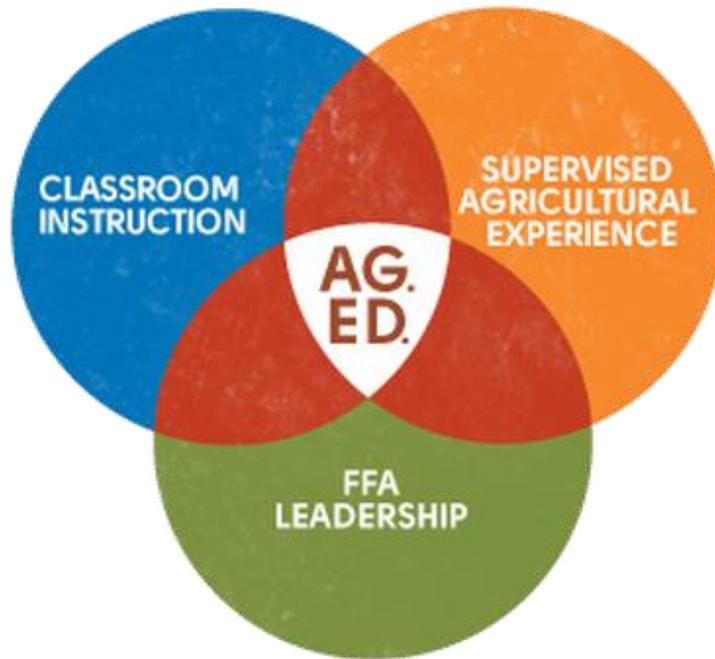




AEE 495 Assignment Handbook



**For Student Teachers completing
their professional journey at
Penn State**



Last Updated: July 12th, 2021

Vision:

To develop digitally-literate, globally minded 21st century positive agents of change for agricultural education.

Mission:

@TeachAgPSU develops agriscience teachers who are prepared to teach where learners are in need.

Core Values of the PSU Agriscience Teacher Preparation Program

The Penn State Agriscience Teacher Education Program cultivates and values agriscience teachers who are:

- I. Philosophically sound in career technical education principles and the three-component model of agricultural education including applied STEM classroom instruction, work-based learning (Supervised Agricultural Experience), and the leadership laboratory of youth organizations (FFA)
- II. Inclusive of ALL students and value diversity in their classrooms.
- III. Skilled in technical agricultural science content knowledge. Prepared to utilize effective pedagogical methods to successfully plan, implement, and assess agriscience instruction to impact student learning.
- V. Reflective practitioners devoted to lifelong learning.
- VI. Servant-leaders in the classroom, school, and community.
- VII. Committed to the engagement of external stakeholders in a purposeful, systematic process for enhanced student, school, and community success.
- VIII. Committed, life-long members of a professional learning community prepared to integrate cross-curricular learning opportunities.
- IX. Dedicated to academic proficiency while prioritizing the scholastic growth of all students.
- X. Digitally-literate, connected educators who are progressive in adopting appropriate technologies to advance professional growth and student learning.

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Communication Plan

WHEN/HOW DOES PENN STATE COMMUNICATE WITH ME IN THE SPRING? We work very hard to ensure that you do not feel “abandoned” during your student teaching. Of course at any time you can email or call the @TeachAGPSU Team. Never hesitate to reach out for assistance if needed. **Dr. Curry’s cell: 704-619-0268, Dr. Foster’s cell: 814-753-2102, Dr. Ewing’s cell: 614-499-1677,**

We will see you just prior to Farm Show for the AEE 313 Pre-internship Seminar on Friday Jan 7th – Sunday Jan 9th. As well, you are expected to attend Mid-Winter Convention on **January 10th**. You should attend with your cooperating center. If your cooperating center is not traveling to Mid-Winter, you should be there anyway.

- Participate in Pre-Internship Seminar in Harrisburg in January (7th - 9th) (AEE 313)
- Attend 6 online meetings from 4:00pm-5:00pm on Tuesday Evenings. Sessions will begin on January 25th and the last session will occur on April 19th (6 sessions). Teacher candidates will be encouraged to attend all, but expected to attend a minimum of 5 meetings. Meeting Link will be emailed 24 hours prior.
- Complete 5-minute weekly online survey sent via email on Fridays.
 1. What do you feel proudest in your teaching activities this week? Why?
 2. What personal goals for improvement do you have this week?
 3. OPTIONAL- What comments, questions, concerns do you have? This information will only be seen by university supervisors.
- Complete Microblogging assignment weekly via Twitter. Required to post original tweet and respond to peer tweet.
- Submit weekly blog links to University Supervisors by Sundays at 5pm. Please carbon copy the student teacher coordinator to your email with the direct link. You are provided two FREE passes (ie a minimum of 13 blogs must be submitted). **You do need to notify the University Supervisor and Student Teaching Coordinator when free pass is being used.**
- Attend two face-to-face group seminars (February 11th, and March 16th - 18th). (AEE 313)
- Prepare for two university supervisor visits (February & April; You should actively facilitate the scheduling of these visits with your assigned university supervisor)
- Submit one video episode PER MONTH (January, February, March, April = 4 TOTAL) of instructional performance at student teaching site to university supervisor team via Edthena.
 1. January – Jon Seaman
 2. February – Carson Letot
 3. March- Beth Mathie
 4. April – Curry, Ewing, Foster
- Participate in Post-Internship/Induction Seminar (April 25th – April 30th) (AEE 313)
Thus, each student teacher will participate in weekly blogging, online meetings, two full day observations, and professional development events with Penn State during student teaching.

For more information, please refer to the Penn State Student Teaching Guidebook at <http://aese.psu.edu/teachag/agricultural-teacher-education-resources>.

Grading Structure

AEE 495 is a graded internship. The AEE 495 grade during the student teaching experience will be determined by a number of factors. Those factors include:

Cooperating teacher (40%): This will include a midterm summative evaluation and final summative evaluation. The cooperating teacher will evaluate the student teacher's performance throughout the entire student teaching experience. Since the cooperating teacher spends a great deal of time with you, his/her recommendation will be a **strong** factor in arriving at the final grade.

