%)
- D = 69-80 points (60-69%)
- F = 58 points and below (0-59%)

## Student Teaching – Ag Ed 460

Practicum and Secondary School Teaching in Agriculture - 10 credits

The following **MUST** be completed:

1. Weekly assessments of teaching performance by Cooperating Instructor (Page 53). These forms must be completed electronically and a copy e-mailed to the University Supervisor each week in conjunction with journal and video reflection assignments.
2. Two University Supervisor Teaching Performance Assessments (Page 53)
3. Checklist of Variations in Teaching (Page 56)
4. Danielson Teacher Candidate Assessment
5. Professional Goal and Action Plan
4. **\*\*Video Recordings - Reflective Practice and Assessment.** Once a week, video yourself, write a 1 page reflection, similar to Ag Ed 452 reflection summary. One reflection per week. A copy of the recordings must be submitted to your University Supervisor weekly by email. (Page 57)
5. Cooperating Instructor Final Report and Evaluation (Page 62)

COMPLETED	
YES	NO

**\*\*Every Friday, you will email your University Supervisor with a 2 page word document attached. The first page will be your daily journal (accounting for all 7 days) followed by a 1 page Video reflection assessing the instructional methods, classroom discipline, etc. as per the examples and instructions provided in the student teaching portfolio. Weekly assessments of teaching performance must be submitted as well.**

Cooperating Instructor recommendation for final grade	_____
University Supervisor recommendation for final grade	_____
Ag Ed 460 Final Grade	_____

See Off Campus Policies and Procedures (Page 9) for assessment of final student teaching grade. **Note** that the four monthly meetings and student teacher capstone trip are considered essential components of the student teaching experience and a part of the grade for Ag Ed 470. Failure to participate in these activities will result in a **failing** grade for the student teaching experience and Ag Ed 470.

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## Teacher Education Conceptual Framework

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University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency;  
Assessment, Teaching, and Learning;  
Reflective Practice; and,  
Engaging in Community Building & Partnerships.

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## Teacher Preparation Standards

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1. **Knowledge of Subject Matter:** The teacher 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.
2. **Knowledge of Human Development and Learning:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. **Adapting Instruction for Individual Needs:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. **Classroom Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Instructional Planning Skills:** The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals.

8. **Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Professional Commitment and Responsibility:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. **Partnerships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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### Teacher Education Dispositions

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- Attends regularly.
- Meets timeline commitments.
- Dress/Appearance is appropriate and professional.
- Maintains appropriate relationships with peers.
- Scholar-practitioner demonstrates adequate content knowledge that is current.
- Engaged, full participation and takes initiative.
- Maintains confidentiality and is ethical.
- Maintains appropriate relationships with students.
- Committed to and facilitates student's learning in a safe climate.
- Maintains appropriate relationships with teachers, administration, parents, and community members
- Respects and advocates for diversity.
- Responds appropriately to feedback and is flexible.
- Written work communicates clearly and accurately, and is in standard English.
- Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations.

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## Introduction to Student Teachers

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TO: THE STUDENT TEACHER

You are beginning what may be described as the most important activity of your college career. Although the cooperating instructor assumes the major responsibility for supervising you during student teaching, you must accept many important responsibilities if you are to receive the full benefit from your student teaching experience.

As a senior at the University of Idaho, you have completed at least three years of coursework in technical subject matter and professional education areas. The effective translation of these courses into the classroom is what student teaching is all about. Above all, your university supervisor, cooperating instructors, and the students are expecting you to be highly interested in becoming an enthusiastic and dedicated teacher. With the help of your cooperating instructor, you should now be ready to guide the learning experiences of students.

How well you, your cooperating instructor, and university supervisors communicate will be a major factor in the success of your student teaching experience. It is important that communication channels be developed and maintained if student teaching is to be beneficial to both you and your students.

You may be thinking that your grade is not as important as the experience gained in your student teaching experience. Because the experience is so valuable, and the most important experience thus far in your teacher preparation program, the grade is a significant indicator for the many diverse and involved skills developed through this experience. School administrators use the grade along with your credential files as indicators of your potential to be a successful teacher. The grade can be a well-earned reward for a satisfying experience. The University of Idaho Agricultural Education and 4-H Youth Development faculty realizes the importance of the final grade and have put much thought into how to accurately and fairly reflect your performance and teaching potential. The following final grading procedure will be used:

**Ag Ed 460: Practicum: Secondary School Teaching in Agriculture - 10 credits**

\*50% of the final grade will be determined by the university supervisor.

\*50% of the final grade will be determined by the cooperating instructor.

**Ag Ed 461 ST: Student Teaching Portfolio - 2 credits**

Each student will complete a Student Teaching Experience Portfolio. The grade will be based on the overall quality of the organization, neatness, and completeness of the portfolio and will be assessed by department faculty.

Yes, your student teaching experience is important! It is an exciting opportunity to experience every activity possible in your short ten weeks as a student teacher while benefiting from the insights and assistance of your cooperating teacher, department faculty, and fellow student teachers. By being totally committed to the agricultural science and technology program and the school, your experience should be successful. You will develop long lasting friendships during this experience, especially with your cooperating instructor. Be determined to make this a truly exciting and meaningful experience in your preparation program!

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**Student Teaching Policies and Procedures**  
**Department of Agricultural Education and 4-H Youth Development**  
**University of Idaho**

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*The on-campus portion will need to be updated and given to student teachers in the fall semester as the changes in student teaching semester are made.*

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**On-Campus Policies and Procedures**

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**A. Attendance and Tardiness**

The 2015 Student Teaching Semester will begin when your cooperating center returns to school after the holiday break. This could be anytime between January 2<sup>nd</sup> and January 10<sup>th</sup>, 2015. This is the beginning of your professional career and as such you will be expected to arrive on time and be prepared for the day's activities. **Tardiness and/or absences will not be tolerated.** Once you arrive at your cooperating site, student teachers will be expected to attend school and teach daily, serve as a co-advisor of the local FFA Chapter, and conduct Supervised Agricultural Experience program visits. The student teacher will be expected to spend adequate time to complete required components of the experience.

**Note** that Ag Ed 453 will meet periodically during the semester. The Ag Ed 453 and Ag Ed 470 student teacher capstone trip are considered essential components of the student teaching experience. Failure to participate in these activities will result in a **failing** grade for the student teaching experience.

**B. Professionalism**

The fall semester represents the transition from student to teacher. During some class sessions, student teachers will be a student, while during others they will direct the learning of their "students." On days when student teachers will be "teaching" they are expected to dress in professional attire. On days when student teachers will only be "students," they may dress accordingly. However, regardless of the type of attire worn on a particular day, student teachers are expected to behave in a professional manner at all times. Furthermore, students are expected to be prepared for each class session, actively participate in all class sessions, complete and submit assignments according to posted due dates, provide and wear proper safety clothing and personal protective gear at all times when appropriate.

**C. Materials Check-Out/Check-In**

The materials in AEEB 106 are for use by the student teachers while on campus. To take an item from the library, it must be properly checked out by completing the card inside the item and giving it to the staff member in AEEB 102. When returning the item, it must be properly checked in by obtaining the card from the staff member in AEEB 102, placing it back in the item and returning the item to the same place in the library it came from.

#### **D. Photo Copies**

Student teachers will be assigned an individual code number for use with the copy machine. You may use this code to make copies needed for use in microteachings on campus only. For example, student teachers may not copy class sets of worksheets, handouts, or note guides that will be used at their student teaching site. Providing the materials for such copies (such as but not limited to a copy machine and copy paper) is the responsibility of the student teaching site and/or cooperating teacher. However, copies of the worksheets, handouts, or note guides can be made for use by the “class” during a microteaching lab.

#### **E. Contact with Cooperating Instructors**

Student teachers are expected to establish contact with their cooperating teacher during the fall semester, and maintain contact via email or telephone. Student teachers can make arrangements with the AE4HYD department to use a departmental phone for long distance calls if needed. This assignment will be a part of Ag Ed 452 – Methods of Teaching Agriculture.

#### **F. Unit Plan and Daily Plan Development**

In the fall semester student teachers are expected to have discussed the courses and units they will be teaching with their cooperating teacher. During the fall semester in Ag Ed 452, student teachers are expected to be preparing unit plans and daily plans, and all associated materials, for the courses they will be teaching. It is expected that the student teachers will use the unit plan and lesson plan templates provided by the Department of Agricultural Education and 4-H Youth Development

#### **G. Career and Professional Planning Packet**

Prior to leaving for their student teaching site, student teachers should officially open their Career and Professional Planning (CAPP) Packet. Included in this packet are letters of recommendation. Student teachers should give serious thought to individuals they ask for letters and should issue timely requests. It is strongly recommended that the cooperating teacher and at least one teacher educator, most likely their University Supervisor, be asked to write a letter of recommendation to be included in the packet.

