University of Idaho
College of Agricultural and Life Sciences

DEPARTMENT OF AGRICULTURAL EDUCATION AND 4-H YOUTH DEVELOPMENT

Student-Teaching Handbook 2011-2012

Agricultural Education

Table of Contents

Title **Page**

Student Teaching Manual – Summary of Content 3
Introduction. 6
Policies and Procedures 7
Your Calendar and Unit Outline 14
Student Teaching Calendar 15
Unit and Daily Planning 18
Unit Plan Template 20
Daily Plan Template 22
Summary of Experience in Teaching 25
Weekly Journal Entries Template 32
Agricultural Science and Technology Program Visitations 33
Cooperative Extension System Office Visitations 34
Substitute Teacher Procedures and Instruction 35
Substitute's Page 36
Observation Summary of Another Teacher in the School 37
Report of Special Education 38
SAE Supervision Summary 39
Sharing your Best – Teaching Idea Exchange 40
Assessment of Teaching Performance 41
Checklist of Variation in Teaching 44
Video Reflective Practice and Assessment 45
Teaching Self Reflection Template 46
Video Reflection Example 48
Bulletin Board Assignment… 49
Final Report, Evaluations and Exit Interview. 50
News Release 53

STUDENT TEACHING PORTFOLIO
Ag Ed 461, Student Teaching Portfolio - 2 credits

SUMMARY OF CONTENT

The following items **MUST** be completed and included in the portfolio: STE = Student Teaching Experience, CT = Cooperating Teacher, US = University Supervisor

	QUALITY				
	A	**B**	**C**	**D**	**F**
1. **Teaching Materials**					
A. Calendar and Unit Outline Page ___	10	8	7	6	5>
1. Due to your University Supervisor via e-mail.					
B. Planning Materials Page ___	10	8	7	6	5>
1. Unit Plans (ALL)	10	8	7	6	5>
2. Lesson Plans/Daily Plans (ALL)	5	4	3	2	1>
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>
2. **Experience in Teaching Agriculture (Page 25)**	10	8	7	6	5>
3. ***Weekly Journal (Page 32)/Video Reflection (Page 46)**	4				0
4. **Summary Reports from two (2) visits to nearby agricultural departments (Page 33)**	2				0
5. **Summary Report from extension office visit (Page 34)**	4	3	2	1	0
6. **Teaching Plans for substitute teacher (Pages 35-36)**	4				0
7. **Observation Summary of at least two other teachers in the school during class time (Page 37)**	2				0
8. **Summary Report of Special Education (Page 38)**	5	4	3	2	1
9. **Summary Report of five (5)+ SAE visits (Page 39)**	4	3	2	1	0
10. **Bulletin Board prepared and seen by University Supervisor (Page 49)**	2				0
11. **Evidence of Public Relations** *Copies of these items MUST be included!!*					
a. Newspaper Articles	1				0
b. Chapter Newsletters	1				0
c. School Newspaper Articles	5	4	3	2	1>
12. **Sharing Your Best: Teaching Idea Exchange (Page 40)**	2				0
13. **List of 10 positive experiences during STE** ___	2				0
14. **List of 10 challenges during STE**	2				0
15. **Copy of local FFA Program of Activities**					

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

The following items **MAY** 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 (as appropriate for your student teaching site)		
2. Minutes of local advisory committee meeting – preferably one attended by the student teacher DURING student teaching		
3. Local program philosophy goals and objectives.		
4. Program Pathways (Program of Study) for Cooperating site (include all pathways offered by the program)		
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 (contract) (ex: SLC, CDEs, field trips)		
9. Adult Education Course Outline if the program conducts adult education.		
10. Copy of local newspaper article publicizing ST in local HS		
11. Copies of State Division of Professional Technical Education Reports (10 forms)		
12. 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 **100**

Total Points Earned on Required Elements _____

Extra Credit **12 options . . . . 1 point each – up to 10 can be earned**

EXTRA CREDIT MAY ONLY BE EARNED IF ALL 15 REQUIRED COMPONENTS ARE COMPLETED AND INCLUDED IN THE FINAL PORTFOLIO

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 _____

A =90-100 points (90-100%)
B = 80-89 points (80-89%)
C = 70-79 points (70-79%)
D = 60-69 points (60-69%)
F = 59 points and below (0-59%)