University supervisor (30%): The university supervisor has the ultimate responsibility for assigning the final grade. At least two supervision visits will be made over the course of the semester. Evaluations made during these visits will play a part in determining the final grade. Student teachers will also be expected to complete **communication** expectations including weekly reflective blog submissions and attending online cohort meetings during the semester using a digital platform. In addition, candidates will submit four videos of teaching performance via Edthena to assigned University Supervisors.

Final Assignment Portfolio (20%): All completed reports, evaluations, lesson plans, assignments, and other pertinent information related to the student teaching experience should be in the assignment portfolio and labeled so that it can be easily reviewed at each visitation by the university supervisor. This assignment portfolio will be due to the student teaching coordinator upon completion of the student teaching experience. **Failure to complete any assignment will result in a 10% deduction in final grade.**

Communication Expectations (10%): Four components: Online Cohort Meetings, Edthena Videos, Weekly Reflective Blogs, and Microblogging. The direct link to your reflective professional blog can be emailed to the university supervisors. Late blog entries will not be awarded a grade but must be submitted to complete course requirements. Students are asked to complete 13 blogs with two free passes provided. When using free pass, please notify University Supervisor & Student Teaching Coordinator

AEE 495 Grading Rubric

Student Teaching Intern _____ Cooperating School _____

University Supervisor _____ Cooperating Teacher _____

Assignments / Assessment Criteria	Grades are Independent!		Percent of Grade	Score
	Midterm [Check Point] [March]	Final [April]		
Cooperating Teacher's Evaluations Midterm Summative Evaluation Final Summative Evaluation			40	
University Supervisor's Evaluation Face to Face Observations (min 2) Open Communication Video Review via Edthena			30	
Communication Expectations <u>Weekly Blog Entries:</u> Due at the end of each week (by Sunday). Two free passes provided, 13 needed Direct links to blog are to be emailed to university supervisor and copied to student teaching coordinator. Late submissions will be not be awarded a grade, but must be submitted to complete course requirements <u>Weekly Faculty Meetings:</u> Attend a minimum of 5 of 6 meetings on Tuesdays from 4:00-5:00pm <u>Social Media Presence:</u> Successfully tweet to #psuaged21 a minimum of once a week and respond to a peers tweet. <u>Edthena Videos:</u> Submit 4 Edthena Videos to assigned university supervisor.			10	
Final Portfolio of Assignments	(Due Monday, April Post-Internship Seminar) Note: Any missed assignments results in a 10% deduction from final grade.		20	
Final Grade			100	

A = 95 – 100%
A- = 90 – 94%
B+ = 87 – 89%
B = 84 – 86%
B- = 80 – 83%

C+ = 77 – 79%
C = 74 - 76%
C- = 70 – 73%
F = Below 70%

Grades in Student Teaching

Standards for “A” Grade

A student may be awarded an “A” when the PSU Agricultural and Extension Education Program can state unequivocally that you are fully capable of beginning your first year of teaching demonstrating true excellence. You will have met all of the provisions of the “A” grade in an exceptional manner and demonstrated a high degree of effectiveness in working cooperatively with peers and service personnel in the setting of your student teaching assignment. You will have demonstrated exceptional achievement in attaining competency as judged by qualified professionals charged with the supervision of the student teachers.

Standards for “B” Grade

A “B” grade in student teaching is indicative of extensive achievement as judged by qualified professionals charged with the supervision of student teachers. It is above the level of acceptable achievement but within the reach of any student teacher who does a thorough, competent, and imaginative job in the classroom and in related areas of student teaching. It means that the PSU Agricultural and Extension Program can expect you to solve problems in discipline, classroom management, and curriculum organization, should they arise. Your oral speech and written reports are without commonplace grammatical errors. Your work is completed with promptness, efficiency, and accuracy. You avoid allowing personal considerations to interfere with accepted responsibilities during the student teaching semester.

Standards for “C” Grade

A “C” grade in student teaching means that you have demonstrated acceptable achievement. All competencies and expectancies must have been achieved at an acceptable level to qualify for a “C” grade. Achievement below this level, because of its implications for Pennsylvania certification requirements and its impact on youth in the field setting, will result in removal from the student teaching program. Students below this level of achievement will not be recommended for Pennsylvania Teaching Certification.

AEE 495 Assessment Overview (Remember - 12 credits worth of work!)

Include all assignments in your AEE 495 Assignment Portfolio to be submitted unless otherwise noted. ALL ASSIGNMENTS/MATERIALS SHOULD HAVE NAME CLEARLY NOTED AND EASY TO FIND. Please separate assignments by tabs. NOTE: With exception of assignments that are culminating (i.e. blog), any assignment may be completed prior to the deadline.

1. Communication Expectations (Due Throughout): Student Teacher Faculty Meeting Attendance, Microblogging, Monthly Video Submissions and Weekly Reflective Blog Entries. Direct links to the blog entry should be submitted by Sunday to University Supervisor, and carbon copied to student teaching coordinator
2. Maintain an organized instructional unit system (Due First Day of Post-Internship Seminar): A student teacher instructional unit system should include: current lesson/unit plans that include Pennsylvania State Essential Elements, evaluations by cooperating teacher and university supervisor; a minimum of 12.
3. Inventory of Student Teaching Experiences: (Due First Day of Post-Internship Seminar). See form provided. Should be completed as experience progresses and copy kept in portfolio (Evaluated on University Visits)
4. Supervision of Work Based Learning with SAE Visits: Teacher candidates will conduct two unique SAE Visits as part of AEE 495 under supervision of their cooperating teacher. SAE visits conducted as part of AEE 295 cannot count! Our goal is a minimum of four different visits for each candidate prior to graduation. Each SAE visit should be a different type of SAE. Each SAE Visit needs a report shared via a Blog entry with the University Supervisor and Student Teacher Coordinator.
 - a. Visit 1 Report Due February 15*
 - b. Visit 2 Report Due March 15*

** Or as alternatively arranged with student teacher coordinator)*
5. Science Classroom visit: (Due First Day of Post-Internship Seminar) Visit the classroom and observe the teaching of a science-based teacher at your student teaching location. **Write a brief report with a Blog Post using the outline provided in the assignment description.**
6. Teacher Development "DIY" Project: (Approval by February 15; Completion by First Day of Post-Internship Seminar). This is an opportunity for the cooperating teacher and the teacher candidate to develop a new assignment that will most contribute to the growth and development of the teacher candidate. Proposal should include specific detailed method of evaluation. Proposals must be approved by February 15 by three individuals: Cooperating Teacher; University Supervisor; and Student Teacher Coordinator.

