

FORWARD

This guide is designed for use by teacher candidates involved in the Single Subject Student Teaching Program and the Agriculture Specialist Field Experience activities as a part of the approved program of teacher preparation at California Polytechnic State University, San Luis Obispo.

Cooperating teachers, school administrators, and members of the Agricultural Education State Staff may also find this guide a valuable resource.

This guide is a special adaptation of the former Student Teacher Manual, which was developed over a period of thirty+ years with continuous input from teachers, administrators, and teacher candidates.

The Agricultural Education and Communication Department at California Polytechnic State University, San Luis Obispo, is pleased to make this manual available to you and others concerned with the preparation of teachers of agriculture.

A handwritten signature in black ink that reads "Ben Swan" followed by a long horizontal flourish.

Ben Swan, Student Teaching Experience Coordinator

6/7/18

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CALENDAR OF EVENTS

The following activities are those which all student teacher candidates should participate OR are important Cal Poly dates. Please combine these dates with your site, personal, and program calendars.

June 11, 2018	Student Teacher Candidate Seminar #1
September 7, 2018	Student Teacher Candidate Seminar #2 Student Teacher Candidate Profile #1 Due
September 20, 2018	Fall Quarter Begins at Cal Poly
October 1, 2018	EdTPA Due
October 5, 2018	Student Teacher Candidate Seminar #3 Student Teacher Profile #2 Due
November 7, 2018	Student Teacher Candidate Seminar #4 Student Teacher Profile #3 Due ATA Luncheon Departmental Reception
November 8, 2018	Student Teacher Tour
November 12, 2018	Veteran's Day Holiday Observed at Cal Poly
November 19-25, 2018	Thanksgiving Holiday Observed at Cal Poly
December 10, 2018	Student Teacher Candidate Seminar #5
January, 2019 TBD	Student Teacher Conclave
June 23-27, 2019	CATA Summer Conference (projected dates)

SECTION I

**Instructions
for the
Teacher Candidate**

Instructions for the Teacher Candidate

The new undertaking you are beginning is without a doubt the most important phase of your preparation for service as a teacher of agriculture. The student teaching experience is your opportunity to learn in the field. Observe carefully not only what is done but how it is done in the school to which you are assigned.

First impressions are important. Be genuinely courteous, cooperative and sincere in your dealings with students, cooperating teachers, administrators, other faculty members, school employees, parents and residents in the community. The ability to work well with other people and to maintain desirable relationships is one that every beginning teacher should cultivate throughout your career. Be discreet at all times in talking to friends and outsiders about what transpires in the department. You must realize that you are in a position of confidence.

It should be realized that the coming and going of teacher candidates causes some interruption of the regular school program. At the same time, you are added personnel in the school and, as such, you should have ideas to present for consideration that can be of value to the education program. In fact, you will be required to make some tangible contribution to the department during the student teaching experience.

Teacher candidates in agricultural education are expected to move to the community served by the school they are assigned for this experience. The cooperating schools are frequently located a considerable distance from San Luis Obispo. In addition, you are expected to participate in the many curricular activities which occur outside of the regular school day.

I. Administrative Relationships

- A. Report to the cooperating teacher, s/he will introduce you to the school principal and/or superintendent. Make contact with your cooperating teacher at least one week before your assignment. Learn the names and faces of the administrative personnel of the school, as well as other teachers and school employees.
- B. The principal expects you to become one of the teaching staff. Every teacher has certain obligations in the total program and you must be willing to do your share in this respect.
- C. Your cooperating teacher is your immediate supervisor. Work through your cooperating teacher in your administrative professional relationships.
- D. The cooperating teacher, the school administrators, and other persons in the school and community will be most cooperative and helpful.
- E. You should become familiar with the school and department policies as stated in the faculty handbook and similar publications.
The areas to be considered should include:
 1. Channels of authority
 2. School, community and department standards of dress, conduct, etc.
 3. Procedures for conducting classes, directing out-of-class activities, and completing and submitting local reports.
 4. Travel requests and vouchers.
 5. Substitute teaching procedures.
 6. Fingerprinting requirements.

II. Professional and Personal Procedures

A. Professional

1. Learn all you can during your student teaching experience. An agriculture teacher has a big job; get all the experience possible in all applicable phases of the job: department organization, classroom teaching, field and laboratory work, supervising students' agricultural experience programs (S.A.E.), and FFA activities.
2. Maintain a friendly relationship within the agriculture department and across all of the departments within your new school.
3. Be discreet in everything you do. You may not find all situations as perfect as you think desirable. Watch your conduct. Do not become involved in social affairs with high school students.
4. Praise those who deserve recognition for a job well done. Do not criticize one student to another. Do not criticize to others about your class, your cooperating teacher, your administrator or your school.
5. Demonstrate willingness to work. Agriculture teaching is not an eight to five job. You should be able to work as diligently as the cooperating teacher. Walk that "extra" mile!

B. Personal

1. Personal appearance is important. Be neat and clean. Dress appropriately for the task to be done.
2. Do not hesitate to ask for assistance from the cooperating teacher. If you do not know how to do a particular job, be sure to say so and then obtain help in learning to do it correctly. In this way, you will avoid embarrassing predicaments that result from claiming to "know it all."
3. Do not wait to be told what to do. After you have been given general instructions or certain activities planned, proceed to get the job done. Use initiative but be sure to keep your cooperating teacher informed.
4. Do not be afraid to suggest new ideas, but do not be surprised if they are not used. You may even find that certain procedures are contrary to past teaching. Try to find out why the principle that you have previously learned is not applied – usually there is a sound and practical reason.
5. Take criticism in the spirit in which it is offered. Suggestions will be offered for your professional improvement and you should ask for suggestions.
6. Of special note to all teacher candidates and their cooperating teachers should be the following personal and professional behavior items which have been identified for special attention: appropriate dress and hair style; meetings, attendance and travel arrangements; properly conducting student and teacher conferences and project visitations; and, an awareness of school policies that relate to teachers' conduct.

III. Special Note to Teacher Candidates

- A. First contacts are important. Your cooperating teacher will probably introduce you to each class. Be friendly and sincere but reserved. Your earlier contacts will be with each class as a group. Try to gain the respect and confidence of the group. Follow the lead of the cooperating teacher.
- B. The cooperating teacher will work with you in planning your first teaching assignment. You will begin teaching when it is determined that you are ready.
- C. Become familiar with each student's name and face. Make a copy of the class roll and the seating arrangement. Learn something about the supervised occupational experience program of each student or his/her plans for a project. Each student is a special person and will appreciate being addressed by their name. Pay special attention to memorizing and using your students' names.
- D. Prepare your lesson plans carefully. Be sure you know what it is you expect to accomplish in each teaching assignment or unit (objectives), and how you expect to

- accomplish it. Check on local agricultural practices and conditions. Prepare plans that will provide for directing, guiding, and leading your students to do and to learn.
- E. You will have more time to prepare lesson plans for present and future use during your student teaching experience than any other period in your teaching career. Plan and build carefully.
 - F. Secure the cooperation of your class but do not try to do this by being too easy or overly friendly.
 1. Endeavor to maintain an orderly, business-like classroom atmosphere. As you gain experience, you can more easily direct and supervise class work that allows greater and more desirable student activity and freedom. You must maintain proper control of your classes. Remember that the other teachers in the department have gained student respect; where they may loosen up with the student somewhat, you cannot do it in the same manner.
 2. Don't become too friendly with the student(s); they are not your "buddies."
 3. Be consistent in your methods and relationships.
 4. Be firm and fair and show a genuine interest in every student.
 - G. Use effective teaching devices and methods. Watch the methods used by other teachers in the department and the school.
 - H. Endeavor to improve your oral and written English along with your handwriting and spelling. Be careful to speak correctly. Be proud of your handouts and all correspondence.
 - I. Be prompt and dependable. Keep your appointments, be on time, do things expected of you on time and in an acceptable fashion.
 - J. Learn from your cooperating teacher.
 1. How does s/he handle situations and problems? Keep a record of special "tricks" or "devices" that you see used effectively.
 2. How does s/he work with people in conducting his/her program? Copy and use all the good points you can, but remember that no two persons will do the same thing the same way so be yourself and adapt to your own personality.

IV. Managing Your First Class

- A. A relaxed, poised, and enthusiastic teacher creates a sense of well-being to the emotional climate of the classroom. Your first teaching day should be free of classroom interruptions so that teaching/learning activities can begin immediately and a friendly, cheerful, well-organized and businesslike beginning may be made.
- B. Getting started on the right foot.
 1. Arrange the room attractively, place materials in convenient locations, plan routine procedure, and organize the first learning activity in detail.
 2. Be early, have everything ready, including yourself.
 3. Before starting anything be sure you have the attention of every member of the class.
 4. Encourage students to ask questions. Create an environment which will inspire and involve the students.
 5. Make sure students know exactly what you are trying to teach.
 6. Be prompt in getting to their level; don't teach over their heads, but at the same time, maintain high expectations of your students.
 7. Don't try to cover too much material; teach well that which you teach.
 8. Check for understanding, stressing important points.
 9. Make your assignments clear and definite and not too hard at first.
 10. Have the room properly arranged and material situated prior to the start and put away before the end of each period.