#### **H. PRAXIS II Assessment**

It is **required** that students pass the PRAXIS II exam in General Agriculture prior to commencing their student teaching experience as per College of Education requirements. It is **recommended** that students take the exam during the summer or fall semester prior to student teaching as well as the Natural Science exam, if seeking an endorsement in the Natural Sciences. More information about the PRAXIS II exams can be found under the PRAXIS section of the Educational Testing Service (ETS) website at <http://www.ets.org>. The current state requirements for the Ag PRAXIS II exam can be found online at :

[http://www.sde.idaho.gov/site/teacher\\_certification/subject\\_area.htm#1](http://www.sde.idaho.gov/site/teacher_certification/subject_area.htm#1)

The current requirements for Agriculture certification are to take the Ag PRAXIS 0700 and earn a minimum passing score of 510. Natural science endorsement can be earned by taking the General Science: Content Knowledge exam 0435 with a minimum passing score of 149. Additional subject area endorsements can be found online at the Idaho State Department of Education.

**I. First Aid and CPR Certification**

Student teachers will not be permitted to leave for their student teaching site until copies of current First Aid **and** CPR certification cards are on file in the AE4HYD office.

**J. Fingerprinting and Background Checks**

Fingerprint cards and the application for a background check are required for certification and should be completed prior to leaving for the student teaching site.

**NOTE:** Some sites require these to be processed and approved **PRIOR** to student teaching. Student teachers are required to be in communication with their cooperating sites regarding district policy (and state policy if the student teacher is placed outside of Idaho) for fingerprinting and background checks.

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**Off-Campus Policies and Procedures**

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**A. Student Teaching Experience (AgEd 460 – 10 credits)**

Student teachers are expected to complete all 5 requirements satisfactorily. The cooperating teacher and university supervisor are each responsible for half of the grade.

The following criteria will be used by the cooperating teacher and university supervisor in determining the student teacher’s performance:

- A Outstanding Performance.** Very impressive. Needed very little supervisory assistance. Excelled in fulfilling the different roles of a student teacher. Unusual ability to relate to students, faculty, administrators, parents, and others. Recommended for nearly any teaching situation.
- B Very Good Performance.** Impressive. Needed some supervisory assistance. Possesses a number of outstanding qualities, but had some limitations in dealing with certain situations and/or people. Recommend with some minor reservations.
- C Acceptable Performance.** Neither conspicuously impressive nor unimpressive. Needed considerable supervisory assistance. Limitation in practical application. Possesses some strengths but some major weaknesses. Presently, cannot predict quality of success. Recommended with some major reservations.
- D Limitations in Performance.** Not impressive. Needed close supervision throughout student teaching. Definite weaknesses in planning and in securing good results. Little, if any, response to suggestions and supervision. Some major weaknesses and more weaknesses than strengths. Not recommended for certification and most teaching situations.
- F Not recommended.** Definitely unimpressive. No response to suggestions and supervision. Ineligible for certification and not recommended for any teaching situation.

**B. Student Teaching Portfolio (AgEd 461 – 2 credits)**

Student teachers are expected to complete all 15 requirements satisfactorily. The university supervisor accounts for the entire grade appraisal. The rubric on page 3 of the student teaching manual will provide guidance as to the grading and weight of each component of the portfolio. Additionally, on page 4 of the student teaching portfolio, a list of extra credit materials is presented. In order to qualify to earn extra credit, the student teacher MUST complete 90 % of the required components. The student teaching portfolio grade may only increase ONE letter grade (up to 10%) from extra credit assignments completed.

**C. Contact with Your Cooperating Instructor(s)**

Student Teachers are to maintain regular contact with their cooperating instructors in the Fall 2013 semester. Once student teaching placement begins, student teachers must communicate with their cooperating teachers on a daily basis. Formal and informal evaluations will be conducted. It is the responsibility of the student teacher to work with the cooperating instructor to complete assignments for both student teaching and the student teaching portfolio. Be pro-active in identifying activities needed to complete all assignments.

**D. Contact with Your University Supervisor**

Student Teachers are to contact their university supervisor at least once a week via email or phone to check in and communicate concerns, progress, and visits. The university supervisor will act as a liaison between the student teacher and cooperating teacher as necessary. The University Supervisor and the Cooperating Instructor will maintain regular contact throughout the student teaching experience.

**E. University Supervisor Visitation**

The university supervisor will make a minimum of two all school day visits to observe and provide written feedback to the student teacher. Upon arrival at the school, the student teacher is to provide three items: bell schedule, teaching schedule, and lesson plan for each class taught that day. The student teacher is responsible to notify the cooperating teacher and school administration that the university supervisor will be visiting. Please refer to the University Supervisor Visit Expectations (page 18).

**F. Attendance and Tardiness**

- a. The student teacher must attend school every day. Student teachers are expected to follow the calendar of the particular school district to which they have been assigned. Attendance at all faculty meetings, parent conferences, in-service days, open houses, and other school sponsored activities is expected. It is further expected that the student teacher will participate in ALL Agricultural Education/FFA activities conducted by the local program, including district activities.

- b.** The student teacher is expected to follow the arrival and dismissal times established by the school district for its regular faculty. In the case of any absence from school, the student teacher is required to contact the cooperating teacher by 6:30 a.m. of the day of absence. Student teachers are responsible for supplying the cooperating teacher with lesson plans and materials for lessons they are scheduled to teach the day(s) of the absence(s). The university supervisor must be notified by the student teacher when he or she is prevented from being in attendance at the school for more than two consecutive days. Professionalism is expected from the student teachers. It is the responsibility of the student teacher to provide substitute plans for any absence in courses which they have taken over.
- c.** Absences that are accrued based on the requirements of student teaching (agriculture program visits, monthly student teacher meetings, etc.) will not be counted against the student teacher.
- d.** For any absence beyond two consecutive days, the student teacher may not be excused from his or her assignment without approval from their University Supervisor. Should absences be excessive, the University Supervisor, after consultation with cooperating school personnel, and the student teacher, will determine whether the student teaching period will be extended or terminated.
- e.** Absenteeism from the cooperating center for personal business is not acceptable. If personal business needs to be transacted, such business should be conducted outside of class time.

**Substitute Policy:** Students completing their internship may not be concurrently employed or serve as substitute teachers during the first eight weeks of their internship. After that time period, interns may serve as substitute teachers with the agreement of the cooperating teacher, building principal, and university supervisor, provided they meet the district requirements for substitute teaching. Substitute teaching assignments longer than one week in duration must receive prior approval from the Department Chair of Agricultural Education and 4-H Youth Development based on the recommendation of the University Supervisor and the Cooperating Teacher. Any exceptions to the restriction of substituting during the first eight weeks of internship require prior approval of the Department Chair of Agricultural Education and 4-H Youth Development and the Dean of the College of Education. Student teachers will only be allowed to substitute teach for their cooperating instructor.

#### **G. Additional Coursework and Outside Job(s) While Student Teacher**

The Department of Agricultural Education and 4-H Youth Development believes that student teaching is more than a full time job and during this important experience, ***additional coursework and other jobs are not to be attempted.***

## **H. Professionalism**

### **a. Professional Dress**

During student teaching, you are expected to dress professionally and appropriately for the educational setting. It is much better to be “over-dressed,” than “under-dressed.” Bring other types of protective clothing, approved eye protection, and outdoor clothing such as boots or work clothes when needed.

**Jeans are not acceptable attire, regardless of the traditions of the local school district.** Men are expected to wear slacks, button up shirts, and a tie. Women are expected to wear slacks and appropriate blouses. Safety attire is also considered a part of professional dress, including shop coat, safety glasses, appropriate footwear, and hairstyles that provide an example for students of safe practices in the lab facility.

During conferences and leadership events at the chapter, district, and state level, student teachers will be expected to wear suits or as near equivalent as possible. As a rule of thumb, if students are expected to wear official dress, you are expected to wear business attire.

### **b. Professional Behavior**

You are now in a professional setting and are expected to display a mature attitude and present yourself in a professional manner. Be discreet. Remember that when individuals share confidential items they are to remain confidential, except for child welfare issues that must be shared with authorities to protect children. Be friendly, but not buddy-buddy. Student teachers are to refrain from ANY type of romantic relationship with any student or school personnel.

## **I. Classroom, FFA, and SAE Expectations**

You are student teaching at a site that has demonstrated they have a Total Program. It is expected that you will participate in all activities that your cooperating teacher participates that involves the school, any and all FFA functions, and SAE project visits.