NOTE: Creatively challenged candidates/cooperating teachers can select two of the Pick 1 Assignment.

7. Pick 1 Assignment (Due First Day of Post-Internship Seminar): In consultation with their cooperating teacher and university supervisor, the teacher candidate should select one of the assignments listed in the description to complete that will contribute most to their growth and development. **Notify the student teacher coordinator of their selection by February 15.**
8. Teacher Candidate Midterm & Final Evaluation Form: In order to ensure the best possible outcomes of the learning experiences, the teacher candidate, cooperating teacher, and university

supervisor will be asked to complete thorough evaluations providing feedback to all parties. All evaluations MUST BE TYPED.

- a. Mid-Term Evaluation of Teacher Candidate by Cooperating Teacher: (Due March 15th)
- b. Final Evaluation of Teacher Candidate by Cooperating Teacher (Due First Day of Post-Internship Seminar)

9. 360 Degree Evaluation

- a. Evaluation of Cooperating Center by Teacher Candidate (not graded) (Due First Day of Post-Internship Seminar)
- b. Evaluation of University Supervisor by Teacher Candidate (not graded) (Due First Day of Post-Internship Seminar)
- c. Self-Evaluation of Student Teaching by Teacher Candidate (Due First Day of Post-Internship Seminar)

10. Contribution to the Community of Learners/Post Internship Seminar Materials (Due First Day of Post-Internship Seminar) Be prepared to share best of following determined by random draw: Best Lesson, Pick 1, DIY project. Complete Final Reflective Blog Post. Post Best Lesson. Create Discipline Derby.

Assignment #1 – Communications Expectations

Part I- Student Teacher Cohort Meetings

Student teachers will be asked to attend weekly online video conference meetings from 4:00pm- 4:45 pm on Tuesday Evenings. Sessions will begin on January 25th and the last session will occur on April 19th (6 sessions). Teacher candidates will be encouraged to attend all, but expected to attend a minimum of 5 of the meetings. Meeting Links will be sent a minimum of 24 hours prior to meeting.

NOTE: Topics determined by weekly survey's sent to cooperating teachers & student teachers. The 5 minute weekly online survey will be sent via email on Fridays. Individual responses will be seen by the teacher education team only. The following questions will be asked

1. What do you feel proudest in your teaching activities this week? Why?
2. What personal goals for improvement do you have this week?
3. OPTIONAL- What comments, questions, concerns do you have? This information will only be seen by university supervisors

Tentative Topic Agenda (subject to change)

<i>Date</i>
January 25 th <i>Walking the fine line between friend and teacher</i>
February 8 th <i>Lesson learned about lesson planning ~ a month in</i>
February 22 nd <i>Prepping for when you are out, Prepping for when school is out; Best practices in online learning</i>
March 8 th <i>Best Practices in Classroom Management</i>
April 5 th <i>The landscape of education, post-covid19</i>
April 19 th <i>Final prep for Post Internship</i>

Part II – Social Media Presence

Micro-blogging takes many forms from Facebook status updates to Twitter. Regardless of the form, its primary purpose is to provide for a quick exchange of information between followers. For your student teaching experience, you will be required to communicate via Twitter for the purpose of micro-blogging with your peers. You will be expected to post weekly to the Twitter hashtag **#psuaged22**. You are required to post and to respond to at least one peer's Tweet.

You are expected to follow all ethical standards as mandated by the Pennsylvania Department of Education and the PSU Agricultural Education Program

Micro-blog posting categories include: 1) asking questions, 2) sharing resources, and 3) giving advice.

Part III- Weekly Report of Activities/Weekly Reflective Blog

The purpose of the internship reflective blog is to allow the intern to continue to reflect on weekly teaching activities. A secondary purpose is to keep the university supervisor apprised of the progress of the intern in completing assigned activities and to allow the university supervisor to monitor internship experiences.

Candidates will keep a weekly private reflection within the Microsoft Teams space. This is intended as a “brain dump” section where only the Teacher Education team will see the content. Next, the candidate will craft blog entries each week and a direct link to the blog entry submitted to the university supervisor & student teacher coordinator by Sunday at 5pm each week. Entries should be submitted electronically and contain a brief summary of the intern’s activities. Share insights of what worked, what did not work, what you would like feedback or advice on. Focus on crafting a discussion for asking questions/advice from your mentor team. Resist the urge to create a simple recap of what happened to you.

You are being asked to write a reflective blog entry after each week of teaching performance throughout the spring semester. Using the above explanation and the outline below, use the blog to be reflective, expand your knowledge through research, and use personal experience and actions to reflect on practices and future implications. Reflect Deeply!

Students are cautioned **not** to directly name any students (use pseudonyms) or mention grades of specific students.

You can keep an entire blog or specific blog entries private between you, your university supervisor and your student teacher coordinator, but you need to review your settings.

Work closely with your university supervisor to meet weekly reflection expectations.

YOU CAN HAVE TWO FREE PASSES. Minimum of 13 needed across the semester.

Don’t forget to utilize your developed virtual mentor team!

****BE SURE TO CC THE STUDENT TEACHING COORDINATOR ON YOUR EMAIL WITH THE DIRECT LINK TO YOUR BLOG POST****

Part IV – Edthena Video Submissions

Teacher Candidates are asked to utilize provided swivel and iPad to submit one video episode PER MONTH (January, February, March, April = 4 TOTAL) of instructional performance at student teaching site to following university supervisor team via Edthena.

1. January – Jon Seaman
2. February – Carson Letot
3. March – Beth Mathie
4. April – Those who have Curry as a Primary Submit to Foster; Those who have Ewing as a Primary submit to Curry Those who have Foster as a Primary Submit to Ewing

As you submit the selected class, you need to identify for the supervisor watching:

- Why you selected this class session
- What you would like the university supervisor to focus on giving feedback on/addressing.