STUDENT TEACHING
Ag Ed 460, Practicum and Secondary School Teaching in Agriculture - 10 credits

The following **MUST** be completed:

	COMPLETED	
	YES	NO
1. Ten weekly assessments of teaching performance by Cooperating Teacher (Page 32). 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 41)		
3. Checklist of Variations in Teaching (Page 44)		
4. **Video Recordings - Reflective Practice and Assessment. Once a week, video yourself, write a 1 page reflection, similar to AgEd 452 reflection summary. One reflection per week. A copy of the recordings must be submitted to your University Supervisor monthly due the 1st of each month. (Page 45)		
5. Cooperating Instructor Final Report and Evaluation (Page 50)		

****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 in conjunction with these two assignments.**

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.

INTRODUCTION

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 supervisors, 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!

Good luck in this important endeavor!

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

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.

ON-CAMPUS POLICIES AND PROCEDURES

A. Attendance and Tardiness

The 2012 Student Teaching Semester will begin January 4, 2012 at 7:30 a.m. in the AEE Building. January 4-13 will be an on-campus for Ag Ed 454 Facilities Organization and Management AND Ag Ed 453 Program Planning. Student teachers will be expected to attend all 8 days on campus prior to moving to their student teaching sites on January 17, 2012. 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 spent adequate time to complete required components of the experience.

Note that the four monthly meetings and 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 AE4HYDB 102. When returning the item, it must be properly checked in by obtaining the card from the staff member in AE4HYDB 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 Teachers

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. Prior to leaving for their student teaching site, student teachers are expected to have **AT LEAST one complete unit per course as described above** prepared and submitted to their university supervisor for review. 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 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.

OFF-CAMPUS POLICIES AND PROCEDURES

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 all 15 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 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.

D. 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.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. Student and 1st Year Teaching Breakfast & Seminar at FFA Leadership Conference

On the Friday morning, April 6, 2012, during State FFA Leadership Conference, Student Teachers are expected to attend the Breakfast and Seminar from 7:30 a.m. to noon. Please see the annual State Leadership Conference program for location.

K. 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.

L. 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 **www.webs.uidaho.edu/hrco**

M. 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.

N. Grading

Grading of courses that taught by a student teacher is between the student teacher and the cooperating teacher. The cooperating teacher'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.

O. Removal from Student Teaching

Student teachers may be removed from their cooperating teaching site upon request of the cooperating teacher, 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.

Your Calendar and Unit Outline

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

I. Prepare Your Own Calendar of Events

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 portfolio. You may use these calendars or create one of your own to be submitted as a portion of your portfolio requirements.

II. Unit Outline Plans

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	Kattlyn Wolf	Jeremy Falk	Allison Touchstone
(208) 885-6358	(208) 885-6358	(208) 885-6358	(208) 364-4543
jconnors@uidaho.edu	kwolf@uidaho.edu	jfalk@uidaho.edu	atouchstone@uidaho.edu

January 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
			On Campus – Ag Ed 453 and 454			
8	9	10	11	12	13	14
	On Campus – Ag Ed 453 and 454					
15	16	17	18	19	20	21
	Civil Rights Day	First day at site				
22	23	24	25	26	27	28
ICC Cenarrusa Day on the Hill	212-360 Conference (BOI)					
29	30	31				

February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
					All Day ST Mtg - MHS	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	Presidents' Day	National FFA Week				
26	27	28	29			

March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 All Day ST Mtg - MHS	3
4	5	6	7 BYU-I Ag Rendezvous	8	9	10
11	12 University of Idaho Spring Break	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11 Idaho State FFA Leadership Conference – Twin Falls	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 Last Day at ST Site	28
29	30 Moscow					

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	On Campus – Ag Ed 453/454					
6	7	8	9	10	11	12
	Capstone Trip – Ag Ed 470			Washington - SLC		UI Graduation
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Unit and Daily Planning

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: _____

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

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

Daily Plan for _____

(Title, Unit, Date to be Taught)

Attach all needed reference materials for this daily plan.

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

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

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

A. Planning Instruction - High School

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

	Observed	Assisted	Performed

7. Review the reports required by the school and state department.

	Date Due			
a. Scope and Sequence	_____	O	A	P
b. Enrollment	_____	O	A	P
c. Summer Weekly Reports	_____	O	A	P
e. Final Report of FFA Chapter	_____	O	A	P
f. Professional-Technical Education Reports (10's series)	_____	O	A	P

B. Instruction - Teaching in Classroom and Laboratory

1. Conduct class discussion. ..... O A P

2. Conduct supervised study. ..... O A P

3. Plan, organize, conduct and evaluate a field trip. ..... O A P
Describe:_____

_____

_____

_____

_____

4. Conduct a class using small group instruction..... O A P

5. Utilize a resource person. ..... O A P

Name	Title	Class
a.		
b.		
c.		

6. Using learning activities. ..... O A P

7. Conduct classroom and laboratory demonstrations. ..... O A P

8. Use of interest approaches in motivating students..... O A P

9. Utilize student's background and experiences in the Teaching-Learning Process..... O A P

10. Direct a student presentation. ..... O A P

11. Direct a student laboratory experience. ..... O A P

12. Direct students in solving problems..... O A P

13. Have complete charge of all classes. ..... O A P
    a. Attendance records ..... O A P
    b. Grading ..... O A P
    c. Announcements ..... O A P

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

C. Evaluation of Student Performance and Class Teaching

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:_____

_____

_____

D. Coordination of Supervised Agricultural Experience Program

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

	Observed	Assisted	Performed
5. Help students interpret how SAE activities relate to tasks performed by people in agriculture occupations.	O	A	P
6. Direct students in keeping records on their SAE programs.	O	A	P

a. Describe how cooperating instructor evaluates record books. _____

_____

_____

_____

7. Evaluate the progress of students in their SAE programs.	O	A	P

a. Describe how cooperating instructor grades SAE program. _____

_____

_____

_____

8. Assist students in solving problems associated with their SAE programs.	O	A	P

a. List five problems encountered: _____

_____

_____

_____

_____

_____

9. Work with employers and/or parents to develop SAE programs for students. (Reflect in SAE Supervision Summary)	O	A	P
10. Conduct supervising visits to SAE programs. (Reflect in SAE Supervision Summary)	O	A	P
11. Assist students in identifying agricultural mechanics improvement projects and activities during SAE visits.	O	A	P
12. Discuss with cooperating instructor the necessary forms required for a placement program.	O	A	P

a. Training stations used: _____

_____

_____

_____

b. Summer activities students were involved in: _____

_____

_____

_____

_____

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
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
7.	Monitor use of FFA funds and budgeting process..... a. Describe how FFA funds are handled: _____ b. What is total FFA budget? _____ c. Describe chapter's major money-making activities: _____	O	A	P
8.	Review FFA program of activities with advisor and officers. ..... a. How are officers elected? _____ b. What training do officers receive? _____	O	A	P
9.	Assist a member in applying for a proficiency or achievement award. ..... a. List proficiency or achievement award: _____	O	A	P

10. Describe your supervision of one FFA event, other than a chapter meeting. (Example---parent-member banquet, district judging Career Development Event): _____

_____

_____

_____

	Observed	Assisted	Performed
11. Prepare a display on FFA for a bulletin board. Include a photo of the completed bulletin board meeting the criteria outlined in the bulletin board assignment..	O	A	P
12. Relate FFA activities to class instruction.	O	A	P
13. Review State Degree Applications on file.	O	A	P
a. Assist student filling one out.	O	A	P
14. Attend an FFA District activity.	O	A	P
a. List: _____			
b. Attend an FFA State activity: (list activity and role fulfilled)	O	A	P
15. Review chapter point system. (Attach if available)	O	A	P

F. School-Community Relations

	Observed	Assisted	Performed
1. Confer with principal and superintendent on school policy and the qualities they desire in a teacher and specifically in an agricultural instructor.	O	A	P
a. Superintendent's name _____			
b. Principal's name _____			
2. Meet with other key program stakeholders (advisory committee members, board members, counselors, county extension educator) regarding community perception and involvement of the program.	O	A	P
List names and titles: _____			
3. Review school policies in handbook. (include a copy if possible).	O	A	P
4. Visit classes other than agricultural classes.	O	A	P
List: _____			

	Observed	Assisted	Performed
5. Attend activities such as PTA meetings, school board, teacher's association, civic organizations, Farm Bureau, or Grange, etc.	O	A	P

List:_____

_____

_____

_____

6. Visit with agribusinessmen and/or farmers about the program.	O	A	P
7. Attend school functions (athletic events, play, etc.)	O	A	P

List:_____

_____

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

Signed: _____

Cooperating Teacher

JOURNAL ENTRIES FOR THE WEEK OF

_____, 2012

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.

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.

AGRICULTURAL SCIENCE AND TECHNOLOGY
PROGRAM VISITATION
Summary

Date _____

Department Visited _____

Instructor's Name _____

Classes and activities observed:

_____
_____
_____
_____

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

_____
_____
_____
_____

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.).

_____
_____
_____
_____

Comments:

_____
_____
_____
_____

Signatures _____
Student Teacher

_____
Agriculture Teacher Visited

COOPERATIVE EXTENSION SYSTEM
OFFICE VISITATION
Summary

Date _____

Extension Office Visited _____

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

_____ _____

_____ _____

_____ _____

1. Observations of activities in the office:

_____
_____
_____
_____

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.)

_____
_____
_____
_____

3. Other Comments:

_____
_____
_____
_____
_____

Signatures _____
Student Teacher

_____
County Extension Educator Faculty/Representative

SUBSTITUTE TEACHER PROCEDURES AND INSTRUCTIONS

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

Daily Procedures	
Opening	Noon
Break	Dismissal
Emergency Procedures	
Nurse's Schedule	Fire Drill
First Aid	Storm Drill

Special Health Information or Problems	
Name	Notes

Source of Information	**Pupils with Special Classes**
Name	Class Day/Time
Times for Teacher's Aide	**Notes for the Substitute**
Audio-Visual Equipment Procurement	

*Attach Lesson Plan

OBSERVATION SUMMARY OF ANOTHER TEACHER IN THE SCHOOL DURING A CLASSROOM TEACHING SETTING

Teacher _____ Subject _____ Date _____

This activity should be worked out with your cooperating teacher in suggesting possible teachers to observe. The school principal may also suggest a possible teacher(s) to observe.

Items to be considered: Please provide a brief written narrative/discussion for each of the items below.

1. Business Like Behavior (Dress, Confidence, On Target w/ Objectives and activities, Continuity)

2. Enthusiasm (Speech, Mannerisms, Interest Approach & Maintained)

3. Clarity (Was subject matter clearly presented? Check for understanding? Summary?)

4. Opportunity to Learn Criterion Material (Hands on learning, Application to real life situations)

5. Variability (# and quality of teaching aids used, use of chalkboard and/or illustrative material)

AGRICULTURAL SCIENCE AND TECHNOLOGY
REPORT OF SPECIAL EDUCATION

Summarize the procedures of the school concerning special education: _____

_____

_____

_____

_____

_____

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):

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

Briefly summarize your conference with the special education teacher: _____

_____

_____

_____

_____

_____ _____

Signature of Student Teacher Signature of Special Education Teacher

SAE SUPERVISION SUMMARY

Student Name _____ Date _____

Travel (miles) _____ Time _____

SAE Type: (Placement, Exploratory, Entrepreneurship, Research): _____

Current SAE Program(s):

_____

_____

_____

Observations:

_____

_____

_____

_____

_____

Suggestions:

_____

_____

_____

_____

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

Items Discussed:

_____

_____

_____

Other Notes:

_____

_____

_____

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.

ASSIGNMENT: SHARING YOUR BEST: TEACHING IDEA EXCHANGE

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 May 7-9, 2012.

The entire lesson plan utilized for the "Sharing Your Best" Activity MUST be submitted to Dr. Wolf electronically by May 1, 2012. 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) _____

INSTRUCTOR

	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
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: _____

_____

_____

ORGANIZATION & PRESENTATION

	Very Good	Satisfactory	Improving	Needs Improvement	Unsatisfactory
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
TECHNIQUES					
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
STUDENT					
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: _____

_____

_____

STRONG POINTS OF LESSON:

SUGGESTIONS FOR IMPROVEMENTS:

Cooperating Teacher/University Supervisor _____
Signature

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			
LifeKnowledge E-Moments (Utilize at least 3 throughout student teaching)		***MIN***	***AVG***	***SUP***

$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

VIDEO RECORDING – REFLECTIVE PRACTICE AND ASSESSMENT
ASSIGNMENT

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 teacher 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.
- 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 then the first lesson? Why?

TEACHING SELF-REFLECTION

Name:	
Unit Title	
Total Time (add together the time of all recorded segments):	

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.

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 and adapt your unit plan for this unit after watching your teaching? *(answer in the box below)*

Video Reflection Example

Evaluation

Today was an alright day. The freshmen were really wound up as I began teaching. My interest approach was good as it linked up with the previous class lesson—and I had their interest for a while. But through the entire class it was a fight to keep them on task and listening. I used various cues to bring them back on track—and I thought that that had helped.

The main purpose of the lesson was to reintroduce some of the material already covered in genetics. As I set the stage for the activity, I did a good job asking about various genetic traits. I then handed out Easter eggs that were labeled Dominant and Recessive. We then went around the room and discussed which side would code for what and talked about Co-Dominance.

The activity was a good one, but it could have been better planned. If I would have had an assignment for them to follow, there would have been less of a distraction of egg spinning and talking and it could have been clearer. Getting all of the eggs back was not a huge obstacle and I simply went around the classroom with a bag to collect them. The activity did not take much time at all and was effective in helping them understand some of the principles, including Heterozygous and Homozygous.

With spring in the air, I have to rely even more on my voice level and verbal cues strategies to keep them on task. I am glad to have a few more days to practice this while the weather is getting nicer. I also need to work on how I am spread out in the classroom. My battery for the clicker was dying and it was obvious that I wasn't making it to the back of the room as much when teaching with a PowerPoint.

Bulletin Board Assignment

Bulletin Board

Purpose:

The purpose of this assignment is for student teachers to develop and implement a bulletin board display that is related to the local FFA Chapter, the current program of study, or career choices.

The board is to be a communication tool for promotion, marketing and/or educational purposes related to the local program.

Requirements:

- Photo must be taken of the completed bulletin board and submitted as a portion of the final student teaching portfolio.
- Bulletin board must be complete and on display during ONE of the university supervisor visits.
- The purpose of the display must be evident.
- The display must be related to the local program.
- The student teacher is encouraged to involve students from the cooperating site in the implementation of the bulletin board. Pictures of students working on the bulletin board will be an asset to the assignment.

AGRICULTURAL SCIENCE AND TECHNOLOGY
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: _____

_____

_____

_____

II. PROFESSIONAL QUALITIES

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

COMMENTS: _____

_____

_____

III. PERSONALITY AND PERSONAL CHARACTERISTICS

	Outstanding	Strong	Satisfactory	Weak	Not Satisfactory	Not Observed
1. Leadership	O	S	SA	W	NS	NO
2. Diplomacy and tact	O	S	SA	W	NS	NO
3. Enthusiasm	O	S	SA	W	NS	NO
4. Initiative	O	S	SA	W	NS	NO
5. Personal appearance and neatness	O	S	SA	W	NS	NO
6. Dependability	O	S	SA	W	NS	NO
7. Promptness	O	S	SA	W	NS	NO
8. Poise and self-control	O	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 or Kattlyn Wolf
Agricultural Education and 4-H Youth Development, University of Idaho
1134 W. 6th Street, PO Box 442040
Moscow, ID 83844-2040

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

January 17, 2012

Student Teacher arrives at _____ ,
(name of local High School)
_____, Idaho.
City

The University of Idaho Department of Agricultural Education and 4-H Youth Development has placed a

student teacher, _____ , with the Agricultural Science
Student Teacher
and Technology Instructor, _____ , at
Cooperating Instructor

_____.
High School

From January 19 through May 7, 2010 _____
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, coordinator of the student teaching experience in Agricultural and Extension Education 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, _____ becomes a real extension of the
Cooperating Instructor

Department of Agricultural Education and 4-H Youth Development." _____
Student teacher

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

(Note: _____ can be reached at _____)
Student Teacher **School phone number**

*Attach Photo