V. Supervising - Supervised Agricultural Experience (S.A.E.) Programs

- A. Understand district and department procedures regarding supervision of S.A.E.'s
 1. Transportation
 2. Project visitation forms
 3. Local 4-H – FFA relationships
 4. Parent contact
 5. Male/female students

VI. General Instructions

- A. Keep the required records on the Weekly Student Teaching Experience Report and submit by Monday of each week.
- B. You are assigned full-time to work and participate in activities of the agriculture department, except for time assigned to trips for student teacher seminars – or other outside activities previously arranged for and approved.
- C. Teacher candidates are directly responsible to their cooperating teacher and through him/her to the school administration. It is essential to follow the proper channels of authority.
- D. You are responsible to take your share of the non-ag duties.
- E. You are expected to participate in the regular activities of the faculty of the school. Your school administrator will expect this and other teachers will welcome you.

Be sure to keep all required or desirable records such as mileage, meals, and motel expenses. Be sure you can substantiate all items listed for reimbursement. Find out early from your cooperating teacher the local school policy regarding these matters before incurring expenses.

- F. Transportation: Understand the district policy regarding the use of all types of school vehicles. Inquire about the use of a private vehicle for school business, if necessary.
- G. The local school authorities have granted permission for you to observe and to complete the student teaching experience in their school. The continuance of this privilege to those who will follow you depends upon how well you do your work and the manner in which you conduct yourself.
- H. Whenever you leave the school during regular school hours for any reason, be sure you have the approval of your cooperating teacher.
- I. Learn all that you can about the school and agriculture department organization. This will include such items as:
 - Advisory Committee
 - Class schedules
 - Course Outlines
 - Department and VEA reports
 - Department budget
 - Department filing system
 - District Plan for Career Technical Education
 - FFA activities
 - Incentive Grants
 - Policies and procedures
 - Source of supplies and materials
 - Sources and kinds of materials
- J. Remember, you are the one who must do the adjusting, not the department to which you are assigned.
- K. Put things back in their proper place in order to maintain desirable housekeeping.
- L. Do not feel hurt if students appear ungrateful.
- M. Make arrangements for housing in advance of arrival of the cooperating school.

VII. Compensation and Liability Insurance

- A. All injuries to students and accidents of any nature, no matter how small, should be reported immediately to the cooperating teacher.
- B. You are encouraged to inquire about Professional Liability Insurance to add to your personal health and life insurance protection.
- C. Consider joining NAAE to obtain their \$100,000 in-dues professional liability insurance coverage.

VIII. Tips for Handling Classroom Discipline

- A. Review your notes on assertive discipline.
- B. Have a plan and share it with the cooperating teacher, school administrator, and your students.
- C. Review with your cooperating teacher any school or departmental policies regarding discipline and classroom management
- D. Endeavor to solve your own discipline problems, but with close and frequent communication with the cooperating teacher.
- E. Use common sense.

IX. Substitute Teaching

There may be times during student teaching when you may be asked to substitute for a teacher in the agriculture department. Under an agreement with the School of Education, you may substitute (pending approval of your local district) provided you adhere to the following guidelines. The guidelines have been granted to our department and you must not abuse this privilege.

- A. Paid substituting is not a right, but a privilege extended to you by your district. Understand that not all districts will allow student teachers to substitute for pay.
- B. You may substitute “for pay” only after two weeks at your school site.
- C. You may substitute in AGRICULTURE classes only.
- D. You may substitute for pay for up to 15 days during student teaching experience.
- E. You must take the initiative (with your Cooperating Teacher) to sign-up with your district’s personnel office to get paid. You must be officially registered with your district prior to substituting for pay.
- F. You must have a credential to substitute for pay. You can obtain a substituting credential through your cooperating district if they are willing to allow you to do so.
- G. Our goal is 180 hours of quality student teaching in the classroom. You may count 15 days of paid substituting towards meeting this goal.

Again, this is an excellent opportunity for you to use the skills you have learned in the university setting. Give it your very best shot and best wishes to you!

X. School of Education Grievance Policy

SOE Student Grievances

The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the Clinical Practice experience. The SOE Student Grievance process is designed to support and empower students to resolve issues within the unit, before triggering a full Cal Poly grievance process. If the SOE Student Grievance process does not resolve an issue, students are encouraged to utilize the campus resources under the Cal Poly Student Grievance process. *(Amended 2017-2018)*

- **General Feedback** - Students in the School of Education are given regular opportunity to share concerns through quarterly Climate Surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity, however the entirety of comments and feedback provided in these surveys and evaluations **may** be shared with SOE faculty and staff.
- **Academic/Grade/Dismissal Grievances** - Students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate **Program Coordinator**. If the Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Clinical Practice Experience Grievances** - Students with concerns about the Clinical Practice experience (such as Cooperating Teacher or Clinical Practice Supervisor placements) are encouraged to direct those concerns in writing to the **Clinical Practice Coordinator**. The Clinical Practice Coordinator will record and monitor the recurrence of concerns, communicate with Program Coordinators and Clinical Practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the Clinical Practice Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** - Any concerns or grievances that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request, schedule meetings as appropriate, and provide a written response with the final determination of the unit. Student meetings with the SOE Director **should not** be scheduled without first submitting a written request for an appeal.

Cal Poly Student Grievances

The University provides students with a variety of mechanisms to address student grievances or concerns. In all such matters, the University encourages students to attempt to resolve their grievances or concerns at the source of the issue (i.e., with the professor, department chair or administrator, or college associate dean). The Office of Student Rights and Responsibilities, at 805.756.2794 is available to any campus community member to assist with identifying and clarifying appropriate campus policies and procedures for addressing student grievances or concerns. For general questions about grievances, contact the Office of Student Rights and Responsibilities, at 805.756.2794. The following list contains the offices or programs designated to address the more common student grievances at the University:

- **Grade Grievances** - The Fairness Board: Contact the Academic Senate Office, 805.756.1258 (See University Policies (<http://catalog.calpoly.edu/universitypolicies>) page for more detail on the functions of this Board)
- **Individual Student Misconduct** - Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)
- **Student Club Misconduct** - Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)

XII. School of Education Dismissal Policy

Dismissal from a School of Education Program

1. When a concern is identified regarding a student in a School of Education program (e.g. low GPA, disposition concern, etc), the coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher, site administrator, or other responsible party.
2. Once written notification is received by the coordinator, the coordinator will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the coordinator.
3. If it is determined to be a valid concern, the coordinator will send a “Letter of Concern” to the student and a copy of the letter will be given to the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential Office. The letter will include the following:
 - a. Statement of the concern
 - b. Actions to be taken to address the concern
 - c. Timeline for completing actions
 - d. Possible outcomes
 - i. Continuance in program
 - ii. Additional action to be taken
 - iii. Dismissal from program
4. The candidate will be invited to submit a written response to the Letter of Concern.
5. If requested by the coordinator or student, a meeting will be held to discuss the concern, corresponding actions to be taken and timeline.
6. According to the actions and timeline established, a recommendation will be made by the coordinator regarding continuance or dismissal. This recommendation will be put in writing for the student, the Director of the School of Education, and in the case of a dismissal decision, the CSM Dean’s Office. If the student is a credential candidate, a copy will also be given to the Credential Office.
7. If the recommendation is for dismissal, evidence from items 1-6 above will be submitted to the CSM Associate Dean for a decision. The Associate Dean’s decision will be communicated to the student, SOE Director, coordinator, and in the case of credential candidates, the Credential Office. The student will be notified that he or she can appeal the decision.
8. If the student chooses to appeal, a written appeal is given to the CSM Dean. The Dean will review all written documentation noted in steps 1-7 above. The Dean will schedule a meeting with the student, coordinator, SOE Director and CSM Associate Dean to discuss the issue. The Dean may also request to speak with others who have knowledge of the situation.
9. Upon reviewing the evidence and speaking with the parties involved, the CSM Dean will determine retention or removal. This decision will be given in writing to the student, coordinator and SOE Director. If the student is a credential candidate, a copy will also be given to the Credential Office.
10. If a credential candidate is dismissed from the program, the Credential Office will process the dismissal in PeopleSoft. If a graduate student is dismissed from the program, the CSM Dean’s Office will process the dismissal.

My signature below indicates I have read and received a copy of the School of Education Dismissal Policy.