Assignment #2 – Organized Instructional System

Organized Instructional System –

It is expected you keep a **revised** organizational system of your unit and lesson plans for each course you teach. In most cases this will be both hard copy three ring binders as well as a digital set of folders of all materials. If you have a specific situation that limits hardcopies of instructional materials, please notify the student teaching coordinator

Your organizational system should be easy to navigate (dividers for binders and clear titles on digital files) for someone who is not familiar with the material. Include all materials/files you used during student teaching, including:

- Unit Plans
- Lesson Plans
- Instructional Materials (ppts, handouts, activities, etc.)
- Assessments (projects, quizzes, tests)

Where possible please show evidence of how your lesson plans were revised after having taught the material (track changes/comments in digital files and/or sticky notes/redink on hard copies)

All revised lesson plans should include:

- Academic standards
- Specific learning outcomes/objectives
- Bellwork/WarmUp/DoNow,
- Interest approach
- Evidence of a variety of instruction
- Opportunity to review (Closure)
- Adaptations/Accommodations for special needs learners

10. Discuss online instruction expectations and anticipated future online instructional responsibilities.

Supervised Agricultural Experience Program [3]

Date	CT	ST

1. Conduct at least two supervisory SAE visits with the cooperating teacher.
[This is in addition to the AEE 295 visits; Student Teachers should have completed three different types of visits prior to graduation.]

_____ 1st visit – (indicate type of SAE)_____

_____ 2nd visit – (indicate type of SAE)_____

NOTE: It is recommended to make supervisory visits to entrepreneurship, internship, research, and exploratory SAE programs. Complete individual SAE supervisory visit forms for the cooperating teacher. Assist students in analyzing their records and completing award applications.

2. Assist students with entries and monthly summaries in their SAE records

3. Assist students in completing proficiency award applications, local, county, Keystone and American FFA Degree applications. *[Note: If deadline has passed for a degree, review previous winners degree with cooperating teacher]*

Date	CT	ST

Adult Instruction [2] *[If applicable; strongly encouraged to, at minimum, discuss]*

1. Discuss with cooperating teacher the procedures of organizing an adult class.
2. Plan and/or teach at least one adult education program/class (if available).

Date	CT	ST

Marketing the Ag Ed Program [4]

1. Compare the demographics of students in the agriculture program to the student body.
2. Develop a recruitment plan for the department including a minimum of one recruiting product *[Example: digital media, brochure, recruitment letter for prospective students, recruitment letter for parents, etc., Copy to be left with cooperating teacher]*

List Products Created: _____

3. Prepare a display for classroom. (I.e. bulletin board, etc.)
[Can be coordinated with local FFA Chapter Members/Committees]
4. Conduct at least one recruitment activity.
[Can be coordinated with local FFA Chapter Members/Committees]

Date	CT	ST

Other Suggested Activities [13] *(indicate date completed)*

1. Attend a professional meeting of Pennsylvania Association of Agricultural Educators (PAAE). **[Required]**
2. Visit at least one other agriculture department for one day **[Required]**.
3. Observe at least one teacher in the school – other than an agriculture teacher **[Required]**.
4. Attend a civic club meeting *(Ex. local community organization: Kiwanis, Lions, etc.), school board meeting, or ag community group meeting (Ex. Grange, etc.)*

List Meeting(s) _____

Assignment #4- Supervision of Work-Based Learning with SAE Visits

First SAE Report: Due February 15

Second SAE Report: Due March 15

Be sure to have two uniquely different types of SAE supervised!!! Ideally, they would be different from the two conducted during AEE 295 as well!

Note: Reports should be generated as blog posts and emailed to your university supervisor and the student teacher coordinator. In addition, Reports should be placed in your final AEE 495 Assignment Notebook

1. Who did you visit? (Provide a brief description of the student).
2. Where did the visit occur? (Provide a brief description of the location).
3. What preparations did you make prior to the visit?
4. What was this student's SAE program?
5. How would you evaluate or rate the program? On what criteria?
6. What recommendations were made for improvement?
7. What record books were being used?
8. How does the cooperating teacher "grade" the SAE program? (Only needs to be answered in first report)

Assignment #5 – Science Classroom Visit

Due First Day of Post-Internship Seminar

Please have a BLOG post to accompany the visit.

Class

Date

Lesson Title

Note: Please type your responses on a separate sheet of paper and have a blog post.

1. What were the objectives of the lesson?
2. In your opinion, were the students interested in the lesson? Why or why not?
3. What teaching methods or behaviors were most effective in achieving the objectives?
4. In your opinion, was the teacher "giving away" information or facilitating learning? Please explain.
5. How would you evaluate this teacher in terms of clarity, enthusiasm, business-like behavior variability, learner-centeredness, and with-it-ness? Please provide specific examples to support your evaluation.
6. Other comments or observations.

In your descriptive report, please include answers to the following:

- The teacher tried to focus the students' attention on the presentation by...
- The teacher tried to capitalize on student interests or experiences by...
- The teacher tried to use a structure or framework to help students visualize the new material by...
- The teacher tried to clarify goals of the presentation by...

Assignment #6 – Teacher Development DIY Project

Proposal due by February 15 to Student Teacher Coordinator

Final Project Due First Day of Post-Internship Seminar

This is an opportunity for the cooperating teacher and the teacher candidate to develop a new assignment that will most contribute to the growth and development of the teacher candidate.

Proposal should include specific detailed method of evaluation.

Project **MUST** occur during the Spring Student Teaching Internship.

Proposals must be approved by February 15
by three individuals:

- Cooperating Teacher;
- University Supervisor; and
- Student Teacher Coordinator.

NOTE: Creatively challenged candidates/cooperating teachers can select two of the Pick 1 Assignment.

Assignment #7 – Pick One!

There are many great opportunities to improve, but each candidate has different areas that need growth; therefore, the following assignments are options for the candidate to “select” with input from their cooperating teacher! These options come from previous practices and suggestions from past cooperating teachers/student teachers.

Modifications/Alternatives can be proposed by the Student Teacher, Cooperating Teacher, and University Supervisor Team to fulfill this requirement!

Must identify selection via email to student teaching coordinator by February 15th.

Pick One Option: Professional Employment Portfolio

Complete your professional portfolio that you will use to obtain professional employment. This assignment should be completed by creating an artifact you will carry with you to interviews and show employers. Include items relevant to what an employer may be looking for in a teacher of agricultural or environmental science. **It is recommended to use this in the February Student Teaching Seminar for the Mock Interviews.**

Pick One Option: Interview with School Administrator

Conduct a mock job interview with the school administrator. This is to be accompanied by a BLOG post! Here are some questions to guide you in this work.