## **J. School Activities**

Student teachers are not to assume any role in school activities (e.g., varsity or junior varsity coach, play director) except those required by the Agricultural Science and Technology program. Attending school activities and being a part of the school community is encouraged provided the student teacher is through teaching for the day and is fully prepared for your next school day. It will be necessary to develop and perfect technical and pedagogical skills during “free” time.

## **K. Student and 1<sup>st</sup> Year Teaching Breakfast & Seminar at FFA Leadership Conference**

On the Friday morning, April 10, 2015, during State FFA Leadership Conference, Student Teachers are expected to attend the Breakfast and Seminar from 7:30 a.m. to 11:00 am. It has traditionally been held in Taylor 276, but you will need to see the annual State Leadership Conference program for the confirmed location.

## **L. Transporting Students**

Student teachers should never transport students in their private vehicle. Student teachers are not permitted to transport students to and from school-sanctioned activities in school vehicles unless they have been approved as a driver by the local school board.

## **M. Sexual Harassment**

Sexual harassment is any unwelcome attention of a sexual nature that creates an intimidating, hostile or offensive environment or interferes with educational or work performance. Sexual harassment is a violation of state and federal law, as well as a violation of UI Policy. Sexual harassment may include:

### **a. Verbal Behavior**

- i. "Humor" or "jokes" about sex or gender-related characteristics
- ii. Suggestive comments about a person's clothing, body or sexual activity
- iii. Sexual propositions
- iv. Direct or indirect threats linked to sexual propositions or activity

### **b. Nonverbal Behavior**

- i. Leering
- ii. Whistling
- iii. Suggestive or insulting sounds
- iv. Obscene gestures

### **c. Physical Behavior**

- i. Brushing the body
- ii. Touching
- iii. Pinching
- iv. Coerced sexual activity
- v. Sexual Assault

If student teachers have any questions or concerns about what activities constitute sexual harassment, they should talk with their university supervisor or another university/school member. For more information, see the University of Idaho's Human Rights Compliance Office at <http://www.uidaho.edu/diversityandhumanrights>.

## **N. Liability Insurance and Workmen's' Compensation**

The University of Idaho **DOES NOT** provide liability insurance for student teachers. However, each junior and senior Agricultural Education – Teaching Option student should have student membership in the National Association of Agricultural Educators which includes \$100,000 worth of liability insurance. Students are expected to confirm their student membership prior to student teaching. The University of Idaho understands that the local school district **DOES NOT** furnish workers' compensation insurance for students participating in the student teaching experience. It is understood that the student teachers are not employees of the local school district.

**O. Grading**

Grading of courses that taught by a student teacher is between the student teacher and the cooperating instructor. The cooperating instructor's name will be the teacher of record. Within the student teaching experience developing the skill to assess and evaluate student work is very important. Further, entering, calculating, and communicating performance to students in a timely and confidential manner is also a valuable skill that should be developed.

**P. Removal from Student Teaching**

Student teachers may be removed from their cooperating teaching site upon request of the cooperating instructor, school administration, and/or university supervisor. Removal is not limited to, but may occur for any of the following reasons: excessive absences, inappropriate behavior, insubordination, or for lack of proper preparation and delivery of instruction.

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**Department of Agricultural Education and 4-H Youth Development**  
**Expectations of Student Teachers During University Supervisor Visits**

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When the University of Idaho supervisor visits, the Student Teacher will:

1. Provide the University supervisor with a daily schedule for the date of the visit.
2. Provide lesson plans for all classes taught during that day upon arrival or electronically prior to the visit (preferred).
3. Arrive at school early.
4. Be ready to overview the day with the University Supervisor upon arrival including lab and shop classes.
5. Have all unit and daily plans ready for review upon arrival of the University Supervisor.
6. Allow time for University Supervisor to debrief with the Cooperating Instructor.
7. Arrange for the University Supervisor to meet the principal.
8. Introduce the University Supervisor to each class.
9. **Plan for and conduct DIRECT INSTRUCTION (demonstrations, lecture, lab, etc.) in EVERY CLASS.**
10. Provide the University Supervisor with lunch options (do we need to pack a lunch? Cafeteria? Local restaurants?)
11. Plan to debrief with the University Supervisor during your preparation period. This discussion will include:
  - a. Review of daily plans
  - b. Review of unit plans
  - c. Review of progress on student teaching portfolio
  - d. What is going well?
  - e. What challenges are you facing?
  - f. What do you need from the University Supervisor?
  - g. FFA and SAE activities and reports.
12. Have questions and concerns ready.

***We expect you to show off your best when we visit. If circumstances are beyond your control, we take that into account and can return another day.***

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## Department of Agricultural Education and 4-H Youth Development Guidelines for Cooperating Instructors

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As a cooperating instructor during the professional semester, you are in effect an extension of the University of Idaho Agricultural Education faculty. We are very pleased that you have expressed a desire to share your expertise in teaching with students who are majoring in agricultural education. We are confident that experience will be beneficial to you and the student teacher. Listed below are guidelines for cooperating instructors in carrying out the important task of preparing future teachers of agricultural science and technology.

1. Clarify your own philosophy and goals of teaching and share this with the student teacher early in his/her experience. Be sure to explain how a sound teaching philosophy should govern everything that takes place in the classroom.
2. Provide information on the cultural background of students and other helpful information about the students in your classes.
3. Have a tentative time schedule ready when the student teacher arrives which illustrates clearly how he/she will assume classroom responsibility. Depending on ability, most student teachers will be ready for their first class after three to four days of observation. As possible provide the opportunity for the student teacher to teach content in which he/she has confidence.
4. Discuss with your student teacher the expectations for time of arrival, responsibilities concerning agricultural facility management including cleanup, lights, heat, and security. Additionally, orient your student teacher to school facility regulations, use of copy machine, use and availability of materials and supplies.
5. Explain all school policies including the educational philosophy of the school, discipline procedures, staffing for special education, working with faculty who have responsibilities in working with the learning disabled, holidays, parent conferences, and grading procedures.
6. Prepare other faculty members for the student teacher's arrival. The other faculty members should know something about the student teacher before he/she arrives. A picture and short biographical article in the school and/or community newspaper is an appropriate activity. Help the student teacher become acquainted with school personnel and other functions. Put forth a special effort to help establish good rapport between the student teacher and other school personnel.
7. Demonstrate good methods of teaching yourself. Be sure the student teacher has opportunities to observe you in the act of teaching. Team teaching with your student teacher will provide an additional opportunity for your student teacher to observe first hand your teaching behaviors, style, and interactions with students.

8. Prepare students in your classes for the arrival of the student teacher. Emphasize the fact that he/she is a full-fledged member of the teaching team. Introduce the student teacher to the class as a teacher with authority and integrity. Always remember how you would like to be introduced yourself.
9. Provide the student teacher with seating charts and explain reasons for the room arrangement.
10. Discuss your philosophy for managing student behavior. Assist the student teacher in developing their own beliefs about the effective management of student behavior.
11. Effective unit lesson planning and daily planning is very important. Encourage your student teacher to plan each day. You should request to see their plans frequently at the beginning of the student teaching experience and less frequently as they progress.
12. Observe a majority of the student teacher's classes. You now become a supervisor of instruction. As a supervisor you make assessments about the instructional process. Without close observation of the instructional process it is impossible to provide valid constructive feedback and supervisory assistance. Remember another name for supervisor is helper.
13. Provide supervisory assistance often (at least once per day) especially during the initial weeks of the student teaching experience. When you provide supervisory assistance make sure that you emphasize the positive aspects of the teacher's teaching. Praise builds confidence and future success. Always remember the student teacher wants to know how he or she is doing.
14. Help the student teacher find references, provide hints for teaching, suggestions for lesson plans, and using audio and visual aids. Acquaint the student teacher with your library and filing system.
15. Encourage the student teacher to observe ways to enrich the curriculum and bring new materials and ideas into your program from other sources.
16. Discuss the overall agricultural science and technology program with the student teacher, especially those things which happen at other times of the year.
17. Permit the student teacher to serve as advisor at one of the FFA chapter meetings.
18. Review the final evaluation report with the student teacher and share the grade we intend to grant before the student teacher leaves your department. The final evaluation for the student teacher should be constructive, yet realistic. Hopefully, the student teacher will have a positive attitude about teaching agricultural sciences upon completion of their student teaching experience.
19. Above all, maintain open and continuous communications. The student teacher is experiencing a challenge in adjusting to the role of teacher. The student teacher will need your wisdom, counsel, support and assistance.