Signature: _____ Date: _____

Student Teaching Experience - Assignments

Name: _____

Career Development Opportunities				Courses			
Seminar	Assignment	Description	PTS	AgEd	AgEd	AgEd	AgEd
				424	441	513A	513B
#2	2A	Seminar Participation	10		10		
	2B	Idea Show	10	10			
	2C	Record Book	10		10		
	2D	First Home Visits & Outline	50			50	
PROFILE 1	P1	PROFILE #1	25		25		
edTPA- DUE	edTPA	edTPA Submission		50			
#3	3A	Seminar Participation	10		10		
	3B	Idea Show	10		10		
	3C	Record Book	10		10		
	3D	Proficiency Award	25				25
	3E	Lesson Plan Evaluation	50	50			
PROFILE 2	P2	PROFILE #2	25				25
#4	4A	Seminar Participation	10	10			
	4B	Idea Show	10		10		
	4C	Record Book	10	10			
	4D	FFA Meeting	25				25
	4E	Professional Portfolio	25		25		
#5	5A	Seminar Participation	10	10			
	5B	Idea Show	10	10			
	5D	SAE Supervision	75			75	
	5E	Student Teacher Project	25				25
	5F	Other FFA	25				25
	5G	Attend Tour - Thank You	20	20			
	5H	Weekly Reports	150	100	50		
	P3	PROFILE #3	25				25
TOTAL POINTS			705	270	160	125	150

edTPA	#	Section
Due 10/1/18	2F	Planning
	2G	Instructing
	2H	Assessing

6/4/18

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Agricultural Education and
Communication Department

College of Agriculture, Food, and
Environmental Sciences

AGED 424/441
CAREER DEVELOPMENT OPPORTUNITIES

These student teaching experience assignments have been developed with the assistance of the Cooperating Teachers and are reviewed annually. They represent very important activities conducted during student teaching. Student teachers are encouraged to read through these assignments prior to the first student teaching seminar, as well as keep them in mind throughout the entire student teaching period.

Teacher Candidate Meetings 2-5

A - Seminar Participation

There will be a subjective evaluation of your participation, professional dress, promptness, contributions, and professional attitude by the teacher educators during each of the on campus meetings (10 points per seminar).

B – Idea Show

Participate in the "Idea Show" each meeting. Type up your best idea on the form provided, make a copy for each class member- plus an additional copy for the AgEd Department, and share the idea orally with your classmates. Bring real live samples and example, photos, etc. to make it the best idea possible.

C – Record Book

The goal of this assignment is student teacher interaction with the California Agricultural Education Record Book at the cooperating school, with preference going towards developing I-Record Book skills. The student teacher shall identify a course to teach a record book unit (preferably utilizing the I-Record Book if technology allows), develop and/or adopt a grading method, and regularly grade the students' record books. This assignment has been developed with input from the cooperating schools.

Note: Although **spring teacher candidates** may not be in their assignments when the scoring of record books takes place for the State FFA degree applications, they are strongly advised to attend the sectional record book scoring session held in either San Luis Obispo and/or Santa Barbara sections. Fall students should also make plans to attend the scoring sessions held in their respective sections.

Teacher Candidate Meeting #2

2C RECORD BOOK

Write a paragraph that identifies in which course you will teach a record book unit and approximately when this activity will occur, and,

Obtain your school's grading policy for record books that includes:

- Total Percentage of students' semester grade that is attributed to record books.
- Frequency of collecting and grading record books, and,
- Obtain the record book evaluation form your cooperating teacher(s) uses to evaluate student record books. If no form exists, develop one for your use in the next record book assignment (preferably for the AET-Record Book). Submit the form. Please note: The "Official Scorecard for the CA Agricultural Education Record Book" used for State FFA Degree consideration is NOT an appropriate form to use for this assignment.

2D HOME VISIT Outline and First Visits

While meeting with students and their parents in their home, it is essential that you have a document to guide your discussions (much like having a lesson plan for your classroom presentations). Using the sample you will be provided, develop an informational outline that you can use while making home visits. Also consider other items that you might take to the students' home with you (i.e. Student Data Sheet, information regarding the California Agriculture Record Book, FFA New Horizon's magazine, etc.)

Home visits are an essential component of a total program. Make no less than two home visits with your cooperating teacher (or other staff member) before **Teacher Candidate Meeting #2** and make note of his/her supervisory techniques. Be prepared to make an oral report at TCM#2. Record these on your weekly report. Please Note: a minimum of 25 home visits are required to earn an "A" grade in AGED 513. Home visits and other project visits are documented with project visitation forms.

Cal Poly Agricultural Education Home Visit Policy

It is the policy of our department that a student must make 25 home visits with students to earn an "A" grade in AGED 513. This is also included in our written agreement for meeting TPE's 2.1, 2.2, 4.2, & 5.9 of the Agriculture Specialist credential. For the intents and purposes of this assignment, a home visit is defined as any meeting where a parent, student, and agriculture teacher convene and document a discussion regarding the future curricular, FFA leadership, and SAE project development of the student. These visits may or may not occur within the family's home, but should always have the three parties present to be considered a home visit. A project visit is any meeting with the student and the teacher to discuss and document the management of the students' SAE project. If a parent is present for the project visit, along with the student, it may be considered a home visit if curricular and FFA leadership development of the student are also discussed. A teacher meeting only with a student and only focusing on project development is purely a project visit; not a home visit.

Teacher Candidate Meeting #3

3C. RECORD BOOK

Select one of the following tasks:

- 1) Evaluate 5 current California Agriculture Record Books. In order for this to be the best learning experience for you, please make certain each book has at least 6 months of Journal page entries. If at all possible, it would be best to evaluate books from students in one of your classes, and bring to seminar:
 - a. The 5 actual graded record books or the photocopied pages of the summary reports.
 - b. The 5 actual evaluation sheets that correspond to the record books you inspected.
- Or
- 2) Assist a student in converting 3 previously completed paper or electronic Record Books to the I-Record Book or the AET Record Book, while providing them feedback on an evaluation sheet so that they may make corrections while transferring the books. If at all possible, it would be best to assist students in one of your classes, and bring to seminar:
 - a. The 3 original paper or electronic Record Books or the photocopied summary reports.
 - b. The 3 actual evaluation sheets that correspond to the paper or electronic Record Books you provided feedback on.

3D. AWARD APPLICATION

The FFA is a vital segment of a total program of agricultural education and applications for student recognition are an integral part of the FFA program. This assignment, which allows you to learn more about FFA applications, may be completed by one of two means. Choose either A or B below:

- A. The first choice is to critique one of the applications listed below that was previously completed at your chapter. Submit the application form along with your typed critique. If you find it more desirable, photocopy the application and make any comments directly on the form itself. This should be an application that was previously submitted and will be submitted again during the upcoming year.
- B. The second method (and one that provides you the greatest learning experience) to complete this assignment is to assist a student to complete one of the following applications. If you chose to assist a student complete an application, submit photocopy of the application and a brief typed discussion about working with the student. (Note: A State FFA Degree application is not appropriate)
 - A Proficiency Award Application
 - A Star Farmer/Star in Agribusiness Application
 - A National Chapter Application
 - A National Agriscience Program Application

3E. LESSON PLAN EVALUATION

Candidate is to provide their best three lesson plans in Cal Poly lesson plan format for university supervisor to evaluate during the second visit. Remember that lessons must remain in this format through the edTPA being passed.

Teacher Candidate Meeting #4

4C. RECORD BOOK

Each of you should have taught a unit of the California Agriculture Record Book in one of your classes. You will need to bring to the seminar, a one-page typed summary outlining the unit that you taught. The summary should include, but is not limited to, the following items:

- What portion of the record book did you cover?
- Was this unit a review or did you cover the material for the first time?
- Did you evaluate the students after the record book unit?
- How often do you feel a record book unit should be taught? When?
- What would you do differently next time you teach the record book to students?

Depending on whether you evaluated paper/electronic books or helped transfer AET-Record Books, your summary should also include reflection on the following:

1) Paper/Electronic Record Books

- a. Did the students correct all the errors in their books?
- b. Did you work individually with each student on their books?
- c. Did the students use class time for correcting their books?
- d. Was the record book grade sheet helpful?
- e. Would there be a better way to evaluate their books?
- f. How often do you feel the books ought to be evaluated?
- g. Do you intend to use a similar evaluation document or will you develop one or your own (assuming you used an already-developed document)?

Or

2) AET-Record Book

- h. A summary of your thoughts on utilizing this new Record book System
- i. Did the students correct all the errors in their books?
- j. Did you work individually with each student on their books?
- k. Did the students use class time for correcting/transferring their books?
- l. Was the record book grade sheet helpful?
- m. Would there be a better way to evaluate their books?
- n. How often do you feel the books ought to be evaluated?
- o. Do you intend to use a similar evaluation document or will you develop one or your own (assuming you used an already-developed document)?

4D. FFA MEETING

Send an e-mail, or write a "memo" if you do not have electronic capability at your site, to your school principal, along with a copy [cc] to your cooperating teacher; and a blind copy [bc] to bswan@calpoly.edu about the successes of the FFA meeting at which you:

- served as advisor,
- worked with the executive committee in setting up the agenda, and
- critiqued the meeting with the executive committee.

