



**The Cal Poly Agriculture Teacher Candidate's Guide to the Single  
Subject Credential & Agricultural Specialist Credential**

# **Handbook**

**Agricultural Education & Communication Department**  
California Polytechnic State University, San Luis Obispo  
Revised September 2020

## 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.

***Erin Gorter***, Student Teaching Experience Coordinator

9/9/20

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# Spring 2021

## Ag Teacher Candidate CALENDAR OF EVENTS

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

January 4	Winter Quarter Begins at Cal Poly (SLO) EdTPA Bootcamp 5-7PM
January 7-8	Student Teacher Conclave @ Modesto Junior College
February 1	Ag Teacher Candidate Seminar #1
February 25	EdTPA Due
March 1	Ag Teacher Candidate Seminar #2 Student Teacher Profile #1 Due
March 22-28	Cal Poly - Spring Break
April 5	Ag Teacher Candidate Seminar #3 Student Teacher Profile #2 Due
May 1	State FFA Finals @ Cal Poly
May 21	Student Teaching Experience Concludes
May 25	MAE Written Exams – 4 hours in Kennedy Library
May 26	Ag Teacher Candidate Seminar #4 Ag Teacher Candidate Profile #3 Due Departmental Reception
May 31	Memorial Day Holiday Observed
June 12	Cal Poly Spring Graduation - CAFES
June 14 – July 2	Cal Poly MAE 3-week courses (6 units)
June 20 – June 24	CATA Summer Conference @ Cal Poly, SLO
June 21 – July 23	Cal Poly Summer Term (1 <sup>st</sup> 5 weeks) – AGED 540 (2 units)
July 23	AGED 540 Oral Examination (4 hours)

# **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 always 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. Contact your cooperating teacher within one week of learning your placement. 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 (SAE), and FFA activities.
2. Maintain a friendly relationship within the agriculture department and across all 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; 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. Do not 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; do not teach over their heads, but at the same time, maintain high expectations of your students.
7. Do not 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 (SAE) Programs**

- A. Understand district and department procedures regarding supervision of SAEs
  1. Transportation
  2. Project visitation forms
  3. Local 4-H – FFA relationships
  4. Parent contact
  5. Being alone with 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 way 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 reports

- Department budget
  - Department filing system
  - District Plan for Career Technical Education
  - FFA activities
  - Incentive Grants
  - Policies and procedures
  - Sources and kinds of supplies and 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.** Arrange 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 Management**

- A.** Review your notes on classroom management.
- 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 classroom management and disciplinary processes.
- D.** Endeavor to solve your own classroom management 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.

## **X. School of Education Grievance Policy**

**SOE GRIEVANCE PROCESS:** 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 GRIEVANCE PROCESS:** 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)

### **Removing a Teacher Candidate from a School of Education Program**

The following steps describe the formal process used in the School of Education to address situations in which there are concerns about a student's progress in fulfilling expectations in a program. The end result of following the complete process is the removal of a student from a School of Education Program.

- 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/fieldwork mentor, site administrator, or other responsible party.
- Once written notification is received by the program coordinator, s/he 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.
- 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's Office. The letter will include the following:
  - Statement of the concern
  - Actions to be taken to address the concern
  - Timeline for completing actions
    - Possible outcomes
    - Continuance in program
    - Additional action to be taken
    - Dismissal from program
- The student will be invited to submit a written response to the Letter of Concern.
- If requested by the coordinator or student, a meeting will be held to discuss the concern, corresponding actions to be taken and timeline.

- According to the timeline established, a decision will be made by the program coordinator regarding continuance or dismissal. This decision will be put in writing for the student and the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential's Office. The student will be notified that he/she can appeal the decision to the Director of the School of Education.
- If the student submits a written appeal to the Director of the School of Education, the Director of the School of Education will review all written documentation noted in steps 1-6 above. The Director of the School of Education will schedule a meeting with the student and the coordinator to discuss the issue. The Director of the School of Education may also request to speak with others who have knowledge of the situation.
- Upon reviewing the evidence and speaking with the parties involved, the Director of the School of Education will determine retention or removal. This decision will be given in writing to the student and the coordinator. If the student is a credential candidate, a copy will also be given to the Credential's Office.