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**Department of Agricultural Education and 4-H Youth Development**  
**Expectations of Cooperating Instructors**

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1. Provide the student teacher with program information as requested by the AE4HYD Faculty in a timely manner. Information requested will include:
  - a. Courses taught
  - b. Program information (enrollment, FFA membership etc.)
  - c. Courses the student teacher will be responsible for
  - d. Units within courses (GUARANTEED) that the student teacher will be responsible for teaching during the student teaching experience.**
2. Provide curriculum and instructional materials needed to the student teacher.
3. Provide feedback to the student teacher regarding unit plans and daily plans.
4. Complete daily debriefings with the student teacher regarding instruction, curriculum, classroom management, FFA Advisor roles, etc.
5. Complete weekly assessments of instruction with the student teacher and submit to the University Supervisor and student teacher weekly.
6. Work with the student teacher to complete assignments for Ag Ed 453 (all assignments require insight and information from the cooperating instructor) including:
  - a. IPQS assessment
  - b. Total Program Plan
  - c. Program Philosophy
  - d. Summer Program Plan
  - e. Advisory Board Plan
7. Provide formative and summative assessments to the student teacher as needed.
8. Communicate regularly with the University Supervisor (phone, e-mail, Skype, etc.) regarding the student teacher's progress and performance.
9. Meet with the University Supervisor during the student teacher visit regarding student teacher progress and performance.
10. Facilitate meetings required for student teaching including:
  - a. Building Administrator
  - b. Special Education
  - c. Local agriculture programs
  - d. SAE visits
  - e. District agriculture instructor meeting
  - f. FFA meeting
  - g. Extension office visit
  - h. Other secondary instructor observations

11. Assure that the student teacher attends the State FFA Leadership Conference in an advisor role. Additionally for Idaho student teachers:
  - a. Attend the IVATA student teacher breakfast
  - b. Attend the UI student teacher meeting
  - c. Be on stage for student teacher and cooperating instructor recognition

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## Calendar and Unit Outline

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The following two exercises are provided to you as an aid in planning your overall student teaching experience.

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### Prepare Your Own Calendar of Events

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During your first week of student teaching, develop a calendar with all of the important school activities, FFA activities at the local, district, and state levels, important instructional events (trips, resource persons, etc.) that need to be planned. Be sure to include FFA State Leadership Convention, workshops, teacher's meetings, dates you may take tickets at basketball games, etc. Be sure to include all items that will affect your planning during student teaching.

A copy of a calendar for the months of January, February, March, April, and May are in your student teaching handbook. You may use these calendars or create one of your own to be submitted as a portion of your portfolio requirements.

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### Unit Outline Plans

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A comprehensive teaching calendar will allow you to focus on the unit at hand while preparing for upcoming daily lessons. By establishing both beginning and ending dates for instructional units, lessons will move faster and you'll be less likely to get bogged down. Most school districts will require you to plan your units ahead using a form similar to the one provided for you in this portfolio. (See example of Unit Outline Plan provided.)

Blank Unit Outline Plan forms are provided for your use. Please prepare unit outlines for the classes you will be teaching during your student teaching experience. You may use any format as long as you include all the information that is found on the example in this portfolio. You may want to include only 1 month on each form, therefore requiring a minimum of 5 forms per class for the 5 months (or partial months) you will be at your student teaching center.

**Complete the above assignments during the 1st week of student teaching and e-mail to YOUR University of Idaho supervisor:**

Jim Connors  
(208) 885-6358  
[jconnors@uidaho.edu](mailto:jconnors@uidaho.edu)

Kattlyn Wolf  
(208) 885-6358  
[kwolf@uidaho.edu](mailto:kwolf@uidaho.edu)

Jeremy Falk  
(208) 885-6358  
[jfalk@uidaho.edu](mailto:jfalk@uidaho.edu)

Allison Touchstone  
(208) 364-4543  
[atouchstone@uidaho.edu](mailto:atouchstone@uidaho.edu)

**Monthly Calendar**

<b>January 2015</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 - 1 <sup>st</sup> day ST	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Civil Rights Day	21	22	23	24	25
26	27 ICC Day on the Hill	28 212- 360	29	30	31	

<b>February 2015</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 ST Meeting	7 Moscow	8
9	10	11	12	13	14	15
16	17 Presidents Day	18 NAT'L	19 FFA	20 WEEK →	21	22
23	24	25	26	27	28	

<b>March 2015</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13 ST Meeting</b>	<b>14 Location TBA</b>	<b>15</b>
<b>16</b>	<b>17 UI</b>	<b>18 Spring</b>	<b>19 Break</b>			
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>						

<b>April 2015</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9 IDAHO</b>	<b>10 STATE</b>	<b>11 FFA</b>	<b>12 CONF</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>			

## May 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Last Day at ST Site	3
4	5	6 UI	7 Dead	8 Week	9	10
11	12	13 UI	14 Finals	15 Week	16	17 GRADUATION

---

## Unit and Daily Planning

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- 1. Unit:** List the unit title.
- 2. Course:** List the course for which you intend to teach this unit.
- 3. Instructor:** List your name and school in which you are teaching.
- 4. Course Composition:** grade level, student distribution and description (gender etc.)
- 5. Standards:** List the state and national standards being met throughout this unit. Include state and national core content standards, state and national PTE standards, etc.
- 6. Unit Big Idea or Essential Question:** What is the goal in teaching this unit? What will students come away from the unit knowing and being able to do?
- 7. Unit Objectives:** The unit objectives break the subject matter down into workable segments. These may become the individual lessons within the unit.
- 8. Unit References and Materials:** List any and all reference books, curriculum, lab manuals, etc., that you will use in teaching the unit. Also include a list of all materials you will need to teach the unit.
- 9. Unit Time Line (Anticipated # of class periods):** Create an anticipated time line for teaching the unit based on the number of lessons included in the unit and the anticipated length of each unit.
- 10. Unit Interest Approach:** This interest approach pertains to the overall topic area. For example when beginning a unit of instruction on food safety, an appropriate interest approach might deal with food borne diseases. You will develop additional interest approaches as you move to individual lessons.
- 11. Unit Assessment:** Covey is a proponent of “Beginning with the end in mind.” This means that prior to beginning a unit, you should know what kinds of assessment(s) you will use to evaluate student learning. These should relate to the unit outcomes and include both traditional and alternative methods of assessment. It is not necessary at this point that you identify all of the questions to be included on a unit exam, only that you plan to give one.
- 12. Addressing Learning Styles (kinesthetic, visual, auditory):** How are you providing learning opportunities in each of these areas across the unit. Each daily plan may or may not address all of these areas, but would expect TWO of three be addresses in each Daily Plan.
- 13. Students with Special Needs/Circumstances:** Indicate students on IEP/504 and their needed accommodations. Additionally, circumstances that might impact student participation/performance in class. For example, a student on crutches in an ag mechanics lab class.

Unit Plan Title: \_\_\_\_\_

<b>Course:</b> <b>Course length (50 min etc.)</b> <b>Instructor:</b>	
<b>Course Composition</b> <b>(grade level, student distribution and description [gender etc.], etc.)</b>	
<b>Standards (e.g. State PTE/CTE standards; Core content standards):</b>	
<b>Unit Big Idea or Essential Question:</b>	
<b>Unit Objectives (Students will...):</b>	
<b>References, Materials, Equipment, and Other Resources:</b> <b>e.g. Notes/notes outline; lab activities; needed references</b>	
<b>Unit Timeline: (Anticipated number of classes/days)</b>	

<b>Unit Interest Approach:</b>		
<b>(explanation)</b>		
<u>Teacher will say:</u>	<u>Teacher will do:</u>	<u>Students will:</u>
<b>Unit Assessments (e.g. project; quizzes; exam)</b>		
<b>Addressing Learning Styles (kinesthetic, visual, auditory)</b>		
<b>Students With Special Needs/Circumstances</b>		

**Daily Plan for \_\_\_\_\_**

**(Title, Unit, Date to be Taught)**

*Attach all needed reference materials for this daily plan.*

<b>Course:</b> <b>Course length (50 min etc.)</b> <b>Instructor:</b>	
<b>Standards addressed today</b> <b>(e.g. State PTE/CTE standards; Core content standards):</b>	
<b>Daily Objectives (Students will...):</b>	
<b>Daily References, Materials, Equipment, and Other Resources:</b> <b>e.g. Notes/notes outline; lab activities; needed references</b>	
<b>Today's Bell Work</b>	

<b>Daily Interest Approach: (explanation)</b>		
<u>Teacher will say:</u>	<u>Teacher will do:</u>	<u>Students will:</u>
<b>Daily Plan Subject Matter to Be Learned:</b>		
<b>Objective 1: (copy as needed)</b> <u>Teacher will say:</u>	<u>Teacher will do:</u>	<u>Students will:</u>
<b>Daily Review and Closure:</b>		
<u>Teacher will say:</u>	<u>Teacher will do:</u>	<u>Students will:</u>