Submit along with the blind copy to Dr. Swan, an attached page that discusses reasons for your successes/failures, reactions, suggestions for improvement, officer follow-up, and meeting evaluations.

4E. PORTFOLIO

Bring a copy of the “leave behind” portfolio you have created for yourself in pursuing a teaching position in agricultural education. You should treat this assignment as if you are applying for a job with us and these are the materials you have chosen to leave behind. Your portfolio will not be returned to you.

Teacher Candidate Meeting #5

5D SAE Supervision

Submit a reflection on your experiences supervising SAE projects throughout student teaching. This assignment needs to address the following components:

- A. Include a 1 page, double-spaced reflection on your experiences supervising SAE projects. Describe your success with as many of the following types of SAE visits:
 - First year student project visits.
 - Home improvement projects.
 - Initiating a student project (ownership or work experience).
 - School farm visits.
 - Students with strong project programs.
 - Students without projects.
 - Work Experience visitation employer visits.
- B. Attach a sample (at least 10) of your Project Visitation Forms completed during your student teaching experience.

5E. Student Teacher Project

Each teacher candidate is highly encouraged to identify, develop, and leave behind some teaching aid or other significant physical contribution to the local agriculture program. Please submit a one -page summary of your permanent contribution to the local program. Include a photograph of your accomplishments. You are encouraged to involve your students as much as possible. Your report and photographs will not be returned to you, so make copies of the photographs if you wish to include them in your teaching portfolio. Include an itemized budget for all materials, whether donated or purchased. Include a column for budget and another column for actual expense.

5F. OTHER FFA

Serve as the FFA advisor for one of the following FFA activities:

- Development of a slide show and /or program for the 8th grade recruitment (provide outline of slides and the script).
- Set up FFA display at the local library, school display case, local business display window, etc. (provide photo or working drawing of your display.)
- Develop and assist with a community development project (discuss who, what, why, when. Where, and the how of community development).
- Other major activity selected with approval of local cooperating teacher.
- Submit a copy of a "thank you letter" that you supervised a FFA officer to write thanking someone for helping with your FFA activity. Provide an attachment that provides enough detail to allow another teacher to implement the same activity in a different location.

5G ATTEND TOUR – THANK YOU NOTES

Attend the two-day Field Study Tour of high schools and community colleges.

At the end of each day, the teacher candidates will divide up and write thank you letters

for all of the individuals who hosted and shared on the tour. The faculty member leading the group will proofread and the entire group will sign each thank you note.

5H Weekly Reports are an extremely important communication tool between the students and their university teacher educator. Ideally, the reports should be sent every Monday morning for activities conducted the prior week. You have three options to send in your weekly reports.

1. Email PDF - print off, have cooperating teacher sign, then scan into PDF and email as attachment to your University Supervisor. The email date is the reporting date.
2. FAX - Fax report to (805) 756-2799. The "faxed date" will become the reporting date.
3. Mail – Send a copy through the mail. Weekly reports mailed to Cal Poly via the US Postal Service will be "dated stamped" upon arrival in the Agricultural Education and Communication Department office.

In order to receive full credit (10 points) on a weekly basis, the reports must be faxed to or received within 10 days following the report period. If received after the ten-day report date, the teacher candidate will receive half credit (5 points) for the weekly report. Note: Late weekly reports may result in the teacher candidate being removed from student teaching since these are an extremely important line of communication between the teacher candidate and their university supervisor.

School of Education EXIT SURVEY –

Complete prior to attending Seminar #5. Your ticket in the door is printing off and handing in the completed screen/certificate. It can be accessed at... <http://www.soe.calpoly.edu/content/exit>

Student Teacher Profiles

- P1.** Submit profile with all signatures as a final report of your teaching performance! (September 7, 2018)
- P2.** Submit profile with all signatures as a final report of your teaching performance! (October 5, 2018)
- P3.** Submit profile with all signatures as a final report of your teaching performance! (November 7, 2018)

EdTPA Submission

Final Submission Submit using instructions on page 41. 50 points will be allocated for submitting all 3 tasks (Planning, Instructing, and Assessing) to SOE by midnight on the designated due date (October 1, 2018). No videos should be up uploaded. Failure to submit by designated due date will result in a score of zero.

Section II

Responsibilities of the Cooperating Teacher

RESPONSIBILITIES OF THE COOPERATING TEACHER

Your role as a cooperating teacher is one of great responsibility. The student teaching experience is regarded as the most important phase in any teacher education program. It is quite likely that you will have more to do with the immediate future performance of the teacher candidate than any other person. There is no doubt but that you will greatly influence the professional attitudes of the teacher candidate as well as providing him/her with the opportunity to increase both professional and technical knowledge and competence. It is with this challenge in mind that the following suggestions are made.

I. First Contacts

- A. It is most important, when possible, to make an initial contact with the teacher candidates before s/he is introduced to your classes. Put the teacher candidate at ease and make him/her feel useful and important to your program. Use discretion in introducing them as a "student" teacher.
- B. Be sure that the agriculture teacher candidate is introduced to the administrator(s) immediately and to other faculty members and school employees.
- C. Make an effective introduction of the teacher candidate to the classes and assign him/her activities that will permit him/her to observe your activities and to get acquainted with the individual students. Such jobs should contribute to the operation of the department and to the information and knowledge of the teacher candidate.
- D. Acquaint the teacher candidate with the school and agriculture department plant and facilities, and with the activities and procedures of the school and department. This will undoubtedly be a progressive undertaking, but each student teacher should be familiar with such items if s/he is to benefit most from his/her experiences in the cooperating school and if s/he is to be most useful as an assistant to the cooperating teacher.
- E. The teacher candidate's first contact with you will include questions about his/her first teaching assignment. They will be prepared to discuss their background and desires for this first class. You should make every effort to outline a specific class/topic which they can begin to prepare to teach.

II. First Assignments

- A. Assign activities or responsibilities that will give the teacher candidate an opportunity to adjust to the new situation and which will offer him/her the opportunity to:
 1. Become familiar with the materials and facilities of the department (reference materials, equipment, supplies, etc.).
 2. Become acquainted with the individual students and their supervised agricultural experience projects and home situations.
 3. Become familiar with faculty and resource persons in the community.
- B. Arrange for the teacher candidate to assist students in such individual assignment activities as record books, committee work, individual reports, tool and equipment maintenance, and individual problems.
- C. Usually the teacher candidate will be anxious to begin teaching a class as soon as possible. If a preliminary observation period is desirable, it should be kept to a minimum. The first teaching assignment should be designed to give the student teacher a high degree of success. More challenging assignments should be planned for later in the term.
- D. Make assignments for teaching or participation in FFA activities early enough so that the teacher candidate can prepare him/herself.

- E. Coordinate teaching plan assignments with your course outlines, but, if possible, start the teacher candidate with a teaching job in the field in which s/he is well qualified. If the student is strong at agricultural mechanics, have them start there.
- F. Check teaching plans with the teacher candidate before s/he teaches the class, but let him/her handle the class when s/he does the teaching. Give him/her an opportunity to develop confidence in him/herself by letting him/her be alone with the class for the first few days.
- G. Plan ahead and set up a tentative long-range schedule of teaching assignments and responsibilities for FFA and other activities that will allow the teacher candidate to plan his/her work and schedule his/her time.
- H. The teacher candidate should have at least one regular period in the day for organization and planning.
- I. Make it a point to have teacher candidates visit students' supervised agricultural experience projects with you early in the semester.
- J. Arrange that the teacher candidate have a full-time teaching load for at least two weeks during the training period, preferably toward the end.
- K. The student teacher must accomplish the minimum amount of student teaching as specified under state credential requirements. Our goal is 180 hours of classroom instruction.
- L. Student teachers are expected to teach a unit of study in the California Agriculture record book. Help them to identify the subject matter to cover and when this assignment will occur during the semester.

III. Supervision and Evaluation of Agriculture Teacher Candidates

- A. Check teaching plans regularly.
- B. Supervise and check candidate's activities in supervising student S.A.E.'s.
- C. After the teacher candidate is established with the class, make careful evaluations of his/her classroom, shop or field instruction and offer constructive criticism. If possible, this should be done immediately following the teaching period.
- D. See that the teacher candidate regularly completes his/her Weekly Student Teaching Experience Report. The student teacher is to furnish you a copy of this report each week and will ask you to sign the original – hopefully Monday of each week.
- E. Each teacher candidate should have his/her own class responsibilities. His/her performance with that class should not be interfered with by you or your fellow staff members. Likewise, except in an emergency, the cooperating teacher should not "take away" the control and direction of the class when a student teacher is functioning.
- F. Observe the ability of each student teacher to work with other people in the community. Development of the ability to follow proper professional procedures and to get along well with people is as important for the candidate as is the development of skill in classroom teaching.
- G. Complete the first, second, and final Teacher Candidate Profile in a timely manner. The strengths and weaknesses of the student teacher should be identified in detail on the Profile reports to include written comments by you and the departmental staff. The Profile should be discussed with the student teacher. It is desirable that the teacher educator carefully review the final report with you as this report may become part of the new teacher's placement file.
- H. The student teacher is graded subjectively on his/her performance and his/her overall development of professional attitudes. The final grade recommendation form should be discussed with and signed by the teacher candidate and submitted to the teacher preparation institution upon completion of the student teaching experience.
- I. Teacher candidates should be instructed on school safety regulations and on procedures in handling student injuries and accidents. Present school policies should be checked to determine the extent of coverage for teacher candidates.