## **SECTION II**

# **Career Development Opportunities**

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

Career Development Opportunities				Courses		
<b>Seminar</b>	Assignment	Description	PTS	AgEd 424	AgEd 441	AgEd 513
#1	EDTPA	EdTPA Boot Camp 1/4	15			15
	Conclave	ST Conclave 1/7-1/8	50			50
	1A	Seminar Participation	10		10	
	1B	Idea Show	10	10		
	1C	Record Book	10		10	
	1D	First Home Visits & Outline	50			50
<b>PROFILE 1</b>	P1	<b>PROFILE #1</b>	25		25	
<b>edTPA- DUE</b>	1E	edTPA Submission		50		
#2	2A	Seminar Participation	10		10	
	2B	Idea Show	10		10	
	2C	Record Book	10		10	
	2D	Award Application	25			25
	2E	Lesson Plan Evaluation	50	50		
	2F	Portfolio	25		25	
	2G	ST Project Proposal	50			10
	2H	Weekly Reports	110	70	40	
<b>WINTER QUARTER - TOTAL POINTS</b>			<b>460</b>	<b>180</b>	<b>140</b>	<b>150</b>

<b>Seminar</b>	Assignment	Description	PTS	AgEd 424	AgEd 441	AgEd 513
<b>PROFILE 2</b>	P2	<b>PROFILE #2</b>	25			25
#3	3A	Seminar Participation	10	10		
	3B	Idea Show	10		10	
	3C	Record Book	10	10		
	3D	FFA Activity Communication	25			25
#4	4A	Seminar Participation	10	10		
	4B	Idea Show	10	10		
	4D	SAE Supervision	75			75
	4E	Student Teacher Project	25			25
	4F	Other FFA	25			25
	4G	Attend Tour - Thank Yous	20	20		
	4H	Weekly Reports	100	50	50	
	P3	<b>PROFILE #3</b>	25			25
<b>SPRING QUARTER - TOTAL POINTS</b>			<b>370</b>	<b>110</b>	<b>60</b>	<b>200</b>

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo

Agricultural Education and  
Communication Department

College of Agriculture, Food, and  
Environmental Sciences

**AGED 513**  
CAREER DEVELOPMENT OPPORTUNITIES

You are required to attend the Cal Poly School of Education EdTPA Bootcamp in January. Additionally, you are required to attend the California Student Teaching Conclave in January.

**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 1-4**

**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 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 via the AET. The student teacher shall identify a course to teach a record book unit (preferably utilizing the AET-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 **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 their region.



## **Teacher Candidate Meeting #1**

### **1C 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.

### **1D HOME VISIT Outline and First Visits**

While meeting with students and their parents in their home (or virtually), it is essential that you have a document to guide your discussions (much like having a lesson plan for your classroom presentations). Develop an informational outline that you can use while making home visits. Also consider other items that you might use during the visit (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 #1** and make note of his/her supervisory techniques. Be prepared to make an oral report at TCM#1. 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 SAE visits are documented with official forms used by your department.

#### **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. If a parent is present for the SAE visit, along with the student, it may be considered a home visit IF curricular and FFA leadership development of the student are also discussed and documented on the appropriate form. A student teacher meeting only with a student and only focusing on project development is purely an SAE visit; not a home visit.

#### **Cal Poly Agricultural Education SAE Visit Policy**

It is the policy of our department that a student must make 10 SAE visits with students to earn an "A" grade in AGED 513. For the intents and purposes of this assignment, an SAE visit is defined as any meeting where the student and teacher convene and document a discussion regarding the student's SAE project. This may be a portion of a home visit and can count as an SAE visit also, if separate documentation is created to monitor management of the SAE project explicitly.

### **1E. EdTPA FINAL Submission**

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

## **Teacher Candidate Meeting #2**

### **2C. RECORD BOOK**

Evaluate 5 students' AET records. In order for this to be the best learning experience for you, please make certain each book has at least 6 months of entries. If at all possible, it would be best to evaluate books from students in one of your classes, and bring to seminar:

- a. Photocopied pages of the summary reports of the 5 students.
- b. The 5 actual evaluation sheets that correspond to the AET records you inspected.

### **2D. 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

### **2E. 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.

### **2F. PORTFOLIO**

Provide the link to your electronic teaching portfolio. This should have been started in AGED 501 as a resource to share with potential employers. It is a living space for you to continue to update as your career progresses.

### **2G. STUDENT TEACHER PROJECT PROPOSAL**

To facilitate the implementation of your student teacher project, facilitate a conversation with your cooperating teacher about how you can address a felt need at your placement site through the completion of a project. Submit a, no longer than one page, document identifying the following:

- Objective(s) of project
- Rationale for the project
- Description of how you will use the skills of organization and communication to facilitate the project

## **Teacher Candidate Meeting #3**

### **3C. RECORD BOOK**

Each of you should have taught a unit of the AET-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:

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

### **3D. FFA ACTIVITY COMMUNICATION**

Send an e-mail to your school principal, along with a copy [cc] to your cooperating teacher; and a blind copy [bc] to ekthomps@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. Gorter, an attached page that discusses reasons for your successes/failures, reactions, suggestions for improvement, officer follow-up, and meeting evaluations.

## **Teacher Candidate Meeting #4**

### **4D 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 SAE [Project] Visitation Forms completed during your student teaching experience.

### **4E. Student Teacher Project**

Each teacher candidate is highly encouraged to identify and address a felt need in the local agriculture program. Please submit a one -page summary of your project. Include a photograph/screenshots of your accomplishments. Discuss how you were able to utilize the skills of organization and communication to complete your project.

### **4F. 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.

Submit a, no longer than 1-page, critical reflection of your participation in this additional activity.

### **4G 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.

- 4H 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. Submit these reports by week in Canvas. 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 –** <http://www.soe.calpoly.edu/content/exit>

Complete prior to attending Seminar #4. Instruction for submission will be given to you at a later date.

### **Student Teacher Profiles**

- P1.** Submit profile with all signatures, in Canvas, as a progress report on your teaching performance.
- P2.** Submit profile with all signatures, in Canvas, as a progress report on your teaching performance.
- P3.** Submit profile with all signatures, in Canvas, as a final report of your teaching performance!

## **Section III**

# **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 student 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 IV**

## **Reports and Evaluations**

## REPORTS AND EVALUATIONS

Evaluation of performance is an integral part of the student teaching experience. Periodic evaluations provide guideposts 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 via Canvas.

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.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
*San Luis Obispo*  
WEEKLY STUDENT TEACHING EXPERIENCE REPORT

Week No. \_\_\_\_\_

Name: \_\_\_\_\_ Coop. School: \_\_\_\_\_ Monday Date: \_\_\_\_\_

	Observed	Taught	Substituted	Topics of Lessons Observed, Taught or Substituted	Visits  No. of Student Contacts	Visitations  "H" = Home Visit "S" = School Farm or Project "WE" = Work Exp. Student's Name	School Business Mileage	Hours
Total Brought Forward					H = S = WE =			
Mon.					H = S = We =			
Tues.					H = S = We =			
Wed.					H = S = We =			
Thurs.					H = S = We =			
Fri.					H = S = We =			
Sat./Sun.					H = S = We =			
Subtotal	0	0	0		H = 0 S = 0 WE = 0		0	0
Total to Date	0	0	0		H = 0 S = 0 WE = 0	Running Grand Totals	0	0

**Goal 1:** 180 Hours of Teaching = Taught Hours + Substituted Hours

**Goal 2:** H(ome Visits) = 25 by end of Student Teaching Experience

**Goal 3:** 10 SAE visits (combination of S & WE)

# LOG OF ACTIVITIES

Including meetings, interviews, trips, contacts, problems, questions, or comments for Supervising Teacher Educator.

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

Area for Concentrated Effort: \_\_\_\_\_

Supervising Teacher Signature: \_\_\_\_\_

# 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"> <li>EL:</li> <li>CTE:</li> <li>CDE:</li> </ul>		
Specific Instructional Objective(s) – (All components): /2 pts		
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
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"> <li></li> </ul>		
References: /1 pt		
<ul style="list-style-type: none"> <li></li> </ul>		

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	
•		•	
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			
<b>Objective #1: /3 pts (consider all objectives present)</b>			
• Contextual Set:			
Content Outline ( <i>Teacher Says</i> )		Methods ( <i>Teacher Does</i> )	
•			
• CFU / Activity:			
• Contextual Bridge:			
<b>Objective #2:</b>			
• Contextual Set:			
Content Outline ( <i>Teacher Says</i> )		Methods ( <i>Teacher Does</i> )	
•			
• CFU / Activity:			
• Contextual Bridge:			
•			

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

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:

<b>A</b>	<b>Outstanding Performance</b>	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>B</b>	<b>Very Good Performance</b>	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.
<b>C</b>	<b>Acceptable Performance</b>	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.
<b>D</b>	<b>Limitations in Performance</b>	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.
<b>F</b>	<b>Not recommended</b>	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...*

**WINTER Quarter Year:** \_\_\_\_\_

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

**AGED 513** "Out of Class Activities" 3 units: Letter Grade Recommendation \_\_\_\_\_

**SPRING Quarter 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



## **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.

## **Section V**

### **edTPA & Profile Forms**

## edTPA Submission Instructions

### Submitting to edTPA

1. When you are ready to submit your edTPA, go to [edtpa.com](http://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](mailto: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**

# 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

Please identify areas where specific attention should be focused for future candidate growth/success:

\_\_\_\_\_  
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

Please identify areas where specific attention should be focused for future candidate growth/success:

---

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