**Daily Assessment (e.g. quiz, questioning, activity)**

--

**Daily Teacher Reflection of Lesson (How did it go? What worked? What didn't? How do you know?)**

--

**Students with Special Needs/Circumstances**

--

**Addressing Learning Styles (Kinesthetic, Auditory, Visual)**

--

## Summary of Experiences in Teaching Agricultural Science and Technology

NAME OF STUDENT TEACHER \_\_\_\_\_

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

SCHOOL \_\_\_\_\_

### EXPERIENCES

<b>A. Planning Instruction - High School</b>
--

	Observed	Assisted	Performed
1. Review the cooperating instructor's program of instruction. .... 0	A	P	
a. Departmental Scope and Sequence ..... 0	A	P	
b. Departmental Policy Statements (Obtain a copy of each) ..... 0	A	P	
2. Develop a weekly schedule of activities with the cooperating instructor.			
a. Discuss teaching schedule..... 0	A	P	
b. Develop teaching calendar..... 0	A	P	
3. Inventory and evaluate references and instructional aids in school and community.			
a. Review necessary correspondence..... 0	A	P	
b. Review catalog and storage system for books, references, and audio visual aids..... 0	A	P	
c. Filing system used ..... 0	A	P	
Describe _____			
<hr/>			
4. Survey the facilities to determine quantity and quality of equipment and tools by instructional areas. (Form found on pages 188-192 of <i>Planning, Organizing and Teaching Agricultural Mechanics</i> ---text for Ag Ed 454---would be useful.)..... 0	A	P	
5. Locate material and equipment for making the agricultural facility a safe place to learn. .... 0	A	P	
a. Fire extinguishers in laboratory..... 0	A	P	
b. Fire exit plan ..... 0	A	P	
c. Materials used in teaching safety ..... 0	A	P	
List: _____			
<hr/>			
6. Describe the procedures for purchasing tools, equipment, teaching aids and supplies. .... 0	A	P	



	<u>Observed</u>	<u>Assisted</u>	<u>Performed</u>
14. Use references and resource material.....	O	A	P
15. Prepare and use teaching aids and materials.....	O	A	P

<b>C. Evaluation of Student Performance and Class Teaching</b>
--

1. Establish criteria for evaluating student performance.....	O	A	P
2. Utilize a grading system consistent with school policy. ....	O	A	P
a. Describe grading system used by cooperating instructor: _____			
_____			
_____			
b. Review with high school principal the grade required for permanent records.....	O	A	P
3. Construct test and quizzes to assess student understanding, growth and development. (include with lesson plans).....	O	A	P
Review tests and quizzes with cooperating instructor.....	O	A	P
4. Develop and use a skill sheet (include with lesson plan). ....	O	A	P
Describe: _____			
_____			
_____			

<b>D. Coordination of Supervised Agricultural Experience Program</b>
--

1. Discuss the SAE phase of agricultural science and technology with the school administrator(s)			
a. Principal's philosophy - _____			
_____			
b. Superintendent's philosophy _____			
_____			
2. Guide students in the selection and/or expansion of their SAE program. ....	O	A	P
Give example: _____			
_____			
_____			
3. Help students develop experience plans and agreements for their SAE programs.....	O	A	P
4. Relate class work to student's SAE activities. ....	O	A	P



**E. FFA Activities**

	Observed	Assisted	Performed
1. Serve as an FFA advisor at one FFA meeting. (include a picture or article) Date: _____	O	A	P
2. Help officers plan agenda for an FFA meeting ..... (Include a copy of the agenda)	O	A	P
3. Teach one lesson on FFA. .... a. Describe lesson taught: _____	O	A	P
<hr/>			
4. Assist chapter secretary in writing minutes of a chapter meeting..... Include a copy of the minutes.	O	A	P
5. Assist chapter reporter in preparing news articles..... (Attach news articles appearing in local paper)	O	A	P
6. Assist an FFA committee in planning, conducting, and evaluating a committee event. .... a. Describe the committee event: _____	O	A	P
<hr/>			
7. Monitor use of FFA funds and budgeting process..... a. Describe how FFA funds are handled: _____	O	A	P
<hr/>			
b. What is total FFA budget? _____			
<hr/>			
c. Describe chapter's major money-making activities: _____			
<hr/>			
8. Review FFA program of activities with advisor and officers. .... a. How are officers elected? _____	O	A	P
<hr/>			
<hr/>			
b. What training do officers receive? _____			
<hr/>			
9. Assist a member in applying for a proficiency or achievement award... a. List proficiency or achievement award: _____	O	A	P
<hr/>			
10. Describe your supervision of one FFA event, other than a chapter meeting. (Example---parent-member banquet, district judging Career Development Event): _____			
<hr/>			
<hr/>			



Observed      Assisted      Performed

5. Attend activities such as PTA meetings, school board, teacher's association, civic organizations, Farm Bureau, or Grange, etc..... 0                      A                      P  
List: \_\_\_\_\_

6. Visit with agribusinessmen and/or farmers about the program. .... 0                      A                      P

7. Attend school functions (athletic events, play, etc.)..... 0                      A                      P  
List: \_\_\_\_\_

The student teacher has completed as many of the experiences listed as possible.

Signed: \_\_\_\_\_  
Cooperating Instructor

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## Weekly Journal Entries

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\_\_\_\_\_, 2015

Name \_\_\_\_\_ Student Teaching Center \_\_\_\_\_

Please include anything you wish regarding your student teaching experience. You may wish to comment on meetings, interviews, trips, contacts, problems, questions, highlights, insights, frustrations, reactions, etc. Please feel free to expand beyond the allotted writing area. Replicate this form as needed for each week of the student teaching experience.

DAY	ENTRY
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY & SUNDAY	

*Replicate this form for each week of the student teaching experience*

This form is to be e-mailed to your University Supervisor weekly.

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**Idaho Agricultural Education Program Visitation**

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Summary (2 required)

Date \_\_\_\_\_

Department Visited \_\_\_\_\_

Instructor's Name \_\_\_\_\_

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Classes and activities observed:

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Teaching Observation: Including ideas relating to teaching methods and strategies.

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Other visitation activities (Could include meeting principal, meeting other Professional-Technical or non-PTE instructor, assessing facility, filing systems, local instructor philosophy as it relates to SAE/FFA, etc.).

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Comments:

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## Cooperative Extension System Office Visit

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### Summary

Date \_\_\_\_\_

Extension Office Visited \_\_\_\_\_

Personnel in the Extension Office you met (including title and/or role in the office):


1. Observations of activities in the office:

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2. Items discussed with agricultural extension educator: (Could include service provided, cooperative activities with agriculture instructors, program of work, situation statement, extension advisory committee, volunteer leadership, 4-H activities, other.)

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3. Other Comments:

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## Substitute Teacher Procedures and Instructions

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For the days you will be away from your teaching duties (e.g., State FFA Leadership Conference and other days you are not at your school site), include in your notebook – school procedures, special instructions, and the teaching plans for your substitute teacher.

1. You may use the following page or a similar form which may be provided by the school office to highlight school procedures for your substitute. Note school procedures, including: school day schedule, emergency procedures, first aid, electrical power source and shut off, security, etc.
2. Special instructions include information which will assist the substitute deal with each class and/or special students. Examples include: class role sheets, seating arrangements, reporting absences and tardies, student aides, textbook, notebook storage, audio visual access and use, etc.
3. Teaching plans include teaching procedures and content to be taught. Provide student handouts, worksheets, overhead transparencies, tests, and quizzes.

***The attached form may be used OR the format required by your cooperating site may be utilized. Be certain that all required information is included regardless of the format you use.***

---

**Substitute's Page**

---

<b>Daily Procedures</b>	
Opening	Noon
Break	Dismissal
<b>Emergency Procedures</b>	
Nurse's Schedule	Fire Drill
First Aid	Storm Drill
<b>Special Health Information or Problems</b>	
Name	Notes
<b>Source of Information</b>	
Name	<b>Pupils with Special Classes</b>
	Class
	Day/Time
<b>Times for Teacher's Aide</b>	<b>Notes for the Substitute</b>
<b>Audio-Visual Equipment Procurement</b>	

\*Attach Lesson Plan



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**Report of Special Education**

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Special Education Instructor Visited: \_\_\_\_\_

Summarize the procedures of the school concerning special education: \_\_\_\_\_

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Description of a special education student in one of your classes (if you do not have one, with the assistance of the special education teacher, describe a special education student in the school):

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Review the student's IEP; if possible, attach a copy of the IEP with the identification removed:

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Based on your experience with this student, assess the appropriateness, the accommodations, and other elements of the IEP: \_\_\_\_\_

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Briefly summarize your conference with the special education teacher: \_\_\_\_\_

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## Practice Interview with Administrator

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*During the student teaching experience, the student teacher is expected to schedule a practice job interview with one of the administrators in your school district who is responsible for hiring. This may be the building principal, district superintendent, or other administrator depending on how your cooperating district is organized. Please ask them to interview you as they would a potential candidate for an ag teaching position. Once the interview is complete, reflect on the following items. This form will be submitted to your University Supervisor as part of your final Ag Ed 461 Portfolio.*

What questions did the administrator ask you? \_\_\_\_\_

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Do you feel you were prepared for the questions? Why or why not. (In other words, evaluate your responses to the questions) \_\_\_\_\_

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What questions did you ask the administrator? \_\_\_\_\_

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What impressed you the most about the interview? \_\_\_\_\_

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In what areas do you need to prepare prior to an interview for an actual teaching position?