Section III

Reports and Evaluations

REPORTS AND EVALUATIONS

Evaluation of performance is an integral part of the student teaching experience. Periodic evaluations provide guide posts directing the educational experiences toward growth and development.

The Weekly Student Teacher Experience Report is a weekly record of the teacher candidate's activities. It provides an insight into the nature of the educational experiences and is an official record of the duties performed by the candidate. This report is to be completed and signed by the cooperating teacher and sent to your Cal Poly university supervisor. The department fax number is 805-756-2799.

Examples of several other forms which can be used in evaluating classroom teaching and instruction in agricultural mechanics are included in this guide for reference, as are the official reports and grade recommendation forms submitted by the cooperating teacher.

The Agriculture Teacher Candidate Performance Profile will be submitted on three occasions. This document serves as both a formative evaluation of your performance at two points in time, as well as a summative evaluation on the final time it is submitted. It is the teacher candidate's responsibility to see that the Profile is submitted all three times in a timely fashion.

Self-evaluation is continuous and may be informal or formal. The Agriculture Teacher Candidate Performance Profile and the Weekly Student Teaching Experience Reports are more formal documents calling for self-evaluation. Conferences with the cooperating teacher and with the university teacher educator provide for additional self-assessment by the student teacher candidate.

**Agriculture Teacher Candidate
Performance Expectation
Formative Assessment Profile**

Teacher Candidate Name

School

I. **FIRST REPORT ON TEACHER CANDIDATE**

On the basis of his/her progress to date, I recommend:

Continuation of Appointment Dismissal from Program

Cooperating Teacher

Date

Teacher Candidate

Date

II. **SECOND REPORT ON TEACHER CANDIDATE**

On the basis of his/her progress to date, I recommend:

Continuation of Appointment Dismissal from Program

Cooperating Teacher

Date

Teacher Candidate

Date

III. **FINAL REPORT ON TEACHER CANDIDATE**

On the basis of his/her progress to date, I recommend:

- Has met the standards in all performance areas.
- Has met the standards in the following performance areas:
_____.
- Has not met the standards for completion of student teaching experience.

Cooperating Teacher

Date

Teacher Candidate

Date

University Supervisor

Date

WEEKLY STUDENT TEACHING EXPERIENCE REPORT

Name: _____ Coop. School: _____ Dates: _____

	Classroom Activities			Topics of Lessons Observed, Taught or Substituted	S.A.E.	Visitations	School Business Mileage	Hours
	Observed	Taught	Substitute					
Total Brought Forward				"O" = Observed "T" = Taught "CT" = CO Taught "S" = Substituted	No. of Student Contacts	"H" = Home Visit "S" = School Farm or Lab "WE" = Work Exp. Student's Name		
Mon.					H = S = WE =			
Tues.								
Wed.								
Thurs.								
Fri.								
Sat./Sun.								
Subtotal								
Total to Date					H= S= WE=	Running Grand Totals		

Goal 1: 180 teaching hours = Co/Taught hours + Subbed hours

Goal 2: A minimum of 25 "H"ome Visits are to be completed

LOG OF ACTIVITIES

Including meetings, interviews, trips, contacts, problems, questions, or comments for University Supervisor.

Day of Week	Meetings, Activities, Problems, Questions, Comments, Feelings
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday & Sunday	

Area(s) for Concentrated Effort: _____

Supervising Teacher Signature: _____ Date: _____

Agricultural Education and Communication Department

Lesson Planning Template

Foundation		
Teacher(s): /1 pt	Course Title: /1 pt	Unit Title: /1 pt
Lesson Title: /1 pt	Lesson # ___ in series of ___ lessons	Grade Band: /1 pt
Lesson Description: /2 pts		
Driving Question: /5 pts		
NGSS Standards Addressed: /2 pts		
Scientific & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Other Standards Addressed (specify): /2 pts		
<ul style="list-style-type: none"> • EL: • CTE: • CDE: 		
Specific Instructional Objective(s) – (All components): /2 pts		
1. 2. 3.		
Formative Assessment of Instructional Objective(s): /1 pt	Summative Assessment of Instructional Objective(s): /1 pt	
Equipment, Materials and Supplies (attach supplemental handouts): /1 pt		
<ul style="list-style-type: none"> • 		
References: /1 pt		
<ul style="list-style-type: none"> • 		

Principles of Universal Design for Learning (UDL)

List those principles of UDL implemented in this lesson and explain HOW they are implemented. /4 pts

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Expression
•	•	•

Supporting ELs (list modifications): /4 pts

Listening	Reading	Speaking	Writing
•	•	•	•

Supporting Students with Special Needs (list modifications): /1 pt

•

Academic Language (list terms in alphabetical order): /1 pt

•

Lesson Sequence

Anticipatory Set/ Interest Approach/ Engagement: /2 pts

Stated Objective(s) – (written for students): /2 pts

Statement of Purpose/Relevance: /2 pts

Objective #1: /3 pts (consider all objectives present)

• Contextual Set:

Content Outline (<i>Teacher Says</i>)	Methods (<i>Teacher Does</i>)
---	---------------------------------

•	
---	--

• CFU / Activity:

• Contextual Bridge:

Objective #2:

• Contextual Set:

Content Outline (<i>Teacher Says</i>)	Methods (<i>Teacher Does</i>)
---	---------------------------------

•	
---	--

• CFU / Activity:

• Contextual Bridge:

•

Objective #3:		
<ul style="list-style-type: none"> Contextual Set: 		
Content Outline (Teacher Says)		Methods (Teacher Does)
<ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> CFU / Activity: Contextual Bridge: 		
Demonstration – Modeling (if needed)		
Steps		Key Points
<ul style="list-style-type: none"> 		<ul style="list-style-type: none">
Quest Activities (if time permits): /1 pt		
Review, Summary, & Closure: /2 pt		
Independent Practice: /1 pt		
FFA Connection: /1 pt	SAE Connection: /1 pt	Career Connection: /1 pt

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO**

EVALUATION OF CLASSROOM INSTRUCTION

Teacher: _____ Date: _____

Lesson: _____ Total: _____

Time Start: _____ Time End: _____

I. The Teacher (20)

- | | | | | | |
|---|---|---|---|---|---|
| a. Attire | 1 | 2 | 3 | 4 | 5 |
| Appropriate, Functional, Professional | | | | | |
| b. Displays Enthusiasm | 1 | 2 | 3 | 4 | 5 |
| Animated, Relaxed, Confident | | | | | |
| c. Verbal Skills | 1 | 2 | 3 | 4 | 5 |
| Strong voice, proper grammar. | | | | | |
| d. Non Verbal Skills | 1 | 2 | 3 | 4 | 5 |
| Listens well, congruent with verbal message | | | | | |

II. The Lesson (20)

- | | | | | | |
|---|---|---|---|---|---|
| a. Anticipatory Set | 1 | 2 | 3 | 4 | 5 |
| Creative, relevant, students ready to learn | | | | | |
| b. Stated Purpose | 1 | 2 | 3 | 4 | 5 |
| Realistic, career/job oriented, consistent | | | | | |
| c. Stated Objectives | 1 | 2 | 3 | 4 | 5 |
| Indicate direction, measurable, related | | | | | |
| d. Organization | 1 | 2 | 3 | 4 | 5 |
| Lesson appeared well thought out, logical & sequential, appropriate level (core/advanced), time | | | | | |

III. Techniques and Methodologies (35)

- | | | | | | |
|---|---|---|---|---|---|
| a. Methods and Techniques | 1 | 2 | 3 | 4 | 5 |
| Varied, planned and appropriate | | | | | |
| b. Classroom Management | 1 | 2 | 3 | 4 | 5 |
| Assertive discipline, group work, material distribution, and seating | | | | | |
| c. Classroom Interaction/Guided Practice | 1 | 2 | 3 | 4 | 5 |
| Assertive discipline, group work, material distribution, and seating. | | | | | |
| d. Uses Students' Name | 1 | 2 | 3 | 4 | 5 |
| e. Check for Understanding | 1 | 2 | 3 | 4 | 5 |
| Frequent, Balanced | | | | | |
| f. Indication of Independent Practice . | 1 | 2 | 3 | 4 | 5 |
| g. Overall Impression | 1 | 2 | 3 | 4 | 5 |
| Flow of lesson & tone of the class positive. | | | | | |