1. What questions did the administrator ask you?
2. Do you feel you were prepared for the questions? Why or why not?
3. What questions did you ask the administrator?
4. What impressed you the most about the interview?
5. What impressed you the least about the interview?
6. In what areas do you need to prepare prior to an interview for a “real” teaching position?

Pick One Option: Service-Learning Community Based Unit (CBU) of Instruction

This site-based unit of instruction should focus on the use of community resources to enhance instruction. Students will facilitate a community/site based “laboratory” unit of instruction (5 hours of instruction) for SBAE students. This unit should be revised with the guidance of your cooperating teacher and be a comprehensive unit of instruction that incorporates both classroom and laboratory-based instruction (hands-on). ***Include a detailed description (both hard copy and blog entry) of how you contacted, accessed and utilized community resources, facilities, individuals and/or equipment.***

Pick One Option: Newspaper Article

A newspaper article to highlight the functions of the ag ed program. This article is to be prepared by you with the help of the FFA Chapter reporter and submitted/published in a local newspaper. **A copy of the article as it appears in the paper (or as submitted) should be included in the student teaching notebook.**

Pick One Option– Grant Writing

You have been asked to develop a proposal for funding. You very well may be connecting this proposal to your Community-based Unit of Instruction. If you are not attempting to secure funding in conjunction with your Community-based Unit of Instruction, you should develop a proposal for funding to support a potential special project for your agricultural education program. All students will share

their grant proposals/information related to their proposals during the post-internship seminar in late April. Additional Useful Resources

<http://www.nea.org/home/10476.htm>

http://www.kurzweilededu.com/files/prof_resources_grant1.pdf

<http://guides.library.ucsb.edu/content.php?pid=61909&sid=455330>

http://go.hrw.com/resources/go_sc/gen/HSTPR124.PDF

http://www.educationworld.com/a_curr/profdev/profdev039.shtml

Pick One Option- Agriculture Program Budgeting

Develop a “how-to” guide for new teachers to navigate an agriculture budget. Recommended information to include in the guide, includes:

- List approved vendors for local school-based agricultural education program.
- Review school-district policy for determining approved vendors.
- Review district budgeting timelines with school administration including conversations on rationale in determining timelines.
- Explore reimbursement policies and procedures to school-district employees for consumable classroom materials.
- Describe local school-district policies for accepting donations and discarding equipment/supplies for program.
- Develop an example budget for one class you currently teaching for the upcoming school year.

Pick One Option - PA-ESTEP New Ag Teacher Plan of Action

Develop a detailed plan of action for a new agriculture teacher in all components of the PA New Teacher Evaluation System.

Pick One Option - PA Program Approval Process (CATS, PIMS, NOCTI, ETC):

Create a thorough action plan evidencing understanding of all aspects of the PA Program Approval Process with application in the context of cooperating center.

Assignment #8 – Teacher Candidate Feedback

For this assignment you will simply provide evidence of the formal feedback you received from your cooperating teacher throughout the internship. You should provide copies of:

1. A minimum of 12 weekly feedback forms (an evaluation of one particular class session)
2. Midterm Evaluation
3. Final Evaluation

Student teachers need at least one formal written evaluation in 12 of the 15 weeks of the internships.

Two example forms are provided here below. ***Cooperating teachers should feel free to utilize the teaching performance instrument implemented by their local schools.***

Student teachers are also encouraged to have a school administrator evaluate their instruction as well.

Weekly Feedback Form (Examples)

Form A: Formative Assessment of Teaching

Teacher _____ Date: _____ / _____ / _____ Observer: _____

Lesson/Objective: _____

Performance Scale

1
2
3
4
5
Needs Improvement
Average
Excellent

INSTRUCTIONAL PROCESS	(circle one)	Suggestions / Comments
Starting Class: <input type="checkbox"/> Handles pre-class activities efficiently <input type="checkbox"/> Reviews previous work effectively <input type="checkbox"/> <u>Creates interest</u> for learning the subject (motivation) <input type="checkbox"/>	1 2 3 4 5	
Stated Lesson Objective: <input type="checkbox"/> Develops a clear objective for the lesson <input type="checkbox"/> Communicates the objective(s) to students <input type="checkbox"/> Develops problems to solve and/or defines the study question <input type="checkbox"/> Uses the experiences of students in making assignments	1 2 3 4 5	
Provided Input: <input type="checkbox"/> Uses appropriate teaching methods and techniques <input type="checkbox"/> Provides appropriate instructional (resource) materials <input type="checkbox"/> Distributes instructional materials efficiently <input type="checkbox"/> Provides assistance to students as needed	1 2 3 4 5	
Checked for Comprehension: <input type="checkbox"/> Uses class discussion effectively <input type="checkbox"/> Distributes questions appropriately among students <input type="checkbox"/> Provides students with knowledge of their progress <input type="checkbox"/> Reinforces appropriate behaviors	1 2 3 4 5	
Modeled Ideal Behavior: <input type="checkbox"/> Demonstrates correct procedures <input type="checkbox"/> Illustrates concepts clearly <input type="checkbox"/> Uses correct grammar/spelling	1 2 3 4 5	
Provided Guided Practice: <input type="checkbox"/> Discusses solutions to problem(s) and/or study questions <input type="checkbox"/> Asks thought questions; challenges students' thinking <input type="checkbox"/> Responds to students' questions <input type="checkbox"/> Provides the opportunity to apply and practice concepts/skills	1 2 3 4 5	

Application of Concepts to Student Experiences: <input type="checkbox"/> Encourages independent effort <input type="checkbox"/> Relates application of concepts to consumer agriculture	1 2 3 4 5	
Achieved Closure: <input type="checkbox"/> Summarizes key points/concepts <input type="checkbox"/> Concludes lesson with decision(s) and/or recommendation(s) <input type="checkbox"/> Includes appropriate evaluation of learning	1 2 3 4 5	
Clarity: <input type="checkbox"/> Explains concepts in a concise and clear manner <input type="checkbox"/> Provides clear directions for activities and assignments	1 2 3 4 5	
Variety: <input type="checkbox"/> Implements a variety of teaching methods/techniques <input type="checkbox"/> Uses a variety of instructional materials	1 2 3 4 5	
Enthusiasm: <input type="checkbox"/> Displays enthusiasm for the subject and for teaching <input type="checkbox"/> Demonstrates the ability to motivate students	1 2 3 4 5	
Task-oriented: <input type="checkbox"/> Uses instructional time effectively <input type="checkbox"/> Keeps students on task	1 2 3 4 5	
Opportunity to Learn: <input type="checkbox"/> Provides students with the opportunity to learn the objective(s) <input type="checkbox"/> Demonstrates technical knowledge of the subject <input type="checkbox"/> Provides students with specific evaluative feedback	1 2 3 4 5	
Students and the Learning Environment: <input type="checkbox"/> Provides opportunities for individual differences <input type="checkbox"/> Communicates with all students <input type="checkbox"/> Creates a positive learning environment <input type="checkbox"/> Manages student behavior in a constructive manner	1 2 3 4 5	

Midterm Evaluation Form

NOTE: Evaluation is Grounded in Danielson's Framework which is the basis of PA-ESTEP

STUDENT TEACHING INTERNSHIP EVALUATION

Check One: Mid-Term Report: _____ Final Report: _____

Name _____

Assigned Letter Grade _____

Cooperating Teacher _____

Subject or Grade Level _____

University Supervisor _____

Assessment of Teaching Performance Scale Guidelines

Student teaching is an experiential learning opportunity for students. It allows students to learn by doing; apply what they have previously learned in the context of a formal classroom setting; develop their teaching skills; synthesize their own theories; and to test those theories under the guidance of a high quality, successful, professional teacher. However, student teachers should be evaluated accurately within the context of student teaching, regardless of the level of performance being displayed. The following guidelines and descriptions of teaching should be used when evaluating student teaching performance.

5 = Teaching intern consistently functions at a superior level of performance and constantly strives to expand scope and ability. Teaching intern ranks in the upper 10%.

4 = Teaching intern demonstrates adequate/acceptable levels of performance, occasionally demonstrating a high level of performance. Teaching intern often strives to expand scope and ability. Teaching intern ranks in the upper 20%.

3 = Teaching intern functions at an adequate/acceptable level of performance. Teaching intern demonstrates consistent practice expected at an acceptable level. Teaching intern maintains scope and ability. Teaching intern ranks in the middle 40%.

2 = Teaching intern sometimes functions at an inadequate/unacceptable level of performance and needs improvement. Teaching intern requires assistance to maintain scope and ability. Teaching intern ranks in the lower 20%.

1 = Teaching intern consistently functions at an inadequate/unacceptable level of performance. Teaching intern requires improvement to meet minimum expectations on this item. Teaching intern ranks in the lower 10%.

Instructions: For each quality indicator, please write an appropriate number. The number "5" represents "exceeds the standard"; a "4" or "3" represents "meets the standard"; and a "2" or "1" indicates "not yet meeting the standard." Performance indicators do not bear equal weight in awarding a final grade.

1	2	3	4	5
Needs Improvement		Average		Excellent

Assessment

_____ Use traditional and alternative assessment strategies to support the continuous development of the learner. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators:

- a. Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- b. Aligns and integrates instruction and assessment, including but not limited to state knowledge/performance standards and their assessment
- c. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
- d. Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- e. Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments:

Communication

_____ Use effective communication techniques with students and other stakeholders. Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom and with other stakeholders.

Performance Indicators:

- a. Models effective verbal/non-verbal communication skills
- b. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications
- c. Gives directions that are clear, concise, and reasonable
- d. Supports and expands learner expressions in speaking, writing, listening, and other media
- e. Uses a variety of media communication tools

Comments:

Professional Improvement

_____ Engage in continuous school and self-improvement.

Performance Indicators:

- a. Participates in collegial activities designed to make the entire school a productive learning environment
- b. Talks with and listens to students, is sensitive and responsible to signs of distress, and seeks appropriate help as needed to solve students' problems
- c. Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- d. Seeks opportunities to develop relationships with the parents and guardians of students
- e. Seeks to develop cooperative partnerships in support of student learning and well-being
- f. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- g. Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments:

Instructional Strategies

_____ Use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators:

- a. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet students' needs
- b. Aligns instructional strategies with curricular objectives
- c. Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Comments:

Diversity

_____ Use teaching and learning strategies that reflect each student's culture, learning style, special needs, and socio-economic background. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators:

- a. Identifies prior experience, learning styles, strengths, and needs
- b. Designs and implements individualized instruction based on prior experiences, learning styles, strengths, needs, individual education plans (IEPs) and diversity
- c. Holds high expectations for all students
- d. Connects instruction to students' prior experience and family, culture, and community
- e. Knows when and how to access specialized services to meet students' needs

Comments:

Professional Conduct/Growth

_____ Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Pennsylvania. Is a reflective practitioner who continually assesses the effects of choices and actions on others. Actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for students.

Performance Indicators:

- a. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them
- b. Applies professional ethical standards within reflection process
- c. Seeks and uses resources available for professional development

Comments:

Learners and Learning Environment

_____ Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Performance Indicators:

- a. Applies knowledge of how students learn and develop to create appropriate learning opportunities
- b. Strengthens prior knowledge with new ideas
- c. Encourages student responsibility
- d. Applies knowledge of theories of learning in planning, implementing and assessing student learning

Comments:

Subject Matter

_____ Demonstrates knowledge and understanding of the subject matter. Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators:

- a. Knows the subject matter applicable to the teaching area(s)
- b. Presents the subject matter in multiple ways
- c. Uses students' prior knowledge
- d. Engages students in the methods of inquiry used in the discipline
- e. Creates interdisciplinary learning
- f. Aligns instruction with relevant state and national subject matter and academic content standards

Comments:

Learning Environment

_____ Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators:

- a. Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learning, and based on principles of effective instruction
- b. Communicates learning objective(s) to students
- c. Implements curricular activities that are consistent with objective
- d. Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance
- e. Demonstrates flexibility by evaluating and changing long- and short-term goals and/or instruction to meet student needs and to enhance learning

Comments:

Learning Environment/Classroom Management

_____ Plan, implement, and evaluate effective instruction in a variety of learning environments. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators:

- a. Knows and uses motivation theories and behavior management strategies and techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- b. Manages time, space, transitions, and activities effectively
- c. Engages students in decision making
- d. Encourages all students to set, monitor, and adjust learning goals and behaviors
- e. Establishes and clearly communicates parameters for student classroom behavior
- f. Manages discipline problems in accordance with the administrative regulations of the school

Comments:

Cooperation

_____ Work with various education professionals and other stakeholders in the continuous improvement of educational experiences of students. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Performance Indicators:

- a. Surveys the community for opportunities to gain support for program
- b. Seeks opportunities to develop relationships with the parents and guardians of students
- c. Seeks to develop cooperative community partnerships in support of student learning
- d. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential

Comments:

Technology

_____ Use appropriate technology in the teaching and learning process.

Performance Indicators:

- a. Integrates various types of educational technology into delivery of subject matter.
- b. Demonstrates the correct use of technology
- c. Develops and/or revises curriculum to integrate new technology
- d. Seeks and uses technological resources available for use in teaching

Comments:

Final Grade out of 100%: _____

Final Letter Grade: _____

Signed:

Intern

Cooperating Teacher

University Supervisor

Date

Submit Original to:

Student Teacher Coordinator
 Agricultural and Extension Education
 211 Ferguson Building
 Penn State University
 University Park, PA 16802

Submit Copies to Teaching Intern and Cooperating Teacher

Final Evaluation Form

NOTE: Evaluation is Grounded in Danielson's Framework which is the basis of PA-ESTEP

STUDENT TEACHING INTERNSHIP EVALUATION

Check One: Mid-Term Report: _____ Final Report: _____

Name _____

Assigned Letter Grade _____

Cooperating Teacher _____

Subject or Grade Level _____

University Supervisor _____

Assessment of Teaching Performance Scale Guidelines

Student teaching is an experiential learning opportunity for students. It allows students to learn by doing; apply what they have previously learned in the context of a formal classroom setting; develop their teaching skills; synthesize their own theories; and to test those theories under the guidance of a high quality, successful, professional teacher. However, student teachers should be evaluated accurately within the context of student teaching, regardless of the level of performance being displayed. The following guidelines and descriptions of teaching should be used when evaluating student teaching performance.

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1	2	3	4	5
Needs Improvement		Average		Excellent

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_____ Use traditional and alternative assessment strategies to support the continuous development of the learner. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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- f. Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- g. Aligns and integrates instruction and assessment, including but not limited to state knowledge/performance standards and their assessment
- h. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
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- j. Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments:

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Comments:

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_____ Engage in continuous school and self-improvement.

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- i. Talks with and listens to students, is sensitive and responsible to signs of distress, and seeks appropriate help as needed to solve students' problems
- j. Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- k. Seeks opportunities to develop relationships with the parents and guardians of students
- l. Seeks to develop cooperative partnerships in support of student learning and well-being
- m. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- n. Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments:

Instructional Strategies

_____ Use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators:

- d. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet students' needs
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Comments:

Diversity

_____ Use teaching and learning strategies that reflect each student's culture, learning style, special needs, and socio-economic background. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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Comments:

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- d. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them
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- f. Seeks and uses resources available for professional development

Comments:

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Comments:

Subject Matter

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- g. Knows the subject matter applicable to the teaching area(s)
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Comments:

Learning Environment

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- g. Communicates learning objective(s) to students
- h. Implements curricular activities that are consistent with objective
- i. Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance
- j. Demonstrates flexibility by evaluating and changing long- and short-term goals and/or instruction to meet student needs and to enhance learning

Comments:

Learning Environment/Classroom Management

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Performance Indicators:

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- h. Manages time, space, transitions, and activities effectively
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- j. Encourages all students to set, monitor, and adjust learning goals and behaviors
- k. Establishes and clearly communicates parameters for student classroom behavior
- l. Manages discipline problems in accordance with the administrative regulations of the school

Comments:

Cooperation

_____ Work with various education professionals and other stakeholders in the continuous improvement of educational experiences of students. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Performance Indicators:

- e. Surveys the community for opportunities to gain support for program
- f. Seeks opportunities to develop relationships with the parents and guardians of students
- g. Seeks to develop cooperative community partnerships in support of student learning
- h. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential

Comments:

Technology

_____ Use appropriate technology in the teaching and learning process.

Performance Indicators:

- e. Integrates various types of educational technology into delivery of subject matter.
- f. Demonstrates the correct use of technology
- g. Develops and/or revises curriculum to integrate new technology
- h. Seeks and uses technological resources available for use in teaching

Comments:

Final Grade out of 100%: _____

Final Letter Grade: _____

Signed:

Intern

Cooperating Teacher

University Supervisor

Date

Submit Original to:

Student Teacher Coordinator
 Agricultural and Extension Education
 211 Ferguson Building
 Penn State University
 University Park, PA 16802

Submit Copies to Teaching Intern and Cooperating Teacher

Assignment #9 – 360' Evaluation

Student Teacher Evaluation of Cooperating Teacher

Due Monday of April Post-Internship Seminar! PLEASE TYPE.

Cooperating Teacher's Name

I. Please circle the appropriate category:

N = Never, HE = Hardly Ever, OC = Occasionally, FQ = Frequently, A = Always

- | | | | | | |
|--|---|----|----|----|---|
| a. Pointed out important teaching techniques during the student teaching experience. | N | HE | OC | FQ | A |
| b. Gave step-by-step instructions when needed. | N | HE | OC | FQ | A |
| c. Gave me feedback on my teaching performance. | N | HE | OC | FQ | A |
| d. Gave me specific recommendations for improving my teaching performance. | N | HE | OC | FQ | A |
| e. Promoted open discussion when conferring with me. | N | HE | OC | FQ | A |
| f. Made recommendations about improving teaching performance that were realistic. | N | HE | OC | FQ | A |
| g. Praised me for my work. | N | HE | OC | FQ | A |
| h. Provided satisfactory answers to questions about the student teaching experience. | N | HE | OC | FQ | A |
| i. Allowed me to have sufficient responsibility for all classes. | N | HE | OC | FQ | A |
| j. Expressed a genuine interest in me and my teaching development. | N | HE | OC | FQ | A |
| k. Treated me as a fellow teacher. | N | HE | OC | FQ | A |
| l. Involved me in all aspects of program. | N | HE | OC | FQ | A |

II. What are the strengths of this cooperating teacher?

- a.
- b.
- c.
- d.

III. What are the drawbacks of this cooperating teacher?

a.

b.

c.

d.

IV. List specific recommendations you would give this cooperating teacher to improve his/her work with future student teachers.

a.

b.

c.

d.

Student Teacher Evaluation of University Supervision

Due Monday of April Post-Internship Seminar!; PLEASE TYPE

University Supervisor's Name

I. Please circle the appropriate category:

N = Never, HE = Hardly Ever, OC = Occasionally, FQ = Frequently, A = Always

- | | | | | | | |
|----|---|---|----|----|----|---|
| a. | Pointed out important teaching techniques during the student teaching experience. | N | HE | OC | FQ | A |
| b. | Gave step-by-step instructions when needed. | N | HE | OC | FQ | A |
| c. | Gave me feedback on my teaching performance. | N | HE | OC | FQ | A |
| d. | Gave me specific recommendations for improving my teaching performance. | N | HE | OC | FQ | A |
| e. | Promoted open discussion when conferring with me. | N | HE | OC | FQ | A |
| f. | Made recommendations about improving teaching performance that were realistic. | N | HE | OC | FQ | A |
| g. | Provided satisfactory answers to questions about the student teaching experience. | N | HE | OC | FQ | A |
| h. | Expressed a genuine interest in me and my teaching development. | N | HE | OC | FQ | A |

II. What are the strengths of this university supervisor?

- a.
- b.
- c.

III. List specific recommendations you would give this university supervisor to improve his/her work with future student teachers.

a.

b.

c.

d.

IV. List specific recommendations for improving the student teaching program?

a.

b.

c.

d.

Student Teacher Self-Evaluation

Due Monday of April Post-Internship Seminar! PLEASE TYPE

Name

Cooperating Center

Cooperating Teacher

Note: Please type your responses on a separate sheet of paper.

1. What is your favorite memory of student teaching?
2. What do you consider as your major strengths as a classroom teacher?
3. In what specific areas do you need to improve?
4. Do you want to teach? Why or why not?
5. In what ways has your philosophy of education changed since completing student teaching?

Assignment #10 – Contributions to the Community of Learners/Items for Post Internship Seminar

The following items need to be completed by the Last Friday of your Internship in April for submission on **Monday of April Post-Internship Seminar!**

- 1) Complete the Survey Inventory for the Student Teaching Profile (see email from student teaching coordinator in last week)
- 2) Reflect on the Discipline Derbies from the Fall. Write your own discipline derby with solution to be compiled in a booklet and shared with your peers during the post internship seminar. Please be sure to change names to protect the innocent (or not so innocent)!
- 3) Select Your Favorite/Best Lesson from this past internship. Post document in the NAAE Community of Practice for Penn State (note: This is the public forum so all will be able to see). Tag the post with: PSU_BEST_LESSON

Include the following in the body of the message:

- a. Area:
 - b. Lesson Title:
 - c. Length of Lesson:
 - d. Learning Objectives:
 - e. Target Audience
- 4) Blog Entry – Please compose a blog entry in the Public Forum of the The Pennsylvania State University NAAE Community of Practice about your Student Teaching Experience. Include a minimum of TWO photos. Be sure to Tag the Blog Post: 2021_REFLECTIONS. This allows you to engage a different audience. Feel free to link to your total experience blog. Consider this a “best of” compilation post!
 - 5) Be Prepared to Share with your Cohort. Each Student will share ONE or TWO things (as time permits), but they will be randomly drawn/selected on each day of the post-internship seminar. Each Student will be prepared to share the following:
 - a. Prepare to share about your discipline derby
 - b. Share your DIY Project
 - c. Share your Pick One Selection.
 - d. Discuss your best lesson you posted in NAAE CoP. See Above.

Appendix: PDE 430 Form

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name	First	Middle	Social Security Number
Subject(s) Taught			Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.
 Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

Lesson/Unit Plans _____	Student Teacher Interviews _____
Resources/Materials/Technology _____	Classroom Observations _____
Assessment Materials _____	Resource Documents _____
Information About Students _____	Other _____

(Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Student/Candidate's Last Name First Middle Social Security Number

Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
 Alignment: 354.33. (1)(i)(E), (B)

- Student Teacher/Candidate's performance appropriately demonstrates:**
- Expectations for student achievement with value placed on the quality of student work
 - Attention to equitable learning opportunities for students
 - Appropriate interactions between teacher and students and among students
 - Effective classroom routines and procedures resulting in little or no loss of instructional time
 - Clear standards of conduct and effective management of student behavior
 - Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
 - Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

Classroom Observations _____ Visual Technology _____
 Informal Observations/Visits _____ Resources/Materials/Technology/Space _____
 Student Teacher/Candidate _____ Other _____
 Interviews _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name First Middle Social Security Number

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
 Alignment: 354.33. (1)(i)(D),(F),(G)

- Student Teacher/candidate's performance appropriately demonstrates:
- Use of knowledge of content and pedagogical theory through his/her instructional delivery
 - Instructional goals reflecting Pennsylvania K-12 standards
 - Communication of procedures and clear explanations of content
 - Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
 - Use of questioning and discussion strategies that encourage many students to participate
 - Engagement of students in learning and adequate pacing of instruction
 - Feedback to students on their learning
 - Use of informal and formal assessments to meet learning goals and to monitor student learning
 - Flexibility and responsiveness in meeting the learning needs of students
 - Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

Classroom Observations _____ Student Assignment Sheets _____
 Informal Observations/Visits _____ Student Work _____
 Assessment Materials _____ Instructional Resources/Materials/Technology _____
 Student Teacher/Candidate Interviews _____ Other _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name First Middle Social Security Number

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(l),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

Classroom Observations _____ Student Assignment Sheets _____
 Informal Observations/Visits _____ Student Work _____
 Assessment Materials _____ Instructional Resources/Materials/Technology _____
 Student Teacher Interviews _____ Other _____
 Written Documentation _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

Justification for Overall Rating:

Student Teacher/Candidate's Last Name First Middle Social Security Number

District/IU School Interview/Conference Date

School Year: _____ Term: _____

Required Signatures:
 Supervisor/Evaluator: _____ Date: _____

Student/Teacher
 Candidate: _____ Date: _____