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How will the experience of this mock interview prepare you for future job interviews? \_\_\_\_\_

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Attach a copy of the completed job application you submitted to the school district.

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## Interview of Building Administrator

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Describe your high school and school district: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your responsibilities as an administrator including teacher evaluation and student discipline?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you view the role and importance of professional-technical education in the school and district? What is the specific role or importance of the agricultural education program?

\_\_\_\_\_  
\_\_\_\_\_

What do you view as the importance of Supervised Agricultural Experience Programs within the agricultural education program? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please describe your perception of the role of the local FFA chapter in the agricultural education program, school, and community. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please list your ideal characteristics of an agricultural education instructor. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please describe your philosophy of extended contract days and their use and importance in a high quality agricultural education program. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

***Student Teachers may either conduct a student evaluation of teaching or have the building administration conduct a teaching assessment as they would for a teacher within their school.***

---

## Formal Student Evaluation of Instruction

---

*Student Teachers will replicate this form and distribute to students in their assigned classes at approximately the mid-way point of student teaching (formative) and as a final evaluation (summative).*

***Student return this form to your regular agriculture teacher***

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

What class did you have from the student teacher? \_\_\_\_\_

Please circle your current grade level.

Freshman

Sophomore

Junior

Senior

What grade do you expect to receive in this class? Please circle the appropriate response.

A

B

C

D

F

How much do you think you have learned in this class today (please circle your response)?

Nothing

A little

A lot

How much do you think you have learned in this class while the student teacher has been teaching (please circle your response)?

Nothing

A little

A lot

What things did you like about the class when the student teacher was teaching? \_\_\_\_\_

\_\_\_\_\_

What things did you dislike about the class when the student teacher was teaching? \_\_\_\_\_

\_\_\_\_\_

How could the student teacher make their instruction better? \_\_\_\_\_

\_\_\_\_\_

What, in your opinion, is ONE THING the student teacher should stop doing or change in the way the course is taught? \_\_\_\_\_

\_\_\_\_\_

What, in your opinion, is ONE THING the student teacher should keep doing because it was great? \_\_\_\_\_

\_\_\_\_\_

***Students, please be honest and professional in your input to the student teacher. This will help them be a better teacher, but only if you are clear and appropriate in your responses.***

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**Here By the Owl . . . .**

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*Student Teachers will serve as the FFA Advisor during at least one official FFA meeting during their student teaching experience. Please describe the chapter meeting or banquet below.*

Date and time of FFA Meeting: \_\_\_\_\_

Title of Meeting (banquet, monthly meeting) \_\_\_\_\_

Location of Meeting: \_\_\_\_\_

Members in attendance (number): \_\_\_\_\_

Special guest(s) or speaker(s) in attendance (name and title) \_\_\_\_\_

Were other stakeholders (administration, advisory committee, parents) in attendance?  
Why or why not? \_\_\_\_\_

What did you as the student teacher do to assist the chapter in preparing for this meeting? \_\_\_\_\_

Did the chapter officers hold an Executive Committee meeting to plan the agenda? Why or why not? \_\_\_\_\_

Who created the agenda? (attach a copy) \_\_\_\_\_

Was the agenda distributed at the chapter meeting? Why or why not? \_\_\_\_\_

What role did you expect and require the officers to play in preparation? \_\_\_\_\_

What went well about the meeting? \_\_\_\_\_

Describe how you might plan and run this meeting differently next year, or when you are employed at a school as the FFA Advisor. \_\_\_\_\_

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**District Agriculture Teachers' Meeting**

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*Student Teachers will attend at least one meeting of the district agriculture teachers during their student teaching experience. Please describe the meeting below.*

Date of Teachers Meeting: \_\_\_\_\_

Location of Meeting: \_\_\_\_\_

District Name: \_\_\_\_\_

Agriculture Teachers in attendance (number): \_\_\_\_\_

Agriculture Teachers in the District (number): \_\_\_\_\_

What was the purpose or goal for the meeting (attach agenda if available)? \_\_\_\_\_

Describe some of the behaviors of the ag teachers at this meeting (no names needed). Be sure to describe progressive, reluctant, charismatic, and reserved teachers. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the outcome of the meeting? Were the agenda items, goals, and objectives met? \_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What went well about the meeting? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you had been in charge of this meeting, what might you do differently in planning and conducting the meeting? How might this have impacted the success of the meeting? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General Observations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### SAE Supervision Summary

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

Travel (miles) \_\_\_\_\_ Time \_\_\_\_\_

SAE Type: (Placement, Exploratory, Entrepreneurship, Research): \_\_\_\_\_

Current SAE Program(s):

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Observations:

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Suggestions:

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Visited with Parent(s) or Employer: \_\_\_\_\_ Yes Name \_\_\_\_\_  
\_\_\_\_\_ No

Items Discussed:

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Other Notes:

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*A minimum of **five** SAE visits must be conducted and this report completed for each of the visits to be submitted with the final student teaching portfolio.*

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## Sharing Your Best: Teaching Idea Exchange

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Sharing ideas that work has long been a method used to improve the situation of the business, the farm or the profession. In this case, the business or teaching is enhanced during an idea exchange after the completion of student teaching.

During your student teaching experience, bring back one outstanding idea to share with your fellow student teachers. The idea can be your own, discovered during the student teaching, or it can be one which you learned from your cooperating teacher or another teacher.

The objective and/or expected outcomes of the activity include:

1. Encourage student teachers to look for good teaching ideas.
2. Student teachers return to campus and teach the idea to their peers, modeling appropriate teaching methods.
3. Each student teacher has several teaching ideas which he/she can put into practice.
4. Acceptability of the ideas/methods is greater because they have just been used and they are presented by student teachers, not their professors.
5. The agricultural education staff has the opportunity to observe some very creative teaching ideas.
6. The process teaches student teachers and the agricultural education staff that teacher education is truly collaborative and synergistic and that the best teaching ideas often come from our students.
7. This activity **MUST** be an in-class activity that can feasibly be presented to the student teaching cohort.
8. The creativity of the student teacher must be evident in the lesson or activity.

Be prepared to:

1. Teach your own idea to your peers using appropriate teaching methodology. You may design your presentation as though we were a particular class (e.g., freshman Ag 120). At some point in your presentation, you may stop and explain how you carried out the rest of the lesson/activity.
2. Be prepared to share copies of handout materials with your fellow student teachers. **INCLUDE COPIES OF YOUR LESSON PLANS, SUPPORTING MATERIALS, AND HANDOUTS IN THE PORTFOLIO.**
3. Teach/report your idea in a 20 to 30 minute timeframe.
4. Be prepared to present (teach) your idea during the Capstone Trip.

***The entire lesson plan utilized for the "Sharing Your Best" Activity MUST be submitted to Dr. Wolf electronically by May 1, 2015. The materials submitted by all student teachers will be made available to all other student teachers in order to begin developing your "bag of tricks" to be used once you begin your teaching career.***

## Assessment of Teaching Performance

*(This form to be used for weekly assessments and University Supervisor assessments)*

Date	Class				
Instructor	Cooperating Teacher/University Supervisor				
Lesson(s)	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
<b>INSTRUCTOR</b>					
1. Appropriate dress	VG	S	I	NI	U
2. Poised, relaxed, shows self-confidence	VG	S	I	NI	U
3. Free from distracting mannerisms	VG	S	I	NI	U
4. Suitable vocabulary and correct grammar	VG	S	I	NI	U
5. Speech quality, variation and enunciation	VG	S	I	NI	U
6. Shows enthusiasm	VG	S	I	NI	U
7. Expression is clear	VG	S	I	NI	U
COMMENTS: _____					

	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
<b>ORGANIZATION &amp; PRESENTATION</b>					
1. Thorough preparation	VG	S	I	NI	U
2. Stimulating introduction	VG	S	I	NI	U
Announcements	VG	S	I	NI	U
Review of previous material	VG	S	I	NI	U
Anticipatory Set/Interest Approach	VG	S	I	NI	U
3. Lesson objectives were clear	VG	S	I	NI	U
4. Logical organization and lesson sequence	VG	S	I	NI	U
5. Proper lesson plans followed	VG	S	I	NI	U
6. Emphasis of important points	VG	S	I	NI	U
7. Appropriate subject matter	VG	S	I	NI	U
8. Problem is practical, true to life	VG	S	I	NI	U
9. Sufficient knowledge of subject matter	VG	S	I	NI	U
10. Effective summarization	VG	S	I	NI	U
11. Objectives accomplished	VG	S	I	NI	U
COMMENTS: _____					