Comments:

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo**

EVALUATION OF CLASSROOM TEACHING*

Teacher Candidate _____

1. Title of Lesson: _____

2. Knowledge of subject:

3. Strong points of lesson:

4. Suggestions for improvements:

5. Summary – statement of effectiveness

Date: _____ Cooperating Teacher _____

Cooperating School _____

*For use in counseling with student teacher. Not to be regularly submitted.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Agricultural Education and
Communication Department

College of Agriculture, Food
and Environmental Sciences

Evaluation of Agricultural Mechanics Teaching

Teacher: _____

Lesson Topic: _____

(Evaluate all items that apply)

(Circle One)

Lesson Preparation:

Weak Strong

Preparation of teaching materials, supplies and equipment	1	2	3	4	5
Technical information (Accurate, Up-to-date)	1	2	3	4	5
Ready for class to start on time	1	2	3	4	5

Lesson Presentation:

Anticipatory Set (Focused the students mind on the learning)	1	2	3	4	5
Objective (Clearly expressed what the students were expected to learn)	1	2	3	4	5
Purpose (Informed students how the learning will benefit them)	1	2	3	4	5
Input: Variety of teaching methods	1	2	3	4	5
Clarity	1	2	3	4	5
Made effective us of visual aids	1	2	3	4	5
Logical sequencing of information	1	2	3	4	5
Modeling (Stressing the critical attributes of the learning)	1	2	3	4	5
Check for Understanding (Occurred when appropriate, perceivable, validated the learning, involved all students)	1	2	3	4	5
Guided Practice					
Monitored safety practices of students	1	2	3	4	5
Circulated among all students	1	2	3	4	5
Provided appropriate individual feedback	1	2	3	4	5
Closure (Used an activity to assess student learning, Had the <u>students</u> articulate the learning)	1	2	3	4	5

Additional Areas:

Class control	1	2	3	4	5
Professional appearance	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Eye Contact	1	2	3	4	5
Voice (appropriate volume, rate of speaking)	1	2	3	4	5
Clean-up (Cleanliness and tool storage)	1	2	3	4	5
Grading (Criteria explained)	1	2	3	4	5

Remarks (Use back of page if necessary):

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo

Agricultural Education and
Communication Department

College of Agriculture, Food and
Environmental Sciences

Final Grade for Student Teaching Experience

Teacher Candidate Name

Cooperating Site

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.

Cooperating teacher, please indicate your feedback on your student teachers' performance below...

Quarter (Circle One): Fall Spring Year: _____

AGED 440 Student Teaching 12 Units (Circle One): Credit No Credit

AGED 513 "Out of Class Activities" 3 units: Letter Grade Recommendation _____

Quarter: Winter Year: _____

AGED 440 Student Teaching 6 Units (Circle One): Credit No Credit

AGED 513 "Out of Class Activities" 2 units: Letter Grade Recommendation _____

Cooperating Teacher

Date

Student Teacher

Date

University Supervisor

Date

Section IV

**Credential Application
and
Portfolio**

CREDENTIALS

Credentials are a critical component in your teaching career. There are two credentials you need to have as you teach, and as you begin teaching agriculture.

1. Substitute Credential

As an Agriculture teacher candidate, you must have a credential. Obtain a substitute credential through your district office (and/or County Office of Education). This credential will allow you to be left alone in the classroom, supervise students one-on-one off campus, supervise FFA activities, and do other activities of a regular credentialed teacher.

You may not instruct or supervise students without immediate supervision from your cooperating teacher until you have filed for your credential.

2. Agriculture Specialist—Clear

- This is your “Ag” credential.
- You apply for this after you complete 45 units beyond the B.S. Degree, including AGED 102, AGED 520, AGED 522, AGED 513, and appropriate classes in technical agriculture.
- You may apply for this credential before you complete all your Single Subject coursework.
- This Credential is not good without possessing the “Single Subject” credential described in number three below.
- This credential requires you to fill out another application and pay appropriate credentialing fees.

3. Single Subject – Agriculture – Preliminary

- This is the basic teaching credential you apply for upon completion of student teaching. Your professional preparation must also include a health education component, and CPR.
- You will need to work with your school district once you have been hired as a full time teacher to complete the requirements of the “Clear” single subject credential.

PORTFOLIO

The Portfolio is important to you. It represents YOU to the school official who will consider your application for employment. We know you will go into your employment interviews faultlessly groomed and appropriately dressed. Just as important, your documents must convey to employing officials the same impression of careful grooming, good taste, and overall excellence.

Keep your materials up-to-date. This is your responsibility! Delay may cost you the position you want. Also, be sure to update additional academic work as it is completed and the acquisition of new degrees and credentials. If a principal or superintendent with whom you have been working for a period of time is planning to leave the district, ask him/her to write a letter of reference and keep it in your portfolio file. These additions and changes will be made in your folder so that it can be ready to serve you quickly and effectively.

As you begin to develop your portfolio, it is suggested that you include at least the following materials:

- Your Final Student Teacher Experience Evaluation.
- Letters of Recommendation from your Cooperating Teacher, Principal, Teacher Educator, and from other appropriate persons – other teachers in the agriculture department, persons who know of your ability and desire to work with students, former employers, etc
- Your resume.
- A sample lesson plan and other appropriate “authentic assessment documents.”

Do not be afraid to ask either the Career Services personnel or the teacher education staff for assistance.

DEMONSTRATE YOUR SUPERVISION SKILLS WITH SAE!

Instructions: The next visit by your teacher educator will focus on S.A.E. You are encouraged to work on a plan with your cooperating teacher (and fellow staff) to make this a memorable visit!

The goal: To demonstrate that you can supervise a variety of S.A.E activities!

Use the list below as a guide! Plan the day for success! This is your opportunity!

Ideas for you to consider:

1. A visit that allows the opportunity to buy a project for the student
2. A visit that includes loading & unloading livestock and transportation down the road
3. A visit that includes taking photographs of the student, their parents and the project.
4. A visit to the bank, visiting with the student and the banker to obtain an SAE loan
5. Demonstrate a technical skill while you are on site! Ear tag a calf!
6. Drive by visits (unannounced, short duration)
7. Home visits
8. Home visits to see a variety of projects, not just livestock
9. Home visits to students for your first visit
10. Home visits to students in academic trouble (flunking?)
11. Home visits to students you have seen before
12. Home visits to YOUR class members
13. Home visits where parents are part of the visit
14. Home visits where the parents are non-English speaking
15. Home visits with and without and project activity in progress
16. School farm visits
17. Visit a serious trouble maker in class
18. Visit a student at home to encourage them to apply for awards/ degrees
19. Visit a student who really needs your help and advice
20. Visit the house to explain to the students and parents about the Agriculture program
21. Visit to advanced students (American Degree type)
22. Visit to work experience students, on the job. See the boss too!
23. Visit with career planning, academic planning, leadership planning a focus
24. Visit with record book in hand. Use the record book on site. Update and "Grade" it.

Many more.

An Outline For a First-Year Student *Home Visit*...

_____ High School Agriculture Department

INTRODUCTION- The purpose of this outline is to acquaint you with the opportunities offered by the _____ High School Agricultural Education Department. It is our hope that your son/ daughter will take advantage of these activities.

NATIONAL FFA ORGANIZATION- is an organization for all students studying agriculture – the purpose of which is to provide students an opportunity for “hands-on” learning activities.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE)- this is the “project” the student has related to their agriculture class/ program.

INSTRUCTORS AND PROJECT AREAS

Instructor Name	Project Area
Instructor Name	Project Area
Instructor Name	Project Area

WHAT IS TAUGHT IN THE INTRODUCTORY COURSES?