	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
<b>TECHNIQUES</b>					
1. Class control and management	VG	S	I	NI	U
2. Proper and natural gestures	VG	S	I	NI	U
3. Variety in technique and teaching aids	VG	S	I	NI	U
4. Effective use of chalkboard/whiteboard	VG	S	I	NI	U
5. Effective use of proper illustrative material	VG	S	I	NI	U
6. Methods used to gain student interest:	VG	S	I	NI	U
Telling appropriate story	VG	S	I	NI	U
Getting students to give illustrations and experiences	VG	S	I	NI	U
Convincing student of importance of problem	VG	S	I	NI	U
Use of suspense	VG	S	I	NI	U
Appealing to impulses (activity-involvement, curiosity, competition, creativeness)	VG	S	I	NI	U
7. Other	VG	S	I	NI	U

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
<b>STUDENT</b>					
1. Stimulation of interest and enthusiasm	VG	S	I	NI	U
2. Active participation in discussion or activities		VG	S	I	NI
U					
3. Participation spread throughout class	VG	S	I	NI	U
4. Material adapted to ability/interest of class	VG	S	I	NI	U
5. Stimulated thinking and independent work	VG	S	I	NI	U
6. Asked significant questions	VG	S	I	NI	U
7. Teacher-student rapport	VG	S	I	NI	U
8. Level of learning achieved	VG	S	I	NI	U
Information	VG	S	I	NI	U
Appreciation	VG	S	I	NI	U
Understanding	VG	S	I	NI	U
Doing ability, including problem solving	VG	S	I	NI	U

COMMENTS: \_\_\_\_\_

\_\_\_\_\_



**Idaho Teacher Candidate Evaluation**  
**(Based on the Charlotte Danielson Model)**  
***Two Required – one with each University Supervisor Visit***

Teacher Candidate \_\_\_\_\_

Term/Year \_\_\_\_\_

Institution \_\_\_\_\_

**In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.**

\* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

<b>Planning and Preparation</b> <b>(Correlated to Idaho Core Teacher Standards 1, 2, and 7)</b>						
<b>Strengths</b>	<b>Domain 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4*</b>	<b>Growth Opportunities</b>
	A. Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Setting instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Designing student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

The Classroom Environment (Correlated to Idaho Core Teacher Standard 5)						
Strengths	Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

Instruction and Assessment (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)						
Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

Professional Responsibilities  
(Correlated to Idaho Core Teacher Standard 9 and 10)

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Maintaining accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Participating in the professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

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(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Date

## Checklist of Variation in Teaching

*Discuss the effectiveness of these activities, e-moments and active learning strategies in your daily journal.*

DATE(S) USED	Teaching Activities (comments)	QUALITY		
		MIN	AVG	SUP
	Demonstration			
	Discussion			
	Experiment			
	Field Trip			
	Gaming			
	Handout			
	Independent Study			
	Internet Research			
	Job / Skill Sheets			
	Lecture			
	Lecture / Discussion			
	Overhead Projector			
	Powerpoint Presentation			
	Resource People			
	Streaming Video (pod casts etc.)			
	Supervised Study			
	Videotape/DVD			
<b>LifeKnowledge E-Moments (Utilize at least 3 throughout student teaching)</b>		<i>MIN</i>	<i>AVG</i>	<i>SUP</i>

\$10,000 Pyramid Moment  
 Almanac/ Encyclopedia Moment  
 BOB The Weather Guy Moment  
 Cartographer Moment  
 Choral Response Moment  
 Crayon Moment  
 Descartes Moment  
 Dickens Moment  
 Eyewitness News Moment  
 Fred Astaire Moment

Go Get It Moment  
 Go-With-The-Flow Moment  
 Graphic Artist Moment  
 Hieroglyphics Moment  
 Hole-In-One Moment  
 Jeopardy Moment  
 Karaoke Moment  
 Little Professor Moment  
 Marcel Marceau Moment  
 Me-You-Us Moment

Michelangelo Moment  
 Mother Goose Moment  
 Motion Moment  
 Newton Moment  
 Party Host Moment  
 Picasso Moment  
 Show What You Know Moment  
 Sound Track Moment  
 Voice Modulator Moment

Active Learning Strategies (Utilize at least 3 throughout student teaching)	MIN	AVG	SUP

Brainstorming  
 Buzz Groups  
 Carousel Brainstorming  
 Case Studies  
 Clarification Pause  
 Cooperative Groups  
 Concept Mapping  
 Daily Journal

Debates  
 Examples  
 Formative Quizzes  
 Group Work Technique  
 Frequent Short Quizzes  
 Jigsaw Procedure  
 Learning Cycle

Lecture Summary  
 Technique  
 Matrix Technique  
 Muddiest Point  
 Moveable Magnetic  
 Diagrams  
 One-Minute Paper  
 Panel Discussion

Phillips 66 Technique  
 Picture Making  
 Planning a Field Exercise  
 Question/Write Technique  
 Role Plays  
 Socratic Questioning  
 Think/Pair/Share  
 Voting Technique

## Teacher Candidate's SAMPLE Professional Action Plan

Candidate Name: A. Teacher		Date: 12/5/13	University: University of Idaho	
Domain Two Goal (2a – 2d): Identify Component __2c__ Managing classroom procedures				
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)	
The teacher candidate will increase instructional learning time and student engagement at the beginning of class each day by designing and implementing bell work for 80% of instructional days.	Mentor teacher; teaching websites	Daily lesson plans and student work	To begin immediately	

Domain Three Goal (3a – 3c): Identify Component __3b__ Using questioning and discussion techniques				
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)	
The teacher candidate will write out question prompts prior to class discussion 100% of the time.	Peer teacher/ teacher resource materials	Lesson plans	To begin immediately	
The teacher candidate will challenge students by asking higher level questions at least 25% of the time during class discussions.	Bloom's Taxonomy	Observation by peer teacher or administrator	To begin immediately	

The teacher candidate will keep discussions going and challenge students by asking probing follow-up questions at least two times during each class discussion.	Bloom's Taxonomy	Observation by peer teacher or administrator	To begin immediately
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Third Goal: Identify Component_4 a ____ Reflecting on teaching			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)
The teacher candidate will make notes in the lesson plan book to indicate what went well and what things would be changed or could be improved for 80% of the lessons are taught each week.	Lesson plan book, discussion with peer teachers and/or administrators	Lesson plan book	To begin immediately

*I have reviewed the above Professional Action Plan:*

Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Representative: \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher Candidate's Professional Action Plan

Candidate Name:	Date:	University:	
Domain Two Goal (2a – 2d): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

*I have reviewed the above Professional Action Plan:*

Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Representative: \_\_\_\_\_

Date: \_\_\_\_\_

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## Video Recording – Reflective Practice and Assessment

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With this assignment you will demonstrate how you reflect on your own teaching and its impact on the student learning, and how you engage students in the discovery, exploration, and implementation of concepts, procedures, and processes to develop an understanding of an important agriculture content area over a period of time. By video recording lessons and providing written commentaries of each lesson, you will provide evidence of planning and teaching that help build students' agriculture understanding. You will also provide evidence of your ability to describe, analyze, and reflect on your teaching practice.

### What You Need To Do:

- Work with your cooperating instructor to video record an entire class session each week.
- Watch the video of yourself teaching and working with students for the entire class period.
- Prepare a written reflection/ critique (narrative, not a bulleted list) of your lesson.
- Submit the reflection with the weekly journal page to your university supervisor.
- Submit the video recording file to your university supervisor via the student teaching Dropbox folder.
- Review and discuss your reflections with your cooperating teacher during your weekly evaluation.

### When preparing your reflection/ critique, ask yourself the following questions and include your responses to the questions in your commentary:

- What occurred immediately prior to and after the video lesson that was important to know in order to understand and interpret this lesson?
- What went well during the lesson? What could be improved for the next time? Does anything need to be re-taught?
- Was room set-up conducive? Was the environment of the classroom safe for students?
- Were lesson objectives clearly communicated to students? Did students know what they were expected to learn?
- Did students have the background knowledge to accomplish the objectives? Were the lesson objectives asking the students to learn content they had already mastered?
- Was the lesson effective? Were the lesson objectives met? What evidence do you have that the objectives were met and that students developed a degree of mastery of the content?
- Were students engaged during the entire lesson? Why or why not? Cite examples of you know students were or were not engaged. What could/should have been done to ensure all students were engaged in the lesson?
- How would you characterize your interactions with students? What opportunities did you give students to think critically?
- Did students benefit from the lesson? Was interest approach effective? Was relevance shown? Was there an application of concept?
- How was the time used during the lesson? Were activities appropriately varied during the class period? Did you start on time and end on time? Were you able to review and close the lesson in the time allotted? Was there an excess of down time at the end of the lesson?
- Was I prepared to teach the lesson? Were students prepared for lesson?
- How would you characterize the clarity of the lesson you taught during the class period? How did students respond to instruction you gave during the lesson?
- Was there a logical structure to the lesson? Were all parts of the lesson included in a sequential format?
- How would you characterize your presence in the classroom? Your voice? Your gestures? Your mannerisms?
- What methods of teaching were used during this class period? Was there a variation of teaching methods used while teaching? Were these most effective methods?
- How did particular exchanges demonstrate a productive, open, and enriching learning environment? Cite interactions from the videotape that demonstrate how you support this climate from learning.
- When reviewing your second lesson, was it more or less effective than the first lesson? Why?

## Teaching Self-Reflection

<b>Name:</b>	
<b>Unit Title</b>	
Total Time (add together the time of all recorded segments):	
<p>If you were well over or under the time allotted for the lesson (depending on the class length for your student teaching site), what could you do differently next time to be closer to on time? What are the possible consequences of being over or under time in your teaching? Answer in the box below.</p>	

**Instructions:** As you view the video recording of your teaching, place a mark under the column that best represents the level to which you agree with each of the following statements about your teaching. These statements are based on the characteristics of effective teaching.

Characteristic of Effective Teaching	Strongly Agree	Agree	Disagree	Strongly Disagree
I demonstrated enthusiasm in my teaching				
My teaching provided clarity to my students				
I used a variety of methods in teaching my students				
I interacted positively with my students and they interacted with me				
I stayed on task throughout the lesson (task oriented)				
My teaching was organized effectively				

**What are things you learned about yourself through this experience that you did not know before?**  
(answer in the box below)

***What did you like about your teaching? (i.e., what are the things you would want to do again if you had the chance to teach the lesson again?) (answer in the box below)***

***If you had the chance to teach this lesson again, what are the things you would do differently?  
(answer in the box below)***

***How will you change your lesson plan for this lesson and adapt your unit plan for this unit after watching your teaching? (answer in the box below)***

## Final Report, Evaluation and Exit Interview

***THIS ACTIVITY SHOULD BE COMPLETED IN AN EXIT INTERVIEW MODE BY THE COOPERATING INSTRUCTOR AND THE STUDENT TEACHER.***

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

COOPERATING INSTRUCTOR \_\_\_\_\_ SCHOOL DISTRICT \_\_\_\_\_

The following evaluations should be based on observations of student teaching activities that indicate potential success in the secondary teaching profession. An appropriate grade is recommended on page 3 of this evaluation form.

**I. ABILITY AS A TEACHER**

	Outstanding	Strong	Satisfactory	Weak	Not Satisfactory	Not Observed
1. Organizing and planning instruction.....	O	S	SA	W	NS	NO
2. Directing class study and discussion.....	O	S	SA	W	NS	NO
3. Directing laboratory and field activities.....	O	S	SA	W	NS	NO
4. Directing agricultural mechanics activities.....	O	S	SA	W	NS	NO
5. Instructing adult classes.....	O	S	SA	W	NS	NO
6. Maintaining student interest.....	O	S	SA	W	NS	NO
7. Maintaining student discipline.....	O	S	SA	W	NS	NO
8. Care of rooms and equipment.....	O	S	SA	W	NS	NO
9. Understanding pupils.....	O	S	SA	W	NS	NO
10. Supervising SAE programs.....	O	S	SA	W	NS	NO
11. Supervising FFA activities.....	O	S	SA	W	NS	NO
12. Using community resources.....	O	S	SA	W	NS	NO

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>II. PROFESSIONAL QUALITIES</b>
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	Outstanding	Strong	Satisfactory	Weak	Not Satisfactory	Not Observed
1. Attitude and loyalty toward teaching profession.....	0	S	SA	W	NS	NO
2. Empathy for students.....	0	S	SA	W	NS	NO
3. Capacity for growth .....	0	S	SA	W	NS	NO
4. Willingness and capacity for work.....	0	S	SA	W	NS	NO
5. Willingness to cooperate .....	0	S	SA	W	NS	NO
6. Ability to take suggestions and criticism.....	0	S	SA	W	NS	NO
7. Ability to express ideas clearly .....	0	S	SA	W	NS	NO
8. Understanding of agriculture and agricultural problems .....	0	S	SA	W	NS	NO

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

<b>III. PERSONALITY AND PERSONAL CHARACTERISTICS</b>
--

	Outstanding	Strong	Satisfactory	Weak	Not Satisfactory	Not Observed
1. Leadership .....	0	S	SA	W	NS	NO
2. Diplomacy and tact.....	0	S	SA	W	NS	NO
3. Enthusiasm .....	0	S	SA	W	NS	NO
4. Initiative.....	0	S	SA	W	NS	NO
5. Personal appearance and neatness.....	0	S	SA	W	NS	NO
6. Dependability .....	0	S	SA	W	NS	NO
7. Promptness.....	0	S	SA	W	NS	NO
8. Poise and self-control.....	0	S	SA	W	NS	NO

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**IV. TECHNICAL ABILITY AND KNOWLEDGE**

	Outstanding	Strong	Satisfactory	Weak	Not Satisfactory	Not Observed
1. Livestock Production .....	O	S	SA	W	NS	NO
2. Dairy Production .....	O	S	SA	W	NS	NO
3. Poultry Production.....	O	S	SA	W	NS	NO
4. Crop Production .....	O	S	SA	W	NS	NO
5. Agricultural Mechanics.....	O	S	SA	W	NS	NO
6. Farm and Agribusiness Management .....	O	S	SA	W	NS	NO
7. Horticulture/Greenhouse Management.....	O	S	SA	W	NS	NO
8. Forestry .....	O	S	SA	W	NS	NO
9. FFA/Leadership.....	O	S	SA	W	NS	NO
10. Record Keeping.....	O	S	SA	W	NS	NO
11. Agriscience.....	O	S	SA	W	NS	NO
12. Aquaculture .....	O	S	SA	W	NS	NO
13. Natural Resources/Environmental Science.....	O	S	SA	W	NS	NO
14. Food Science/Processing.....	O	S	SA	W	NS	NO

COMMENTS: \_\_\_\_\_

Based on my observations of _____ as cooperating _____ Student Teacher instructor, I recommend a grade of _____ be given for Ag Ed 460 Student Teaching in Agricultural Science and Technology. _____ Instructor Date
--

PLEASE KEEP ONE COPY FOR YOUR FILE & SEND ONE COPY TO YOUR UNIVERSITY SUPERVISOR:

James Connors, Kattlyn Wolf, or Jeremy Falk  
 Ag Education and 4-H Youth Development  
 1134 W. 6<sup>th</sup> Street, PO Box 442040  
 Moscow, ID 83844-2040

Allison Touchstone  
 Ag Education and 4-H Youth Development, UI Boise  
 322 East Front Street, Suite 440  
 Boise, ID 83720

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**Press Release Form**

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January 2, 2015

Student Teacher arrives at \_\_\_\_\_, *(name of local High School)*  
\_\_\_\_\_(City), Idaho. The University of Idaho Department of  
Agricultural Education and 4-H Youth Development has placed a student teacher,  
\_\_\_\_\_(student teacher name), with the Agricultural Science and  
Technology Instructor, \_\_\_\_\_(cooperating instructor name),  
at \_\_\_\_\_(high school name). From January through April,  
2015, \_\_\_\_\_(student teacher) will be teaching classes  
including; plant, soil, animal and environmental sciences, agribusiness, agricultural  
mechanization, and leadership. The student teaching experience will also include advising FFA  
activities such as contests, leadership conference, and the annual FFA banquet.

Dr. Jim Connors, department head of the Department of Agricultural Education and 4-H Youth  
Development at the University of Idaho says, "Student teaching is a real capstone experience in  
the undergraduate education process, and the local area agricultural science and technology  
instructor, \_\_\_\_\_(cooperating instructor) becomes a real  
extension of the Department of Agricultural Education and 4-H Youth Development."

\_\_\_\_\_(Student teacher) will be supervised on site by  
(University Supervisor Name: Connors, Falk, Touchstone, or Wolf) from the University of  
Idaho.

(Note: \_\_\_\_\_ can be reached at \_\_\_\_\_ )  
Student Teacher School phone number

\*Attach Photo