EXPLORING AGRICULTURE

Importance and purpose of the Ag Industry	Small Animals
Breed Identification	Beef
Terminology	Dairy
Plant Requirements	Sheep
New Trends and Career Opportunities	Swine
Special Projects—Hands-on Experience	Poultry
FFA Organization	Plant Production
Record Book	Horses
Curricular Events	Botany and Plant Structure
Supervised Agricultural Experience (S.A.E.)	Bees

AGRICULTURAL MECHANICS I

Safety	Concrete
Materials & Fasteners	Plumbing
Wood Working	Hand Tools
Rope Work	Operation of Machinery
Tool Sharpening	Identification and use of power equipment
Threading	Required Projects
Student Projects (elective)	

RESOURCES USED BY THE PROGRAM

World Agriculture and the Environment	In-class student projects
Career Education and Research	Field Trips (in-class)
Laboratory Exercises	Horticultural Area
Guest Speakers and Audio Visuals	Field Days and Contest

CLASSES OFFERED IN THE AGRICULTURE PROGRAM

Exploring Agriculture 1- 2
Agriculture Mechanics 1-2
Vo-Ag Management
Animal/ Plant Science 1-2
Agriculture Welding 1-2
Animal-Crop Production 1-2
** Ag. Cooperative Extension

Agriculture Constructions 1-4
Vocational Agriculture Welding
(evening) Ag Equipment Repair
Construction
(summer) Agri Extension
**Agriculture Occupations 1-4

****Offered After School**

CURRICULAR CONTEST AND OTHER ACTIVITIES

*Agriculture Mechanics
Agriculture Pest Control
Agronomy
Citrus
Cotton
*Dairy Cattle
Dairy Foods
Farm Power and Machinery
Farm Record Book
Floriculture
Forestry
Fruit Tree
Fruit Tree Pruning
Grapevine
Program Competition

Land or Soil
Light Horse
Livestock
Marketing
Meats
*Ornamental Horticulture
Poultry
*Small Engines
Vegetable Crops
*Creed Recitation
*Parliamentary Procedures
*Extemporaneous Public Speaking
*Prepared Public Speaking
*Best Informed Greenhand
(FFA Knowledge)

* Conducted each year regularly, (others are conducted if the demand exists from the students).

FAIRS AND SHOWS ATTENDED

_____ County Fair
California Breed Shows (Holstein, Angus, etc.)
California State Fair

TYPICAL FIRST YEAR ACTIVITIES

Greenhand Meeting Achievement Trip
Pancake Breakfast Greenhand Initiation
Leadership Conference Best Informed Contest
Creed and Speaking Contests Novice Parliamentary Procedure

WHAT CAN OUR DEPARTMENT HELP TO PROVIDE THE STUDENT?

Part-time employment or experience employment
Scholarships
Recommendations- College and Jobs
Transportation- to contests and events
Financing
Enterprise sources and Supervision
Involvement in school, community, area, state and national activities

The above outline is only a brief sketch of opportunities available to the student. The students must take the initiative to improve their abilities, skills, and expertise.

Other Items to *Consider* for the Home Visit:

1. Are you taking the student(s) home with you?
2. Are you taking a record book?
3. Are you expected? No surprises for the parents!
4. Will you take notes? Do you fill-out the visit form?
5. Are you flexible? Don't schedule too many back-to-back.
6. Will you take a camera?
7. Is your Cooperating Teacher/ Supervising Teacher coming along? How will you work with him/ her so that you are the lead teacher and he/she is the observer?
8. Do you have a map with good directions and address/GPS?
9. What will you do differently in class the next day?
10. Is there a wall chart showing a record of your visit? If so, who checks it off?
11. Are you starting projects that someone else must supervise, cover, clean-up after you leave?
12. Are you going to give the parents a copy of
 - a. FFA New Horizons magazine
 - b. Chapter Newsletter
 - c. Program of Activities,
 - d. Chapter Calendar of Events?
13. Others??

Ag-Related Careers – A Cornucopia of Choices!

Think About It!

Ag Research/ Health Sciences

With the world's ever-increasing population, there's a growing need for new and better ways to feed and clothe our people. And agricultural research and health sciences can point the way. Today, research is already at work creating stronger seed hybrids. New plants with built-in resistance to disease and pests. And growth hormones for more efficient production from farm animals. In addition, health sciences and veterinary specialties help keep the animal industry healthy and strong. Many of these careers require advanced education. A sampling of careers in research and science follows:

<i>Agronomist</i>	<i>Bioengineer</i>	<i>Invertebrate Zoologist</i>	<i>Plant Nutritionist</i>
<i>Animal Geneticist</i>	<i>Biophysicist</i>	<i>Mammalogist</i>	<i>Plant Taxonomist</i>
<i>Animal Nutritionist</i>	<i>Botanist</i>	<i>Marine Biologist</i>	<i>Pomologist</i>
<i>Animal Physiologist</i>	<i>Dairy Nutrition Specialist</i>	<i>Microbiologist</i>	<i>Reproductive Physiologist</i>
<i>Animal Scientist</i>	<i>Dendrologist</i>	<i>Nematologist</i>	<i>Silviculturist</i>
<i>Agriculturist</i>	<i>Embryologist</i>	<i>Organic Chemist</i>	<i>Soil Scientist</i>
<i>Avian Veterinarian</i>	<i>Equine Dentist</i>	<i>Ova Transplant Specialist</i>	<i>Veterinarian</i>
<i>Bacteriologist</i>	<i>Food Chemist</i>	<i>ParasitologistPlant</i>	<i>Viticulturist</i>
<i>Biochemist</i>	<i>Herpetologist</i>	<i>Ecologist</i>	

Ag Mechanics/ Engineering

Modern, efficient farm machinery and systems help put our country on top in agricultural production. And ag mechanics and engineers play a key role in keeping all operations functioning smoothly and profitably. In this field, you could be involved in construction, electrical work, welding, hydraulics, soil and water management, an operator of tractors, bulldozers, and other ag equipment. Some careers in this area follow:

<i>Ag Const. Engineer</i>	<i>Ag Safety Engineer</i>	<i>Land Surveyor</i>	<i>Safety Inspector</i>
<i>Ag Electrician</i>	<i>Diesel Mechanic</i>	<i>Machinist</i>	<i>Soil Engineer</i>
<i>Ag Equip. Designer</i>	<i>Equipment Operator</i>	<i>Parts Manager</i>	<i>Welder</i>
<i>Ag Plumber</i>	<i>Irrigation Engineer</i>	<i>Research Engineer</i>	

Ag Producer

Accounting for about 10% of all agricultural jobs, ag production involves the growing and marketing of plants and livestock. Vegetables, fruit, cheese, meat, cotton, and wool all result from the actual production of food and fiber. A thorough knowledge of marketing, management, and finance, as well as production skills are the keys to a career as a ag producer. Some careers in production agriculture follow:

<i>Agronomist</i>	<i>Cattle Rancher</i>	<i>Farm Manager</i>	<i>Milking Machine</i>
<i>Animal Breeder</i>	<i>Certified Seed Grower</i>	<i>Fish Farmer</i>	<i>Operator</i>
<i>Aquaculturist</i>	<i>Citrus Grower</i>	<i>Fruit Grower</i>	<i>Nut Orchardist</i>
<i>Beekeeper</i>	<i>Cotton Producer</i>	<i>Horse Rancher</i>	<i>Orchard Supervisor</i>
<i>Cash Grain Farmer</i>	<i>Dairy Farmer</i>	<i>Hydroponics Grower</i>	<i>Vegetable Grower</i>

Horticulture/ Forestry

Careers in horticulture and forestry include everything from florists to landscape designers to turf managers. Horticulture, in particular, is any activity related to the production and marketing of ornamental plants. Greenhouse operations, lawn and garden services, floral shops, and nursery management are all branches of horticulture. And with the increasing need for more and more wood resources, efficient forest management becomes more important than ever. Some careers in horticulture and forestry follows:

<i>Floral Designer</i>	<i>Forest Ranger</i>	<i>Horticulturist</i>	<i>Park Ranger</i>
<i>Floral Shop Operator</i>	<i>Greenhouse Manager</i>	<i>Landscape Architect</i>	<i>Plant Breeder</i>
<i>Forester</i>	<i>Greens keeper</i>	<i>Log Grader</i>	<i>Timber Manager</i>
<i>Golf Course Superintendent</i>	<i>Heavy Equipment Operator</i>	<i>Lumber Mill Operator</i>	<i>Tree Surgeon</i>
		<i>Nursery Operator</i>	<i>Turf Farmer</i>

Ag Specialist

There are dozens of careers available to you as an agricultural specialist. These types of positions can involve nearly any occupation. Some specific career examples follow:

<i>Ag Accountant</i>	<i>Ag Lawyer</i>	<i>Credit Analyst</i>	<i>Publicist</i>
<i>Ag Advertising Executive</i>	<i>Ag Loan Officer</i>	<i>Farm Appraiser</i>	<i>Rural Sociologist</i>
<i>Ag Consultant</i>	<i>Ag Market Analyst</i>	<i>Foreign Affairs Official</i>	<i>FFA Advisor/ Ag Teacher</i>
<i>Ag Economist</i>	<i>Ag Mechanics Teacher</i>	<i>Graphic Designer</i>	
<i>Ag Educator</i>	<i>Ag New Director</i>	<i>Magazine Writer</i>	
<i>Ag Journalist</i>	<i>Computer Specialists</i>	<i>Media Buyer</i>	

Ag Processing/ Distribution

From transporting, grading, and processing to inspecting, packaging and merchandising of products—ag commodities move from the source of production to the consumer. And the ag processor, distributor, and marketer are the driving force behind it all. In fact, these careers employ a large percentage of all agricultural workers! Some careers in ag processing and distribution follow:

<i>Ag Establishment Inspector</i>	<i>Farm Stand Operator</i>	<i>Grain Elevator Operator</i>	<i>Produce Buyer</i>
<i>Butcher</i>	<i>Food and Drug Inspector</i>	<i>Hog Buyer</i>	<i>Quality Control Supervisor</i>
<i>Cattle Buyer</i>	<i>Food Processing Supervisor</i>	<i>Livestock Commission Agent</i>	<i>Weights and Measures Official</i>
<i>Christmas Tree Grader</i>	<i>Flower Grader</i>	<i>Meat Inspector</i>	<i>Winery Supervisor</i>
<i>Cotton Grader</i>	<i>Grain Broker</i>	<i>Milk Plant Supervisor</i>	

Agribusiness

Agribusiness involves the supply and sale of products and the provision of services needed for ag production. A sampling of agribusiness careers follow:

<i>Aerial Crop Duster</i>	<i>Animal Trainer</i>	<i>Farm Auctioneer</i>	<i>Harvest Contractor</i>
<i>Ag Chemical Dealer</i>	<i>Artificial Inseminator</i>	<i>Feed Mill Operator</i>	<i>Pest Control</i>
<i>Ag Equipment Dealer</i>	<i>Biostatician</i>	<i>Fiber Technologist</i>	<i>Service Technician</i>
<i>Animal Groomer</i>	<i>Computer Analyst</i>	<i>Field Sales Rep.</i>	

Resource Management

There will always be a need for people who can help us use our renewable natural resources more effectively and efficiently. And if you like a career in the outdoors, a career in resource management might be right for you. You might work in a city, state or national park, or a fish and game preserve. A selection of careers in resource management follow:

<i>Animal Ecologist</i>	<i>Forest Fire Fighter</i>	<i>Range Conservationist</i>	<i>Wildlife Manager</i>
<i>Animal Taxonomics</i>	<i>Game Farm Supervisor</i>	<i>Resource Manager</i>	
<i>Environmental Conservation</i>	<i>Game Warden</i>	<i>Soil Conservationist</i>	
<i>Fire Warden</i>	<i>Park Ranger</i>	<i>Water Resources Manager</i>	

Section V

edTPA & Profile Forms

edTPA Submission Instructions

Submitting to edTPA

1. When you are ready to submit your edTPA, go to edtpa.com. Create and sign in to your account.
2. Follow the submission instructions to upload all of your final files and submit your edTPA. *Double check that you have uploaded accurate files (i.e., take the time to ensure your planning commentary is only in the planning section and not accidentally uploaded in the assessment section); you will have to pay out of pocket if resubmission is necessary.*
 - a. Select California Polytechnic State University as your institution.
 - b. Select the correct subject area. If you select incorrectly, you will have to resubmit and pay \$300. Cal Poly's options are Secondary Mathematics, Secondary Science, Secondary English-Language Arts, Secondary History/Social Science, Agricultural Education or Elementary Mathematics. If you are prompted with an additional question about the subject of your *lesson* (e.g. chemistry, biology, etc.) be sure to respond with the subject in your *lesson* (even if that differs from the emphasis on your credential).
 - c. Input the voucher/payment information provided by your instructor.
3. After submitting your edTPA, you will receive an email confirming your submission. Be sure to look it over and double check that everything looks accurate. Please forward this confirmation email to your single subject advisor or your EDUC 450 instructor (MS only).
4. When you receive your edTPA score report via email, you will need to forward this score report to the Credential Office (soe@calpoly.edu) and your single subject advisor instructor for placement in your file. A passing score report is required before you can be recommended for your credential, so it is important that this score report is on file in the SOE Credential Office.
 - a. You need an overall score of 41 to pass this assessment. The score report will not state "Pass" or "Fail" since individual states have different passing requirements.

Submitting to Cal Poly

1. When you are ready to submit to Cal Poly, click on the following link appropriate to your subject area. Upload all of your final files (except your video clips) and submit your edTPA to Cal Poly:

Agricultural Education: <https://assess.soe.calpoly.edu/index.php/364377/lang-en>

SEE
edTPA Agricultural Education Assessment Handbook
Back of Teacher Candidate Handbook

Agriculture Student Teacher Performance Expectation Formative Assessment Profile

Student Name

School

I.

FIRST REPORT ON STUDENT TEACHER

On the basis of his/her progress to date, I recommend:

Continuation of Appointment

Dismissal from Program

Cooperating Teacher

Date

Student Teacher

Date

Agriculture Student Teacher Performance Expectation Formative Assessment Profile

Student Name

School

II.

SECOND REPORT ON STUDENT TEACHER

On the basis of his/her progress to date, I recommend:

Continuation of Appointment

Dismissal from Program

Cooperating Teacher

Date

Student Teacher

Date

Agriculture Student Teacher Performance Expectation Formative Assessment Profile

Student Name

School

III.

FINAL REPORT ON STUDENT TEACHER

On the basis of his/her progress to date, the student:

Has met the standards in all performance areas.

Has met the standards in the following performance areas:

Has not met the standards for completion of student teaching.

Cooperating Teacher

Date

Student Teacher

Date

University Supervisor

Date

Single Subject Teacher Candidate Observation Report and Feedback Form

Teacher Candidate:	Date:
Cooperating Teacher:	University Supervisor:
School:	Discipline:
Co- Instructional strategies clearly indicated in lesson plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	Observation #:

1 = Did not Demonstrate / 2 = Partially Demonstrated / 3 = Demonstrated / 4 = Demonstrated with Distinction

A. Planning and Preparation	Rating
Demonstrating Knowledge of Students - Plan includes Universal Design for Learning (UDL) and matches current needs of <u>all</u> learners (e.g., students with special needs, English learners, etc.) <i>TPE 1, UDL</i>	1 2 3 4
Setting Instructional Outcomes - Lesson objective(s) specific, measurable, clear; appropriate rigor and flexibility for inclusivity of all students <i>TPE 3, 4, UDL</i>	1 2 3 4
Designing Coherent Instruction - Learning activities match objectives; Appropriate challenge, pacing and grouping; Developmentally and conceptually appropriate subject specific pedagogy; Evidence of Universal Design for Learning <i>TPE 1, 3, 4, UDL</i>	1 2 3 4
Designing Student Assessments - Well-developed strategy for using formative assessment; Assessments match objective(s) <i>TPE 5</i>	1 2 3 4
Supporting Emergent Bilinguals - Lesson includes appropriate ELD standard(s) aligned with curriculum standards/lesson objectives; Scaffolds to support academic language and content knowledge are present <i>TPE 1</i>	1 2 3 4 N/A
B. Classroom Environment	Rating
Creating an Environment of Respect and Rapport - Interactions between the teacher candidate and students, and among students, are uniformly respectful; Misbehavior and disrespect consistently addressed <i>TPE 2</i>	1 2 3 4
Managing Classroom Procedures - Routines implemented smoothly and consistently; Little or no loss of instructional time <i>TPE 2</i>	1 2 3 4
Managing Student Behavior - Standards of conduct are established for the class and implemented successfully and consistently <i>TPE 2</i>	1 2 3 4
C. Instruction	Rating
Communicating With Students - Candidate communicated clear expectations for learning, directions/procedures, and accurately represented content; Information represented through multiple means; Appropriate teacher modeling; Content accurate including use of academic language <i>TPE 1, 3, UDL</i>	1 2 3 4
Using Questioning and Discussion Techniques - Variety of questions promote student thinking; Most students engaged/involved in discussions <i>TPE 5</i>	1 2 3 4
Engaging Students in Learning - Students engaged, guided and supported through multiple means; Activities align with objectives; Appropriate challenge, grouping and pacing to meet needs and abilities of students; Lesson has clear structure (anticipatory set, closure) <i>TPE 1, UDL</i>	1 2 3 4
Using Assessment in Instruction - Candidate monitors student learning, assesses objective(s) and provides timely and appropriate feedback including reinforcement; Students provided with multiple means of action and/or expression <i>TPE 5, UDL</i>	1 2 3 4
Supporting Emergent Bilinguals - ELs/EBs actively participate; Opportunities provided for language production and content engagement; Tasks draw on home language/culture/prior knowledge <i>TPE 1</i>	1 2 3 4 N/A
D. Professional Responsibilities - Reflection	Rating
Reflecting on Teaching - Candidate accurately assesses the effectiveness of lesson; Identifies specific ways lesson might be improved <i>TPE 6</i>	1 2 3 4
Professionalism - Candidate demonstrated professionalism - dress, punctuality, confidence, responsive to feedback, etc. <i>TPE 6</i>	1 2 3 4

Evidence:

2 – 3 Strengths of this lesson include:

2 – 3 Suggestions for improvement of this lesson include:

2-3 Strengths for overall FFA/SAE/programmatic responsibilities include:

2-3 Suggestions for improvement in overall FFA/SAE/programmatic responsibilities include:

Emailed copies to:

Date: