

PENNSSTATE



# AEE 495 Assignment Handbook



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



***Last Updated: July 2015***

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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 Dr. Ewing or Dr. Foster. Never hesitate to reach out for assistance if needed.  
**Dr. Foster’s cell: 814-753-2102, Dr. Ewing’s cell: 614-499-167, Dr. Rice’s cell: 814-553-0324**

We will see you at the Mid Winter Convention on **January 11th**. You should attend with your cooperating center. If your cooperating center is not traveling to Mid-Winter, you should be there anyway. Please contact Dr. Ewing or Dr. Foster if you will be traveling alone.

- Participate in Pre-Internship Seminar in State College in January (6<sup>th</sup>-7<sup>th</sup>) (AEE 313)
- Attend 6 online (adobe connect) meetings from 5:00pm-6:30pm on Tuesday Evenings. Sessions will begin on January 26<sup>th</sup> 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: <https://meeting.psu.edu/studentteacher/>. NOTE: Topics have been tentatively set in the AEE 495 Assignment Handbook; but will be added/determined by weekly survey’s sent to cooperating teachers & student teachers.
- Complete 5 minute weekly online survey sent via email on Fridays. Individual responses will be seen by the Student Teacher Coordinator only:
  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 **Dr. Foster** to your email with the direct link.
- Attend two face-to-face group seminars (February 19<sup>th</sup>, 9am-5pm and April 1st, 9am-5pm). (AEE 313)
- Prepare for two university supervisor visits (February & April; You should actively facilitate the scheduling of these visits with your assigned university supervisor)
- Maintain communication with fellow student teachers in private 2016 Student Teacher NAAE Community of Practice: <http://communities.naae.org/community/prodev/preservice/pennstate/2016-teacher-candidates>
- Participate in post internship Seminar in State College – April 25th – April 29<sup>th</sup> (AEE 313)
- Participate in New Teacher Induction Program in Delaware – May 1<sup>st</sup> –5<sup>th</sup> (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>. There is possibility for additional contacts as necessary.

## 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 Adobe Connect.

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%): Three components: Online Faculty Meetings, Weekly Reflective Blogs, and Microblogging. A daily log using the template given in the assignment handbook. Due at the end of each week (by Friday). 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.

## Grade Assignment Form

Student Teaching Intern \_\_\_\_\_ Cooperating School \_\_\_\_\_

University Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Assignments / Assessment Criteria	<b>Grades are Independent!</b>		Percent of Grade	Score
	Midterm [Check Point] [March 13 <sup>th</sup> ]	Final [April 24 <sup>th</sup> ]		
Cooperating Teacher's Evaluations Midterm Summative Evaluation Final Summative Evaluation			40	
University Supervisor's Evaluation Face to Face Observations (2) Open Communication			30	
Communication Expectations <u>Weekly Blog Entries:</u> Due at the end of each week (by Sunday) Direct links to blog are to be emailed to university supervisor and copied to Dr. Foster. 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 5:00-6:30pm <u>Micro-blogging:</u> Successfully tweet to #psuaged16 a minimum of once a week and respond to a peers tweet.			10	
Final Portfolio of Assignments (Due Monday, April 25th) 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, and Weekly Reflective Blog Entries. Direct links to the blog entry should be submitted by Sunday to University Supervisor, and carbon copied to Dr. Foster.
2. Maintain an organized instructional unit system & Assignment Notebook (Due April 25th): 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. Professional Employment Portfolio (Due April 25th): 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 March Student Teaching Seminar for the Mock Interviews.**
4. 49-2 Mandated WFED Moodle Modules (Due on April 1<sup>st</sup>) Should be completed in a timely fashion. **Certification cannot occur without completion.**
5. SLO/Action Research Project (Topic Deadline: February 19<sup>th</sup> ; Due April 25<sup>th</sup>): The purpose of this assignment is to provide opportunities for student teachers to participate in creating an SLO/Action Research Project. SLO/Action Research is a defined plan of study that identifies a problem and formulates strategies that address the problem. Data is collected throughout the research project process that reflects the resulting changes in student performance. Upon successful completion of this component, student teachers will be able to discuss initial problems identified; data strategies implemented and relate outcome data as a result of the project. Candidates will create an infographic from the data they collect to share **You need a Blog post for this!!!**
6. Inventory of Student Teaching Experiences: (Due April 25<sup>th</sup>). See form provided. Should be completed as experience progresses and copy kept in portfolio (Evaluated on University Visits)
7. 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.
  - Visit 1 Report Due February 19th
  - Visit 2 Report Due April 1st
8. Science Classroom visit: (Due April 25<sup>th</sup>) 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.**
9. Interview with School Administrator (Due April 25<sup>th</sup>): Conduct a mock job interview with the school administrator. This is to be accompanied by a BLOG post!

10. Service-Learning Community Based Unit (CBU) of Instruction (Presentation due April 25th): This site-based unit of instruction should focus on the use of community resources as a means to enhance instruction. Students will facilitate a community/site based “laboratory” unit of instruction (5 hours of instruction) for agri edu 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.\***

11. THE TEACHER DEVELOPMENT “DIY” Project: (Approval by February 19th; Completion by April 25th). 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 20<sup>th</sup> by three individuals: Cooperating Teacher; University Supervisor; and Student Teacher Coordinator. **NOTE: Creatively challenged candidates/cooperating teachers can select two of the Assignment 12 Pick 1 Assignment.**

12. Pick 1 Assignment (Due April 25th): In consultation with their cooperating teacher and university supervisor, the teacher candidate should select one of the following assignments to complete that will contribute most to their growth and development. **They must notify the student teacher coordinator of their selection by February 19th.**

- a. Grant Writing: The purpose of this assignment is to develop a proposal for funding. Based upon in-class activities and information (during the final week of class), develop a draft proposal for funding a special project for your agricultural education program.
- b. Newspaper article: A newspaper article is required of each student teacher. 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.**
- c. 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.
- d. Video Reflection on Instruction: Upload a minimum of three videos from three different classes of instruction to VoiceThread with self-reflection comments added. Share with University Supervisor, Cooperating Teacher, and Student Teacher for feedback. Each must post a minimum of one response on VoiceThread.
- e. PA Program Approval Process (CATS, PIMS, NOCTI, ETC): Create a thorough action plan evidences understanding of all aspects of the PA Program Approval Process with application in the context of cooperating center.

13. 360 Degree Evaluation: 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 evaluation MUST BE TYPED.

- a. Mid-Term Evaluation of Teacher Candidate by Cooperating Teacher: (Due March 13<sup>th</sup>)
- b. Final Evaluation of Teacher Candidate by Cooperating Teacher (Due April 25<sup>th</sup>)
- c. Evaluation of Cooperating Center by Teacher Candidate (not graded) (April 25<sup>th</sup>)
- d. Evaluation of University Supervisor by Teacher Candidate (not graded) (April 25<sup>th</sup>)
- e. Self-Evaluation of Student Teaching by Teacher Candidate (Due April 25<sup>h</sup>)
- f. Evaluation of PSU Teacher Preparation Program by Cooperating Teacher (Due May 15<sup>th</sup>)

14. Contribution to the Community of Learners/Post Internship Seminar Materials (Due on Monday, April 25<sup>th</sup>) Be prepared to share best of following determined by random draw: Action Research, Best Lesson, CBU, DIY project. Complete Final Reflective Blog Post. Post Best Lesson. Create Discipline Derby.



# Assignment #1 – Communications Expectations

## Part I- Student Teacher Faculty Meetings

Student teachers will be asked to attend weekly online (adobe connect) meetings from 5:00pm-6:30pm on Tuesday Evenings. Sessions will begin on January 27<sup>th</sup> and the last session will occur on April 21st (6 sessions). Teacher candidates will be encouraged to attend all, but expected to attend a minimum of 5 of the meetings. Meeting Link: <https://meeting.psu.edu/studentteacher/>

NOTE: Topics have been tentatively set in the AEE 495 Assignment Handbook (see below); but will be added/determined by weekly survey's sent to cooperating teachers & student teachers. The 5 minute weekly online survey sent via email on Fridays. Individual responses will be seen by the Student Teacher Coordinator 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

<b>Date</b>	<b>Topic</b>	<b>Facilitator</b>
January 26 <sup>th</sup>	<i>Introduction/Orientation to Meeting Procedures &amp; Supervising Work Based Learning</i>	TBD
February 9 <sup>th</sup>	<i>Classroom Management: Help! What strategies are you using to provide students with an opportunity for success in your classroom? How are you preventing and addressing concerns you have with student behavior?</i>	TBD
February 23 <sup>th</sup>	<i>National FFA Week – No MEETING</i>	TBD
March 8th	<i>TBD. Determined from Surveys, Availability and Need. Possible Topics include:</i> <ul style="list-style-type: none"> <li>• CASE project – what is it?</li> <li>• Career/College Readiness</li> <li>• Developing, Sustaining, &amp; Growing Alumni &amp; Young Farmer Programs</li> <li>• PA FFA Foundation &amp; Final Preparation of Materials for the Conclusion of the Teaching Internship Experience</li> </ul>	TBD
March 22nd		TBD
April 5th		TBD
April 19 <sup>th</sup>		TBD

## **Part II – Microblogging**

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 **#psuaged16**. You are required post and to respond to at least one peer's Tweet. Share the story of School-based Agriculture Education on Twitter using #psuaged15.

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.

Internship blog entries should be completed 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 with a day-by-day summary of the intern's activities. Share insights of what worked, what did not work, what you would like feedback or advice on.

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. Learn more

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

We also ask that you provide the instructional plan for the upcoming week. Be sure to include your tentative plans for each of your instructional periods!

**\*\*BE SURE TO CC DR. FOSTER ([foster@psu.edu](mailto:foster@psu.edu)) ON YOUR EMAIL WITH THE DIRECT LINK TO YOUR BLOG POST\*\***

## Assignment #2 – Organized Instructional Unit System and AEE 495 Assignment Notebook

Organized Instructional Unit System - Current lesson plans that include Pennsylvania academic standards, Bellwork, interest approach, specific learning outcomes/objectives, evidence of variety of instruction, opportunity to learn and review, Adaptations and Accommodations for Special needs and ESL Learners. All lessons instructed in all classes should be included.

The AEE 495 Assignment Portfolio should include the following items organized by tabs and easy to identify:

- 1) Evidence of completion of Weekly Blog Posts/Communication
  - a. Suggestion: Table with Date, Topic and Direct link to Blog Posts
- 2) Evidence of Completion of 49-2 WFED Modules
- 3) Action Research Project
- 4) Signed Inventory of Student Experiences by all parties (teacher candidate, cooperating teacher, and university supervisor).
- 5) Evidence of Enrichment Activity (AEE 313 & AEE 495) Completion.
  - a. Suggestion: Table with Date, Title/Topic/Direct Link to the following items (9 blog posts)
    - i. Mid-Winter Convention Attendance
    - ii. SAE Visit Report #1
    - iii. SAE Visit Report #2
    - iv. Science Classroom Visits
    - v. School Administrator Interview.
    - vi. Additional CPPD/Prof Dev Program
    - vii. Regional PAAE Meeting
    - viii. ACES or SLLC
    - ix. Visit of Peer Student Teacher
- 6) Service-Learning Community-based Unit of Instruction Evidence/Report.
- 7) DIY Project Evidence
- 8) Pick 1 Assignment Evidence
- 9) 360 Degree Evaluation Evidence
- 10) Contribution to Community of Learners Evidence.
- 11) Evidence of Teaching Performance Evaluations by cooperating teacher and university supervisor; a minimum of 12.

*Student teachers will be asked to display a professional portfolio at the Annual PSU Teach Ag! Banquet. Materials listed here might be used in that portfolio. Student teachers should note that potential employers could be present to view these. Please make sure it is something you would take personal pride in.*

## Assignment #3 – Professional Employment Portfolio

Professional Employment Portfolio (Due April 25): 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. Listed below are the required items to include. You may add other information that you feel is pertinent to the portfolio; information that you feel will best help you present yourself to potential employers.

PORTFOLIOS will be peer reviewed on Monday, April 25 and presented for Public Review at the AEE Teach Ag! Banquet on Tuesday, April 26 .

Be prepared to make recommended changes from peer review on Monday.

### **Strongly recommended to utilize as part of the March Seminar Mock Interview Process.**

NOTE: Please include copies (*not originals*) of items that cannot be easily replaced (i.e. clearances, PRAXIS scores, etc.).

#### **The portfolio is due at 3pm on Monday, April 25.**

The items below are not listed in a required order. Feel free to present them in the manner you deem best.

1. Cover letter
2. Resume/Minimum of 3 references – with contact information
3. Philosophy of Teaching and Learning
4. Best assignments from 5 classes (mixture of AEE and others)
5. Sample Unit of Instruction
6. Sample Lesson Plan
7. Awards/Honors (Newspaper article is an example)
8. Teaching Evaluations (minimum of 3)
9. All background checks/clearances
10. Transcripts
11. Evidence of Digital Literacy, including but not limited to: Linknd IN account, Twitter, and Professional Blog
12. Photos/Visual (DVD) documentation of your teaching/advising

**Total Points: 140**

**\*\*\*Note\*\*\* All student teacher portfolios will be on display at the PSU Teach Ag! banquet, which will be held on Tuesday, April 26.**

**Students are encouraged to develop a complimentary online portfolio.**

## Assignment #4 – WFED Moodle Modules

**DUE by April 1<sup>st</sup>**

### **AEE 495 49-2 Modules Requirements**

*Note: all modules must be completed for certification. Please complete early!!!!*

There are EIGHT different Assignments. All should be **completed no later than April 1st**

Questions re: content should be directed to Dr. Marybeth Morrison at [msm11@psu.edu](mailto:msm11@psu.edu)

All “posting” and submissions must occur on the WFED Moodle Site:

<http://psucteonline.mrooms2.net/> (Look for AEE 495)

However candidates are strongly encouraged to help each other with assignments through online discussion on the NAAE Community of Practice for the 2016 Cohort.

### **Learning Objectives of Spring Modules:**

After completing the attached assignments students will be able to:

1. Identify characteristics of bullying/aggressive behavior
2. Identify impact of bullying on learning environment
3. Discuss intervention strategies for bullying
4. Identify parent/child interactions that may increase bullying
5. Apply basic functional behavioral assessment techniques
6. Identify triggers to students behaviors
7. Identify student motivators for behavior
8. Assess behavioral changes from incorporation of art or music into lessons
9. Incorporate co-teaching into instructional lesson plans
10. Incorporate instructional supports into lesson plans
11. Incorporate behavioral supports into lesson plans
12. Demonstrate utilization of the RTI model for assessment and support
13. Utilize the ELL overlay on the PDE website for accommodations and adaptations in lesson plans

## **Assignment #5 – SLO/ Action Research Project**

Topic Deadline: February 19th

Project Deadline: April 25th

### **Specific Objectives**

Upon completion of this assignment, student teachers will be able to:

1. Identify an area to focus on an SLO/Action Research Project
2. Develop a plan to improve student achievement.
3. Implement the plan.
4. Observe and describe the effects of the plan, documenting the effects on student performance. Utilize multiple sources such as journals, lesson plans, examples of student work, and checklists.
5. Engage in personal reflections about the plan, its implementation, teacher behaviors, student behaviors, the effect or lack of effect on student achievement.
6. Share results with AEE Instructional Staff and Cohort through developing an

### **INFOGRAPHIC**

### **Description of Activities**

This assignment has been designed to allow participants to gain experience in SLO/Action Research for future employment preparation. SLOs are very common in schools in Pennsylvania at this time. The SLO/Action Research will be under the direction of your cooperating teacher. You must complete 100% of the project in order to earn credit.

### **Deadlines:**

Topic selection should be submitted with Worksheets #1, #2, and #3 by February 19<sup>th</sup> via email to cooperating teacher, university supervisor and student teacher coordinator.

Final projects due completed by April 25.

Examples can be found in the NAAE Community of Practice for #psuaged16

### **Evaluation of Participants**

Completion of the provided worksheets and a final INFOGRAPHIC Presentation will be the items evaluated for credit. A reflective blog entry solely on the Action Research Project at the end of the semester will also be evaluated for student to receive full credit.

AN INFOGRAPHIC is a way in which you are being asked to present your project. You can determine the most effective way to share that information with your peers. Be prepared to share at any time during the post-internship seminar and do not assume access to technology will be available. You will be responsible for creating, printing, and bringing the INFOGRAPHIC with you for the week of April 25th.

The poster should include all essential elements of your project with great conciseness and clarity. It should include your problem statement, implementation schedule, a short narrative on how you identified the problem, and your action research plan, implementation, data, results, and solutions.

We would hope to determine a way to display INFOGRAPHICS at the PSU Teach Ag! Banquet!

**Worksheet #1 Identifying a Classroom Problem**

**Name(s):**

**School:**

**Grade Level:**

**Problem Statement:** Compose a problem statement specifically describing who is affected, supported causes of the problem, the goal for improvement, and what might be done about the problem as stated. (Provide as much specific information as possible.)

## Worksheet #2 Action Research Plan

**Name(s):**

**School:**

**Grade Level:**

**Research Question:** *Pose a question that will focus your study. Be sure to include what student learning will occur and what instructional practices will be implemented.*

**Learning Outcomes:** *What specific student learning will occur?*

**Instructional Focus:** *Describe the specific instructional practice(s) that will be implemented and studied. Specify when and how the practice will be implemented.*

**Data Collection:** *Specify the data sources that you will collect that are aligned to the classroom problem. How often will you collect the data?*

**Data Source 1: (What & How?)**

**Data Source 2: (What & How?)**

**Data Source 3: (What & How?)**

**Support:** *What support will you need from your colleagues?*



**Worksheet #3 Implementation Schedule**

<b>Tasks</b>	<b>Timeline Beginning/Ending</b>	<b>Resources</b>

**Worksheet #4 Beginning the Action Research Process  
Investigating Classroom Concerns**

**Reflect on and complete the following open-ended probes to assist you in investigating your initial concerns and identifying a classroom problem or area of change.**

**Name:**

<u>Currently in my classroom, I am concerned about</u>
<u>In order to investigate my concern, I need to collect information on</u>
<u>I will gather this information by collecting the following sources of data</u>
<u>After analyzing my data, I found that my students are having difficulties with</u>
<u>To meet my students' needs, I need to focus my instruction on</u>

# Assignment #6 –Inventory of Student Teaching Experiences [59 items]

[Revised by 2016 Cooperating Teachers and 2016 Student Teachers; Summer 2015]

## Directions:

Please document each of the tasks completed during the student teaching internship by entering the **date of completion** and initials of both cooperating teacher and student teacher.

Cooperating Teachers have the **discretion** to review/discuss items if there is not opportunity to complete due to local circumstance. Questions? Contact the Student Teacher Coordinator at [teachag@psu.edu](mailto:teachag@psu.edu)

## Reviewed by University Supervisor:

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Signed:

---

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

---

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Date	CT	ST

### **General Introductory Activities [5]**

1. Meet with the Superintendent, Principal, and/or CTC Director regarding placement of student teachers and school policies.
2. Observe cooperating teacher for up to one week prior to beginning teaching.
3. Get acquainted with other teachers and school personnel as identified by the cooperating teacher.
4. Meet agribusiness people/producers in the community and visit with personnel employed in related agricultural agencies in the community [*i.e.*, County Extension, NRCS, FCS, Farm Bureau, etc]. [AEE 295]
5. Become acquainted with the types of agriculture in the community by conducting a brief agricultural survey. It is recommended to consult the USDA Agricultural Census: <http://www.agcensus.usda.gov> [AEE 295]

Date	CT	ST

**Instruction – Teaching [10]**

1. Prepare instructional plans for each lesson. Cooperating teacher should approve each plan.
2. Cooperating teacher should conduct 12 formal written observations using a teaching performance form. Examples are in Student Teacher Guidebook. It is recommended that a school administrator complete one evaluation. Cooperating teacher can request to use a different form if necessary. Simply share alternative form with the student teacher coordinator via email for approval (foster@psu.edu)
3. Take responsibility and begin teaching first class by the beginning of the second week.
4. Teach full load of classes for at least four weeks.
5. Develop an independent study for a student.
6. Attend a student’s individual education plan (IEP) meeting and/or meet with IEP coordinator to review IEP and apply to a lesson.
7. Participate in a Parent/Guardian Conference/Consultation or communication/interaction.
8. Create and use at least three teaching aids (other than PowerPoint) as suggested by cooperating teacher and/or university supervisor.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
9. Use as many of the following types of audio visual aids as appropriate:
 

_____ Computer Proj. Equip. (Ppt ., etc)	_____ Video Camera
_____ Internet/Online Collaboration	_____ Other Media (Ex., overhead, film, slide, etc.)
_____ VCR/TV/DVD	_____ Realia (example materials) and Demonstrations
	_____ Field Trips (Virtual or real) and Guest Speakers
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.]*

\_\_\_\_\_ 1<sup>st</sup> visit – (indicate type of SAE)\_\_\_\_\_

\_\_\_\_\_ 2<sup>nd</sup> 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

**FFA / Student Organization Supervision [11]**

1. Serve as advisor for at least one chapter meeting.
2. Meet with chapter FFA executive committee in planning a meeting.
3. Assist in planning at least one major FFA activity.  
*[Ex. National FFA Week, Community Service, SLLC, ACES, Chapter FFA Banquet, etc.]*
4. Assist in completing (or reviewing chapters if already submitted) a minimum of three of the six following FFA forms:
  - \_\_\_\_\_ a. Proficiency Award(s)
  - \_\_\_\_\_ b. National Superior Chapter Award Program
  - \_\_\_\_\_ c. National FFA Online Resources  
*[Ex. My Journey, FFA Roster, Alumni Roster, etc.]*
  - \_\_\_\_\_ d. Program of Activities
  - \_\_\_\_\_ e. Scrapbook
  - \_\_\_\_\_ f. Other. Please identify: \_\_\_\_\_
5. Assist in training at least one Career Development Event team/activity.  
  
List Events/Activities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Discuss with cooperating teacher the types of chapter FFA monetary accounts  
*[Ex. resale, budget, etc.]*
7. Assist in a fund-raising activity.
8. Write and submit for publication at least one newspaper article.  
*[Can be coordinated with local FFA Report/Chapter Members/Committees]*  
  
List Article Title and where Submitted: \_\_\_\_\_
9. Prepare an order to the National FFA Supply Service (FFA Unlimited).  
*[Ex: Measure, Fit, and Order an FFA Jacket]*
10. Review and evaluate a program of activities with student officer teams that will involve all students in the department.
11. Complete a written critique/review of the election process for chapter officers.

Date	CT	ST

**Laboratory [12]**

*(This would be inclusive of all laboratory instructional areas, including but not limited to, agricultural mechanics shop, greenhouse, animal science facilities, food science labs, etc.)*

1. Develop a student rotational method of basic skills instruction for an Ag Mech or other laboratory based program.

*[Clarification example: how do you teach welding to 20 students with 4 welders?]*

2. Discuss with cooperating teacher any student payment procedures/lab funding activities.

3. Discuss with cooperating teacher how supplies are procured through school finances

*[i.e., purchase requisitions, bidding, ordering]*

4. Discuss with cooperating teacher the sources of lab supplies and physical location of existing supply inventory.

*[i.e. where do you look for materials?]*

5. Discuss with cooperating teacher the tools and equipment maintenance methods/schedules.

6. Discuss with cooperating teacher the storage methods for supplies and tools.

7. Discuss with cooperating teacher the complete safety program

*[i.e., glasses, safety zones, safety quizzes, etc.]*

8. Plan and conduct at least one demonstration of technical skills.

9. Develop a student evaluation system for laboratory exercises.

10. Inventory lab equipment. *[AEE 295 to determine what is available to teach with]*

11. Develop a system for laboratory clean-up.

12. Discuss with cooperating teacher how shared teaching aids are secured.

*[Example: books, video, and teaching aids, etc]*

Date	CT	ST
		1.

**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 bulletin board display for classroom.  
*[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 [12]** *(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) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Other Suggested Activities, cont.**

Date	CT	ST

5. Review all required departmental report forms (local and state, for example Chapter 339).

6. Assist in preparing a summer calendar of program and agriculture teacher activity.

7. Interview school administrator concerning job interviews, applications, professionalism.

8. Attend a minimum of one school assembly/event that is not FFA/Ag Related.

List Events \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Attend at least one local advisory committee meeting (CTE or Ag Ed).

10. Attend all faculty and department meetings.

11. Write and/or review a grant application **[Required: AEE 313]**

**12.** Discuss end of program/course state approved assessments (i.e., NOCTI, etc)

## Assignment #7- Supervision of Work-Based Learning with SAE Visits

First SAE Report: Due February 19th

Second SAE Report: Due April 1st

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 #8 – Science Classroom Visit

Due April 25<sup>th</sup>

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 #9 – Administrator Interview** Due April 25<sup>th</sup>

Name of Administrator \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ Length of Interview \_\_\_\_\_

***You are to complete a Mock Job Interview with a School Administrator.***

**Note:** Please type your responses on a separate sheet of paper with a BLOG POST.

1. What questions did the administrator ask you?
2. Do you feel you were prepared for the questions? Why or why not? In other words, how would you evaluate your responses to the questions?
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?

Attach a copy of the completed job application you submitted to the school district. (if unable to acquire copy of job application for that school, attach completed standard Pennsylvania teaching application,)

## **Assignment #10 – Service Learning - Community Based Unit (CBU) of Instruction**

This site-based unit of instruction should focus on the use of community resources as a means to enhance instruction. Students will develop and teach a community/site based “laboratory” unit of instruction (5 hours of instruction) for agricultural education students. The unit of instruction should incorporate local resources. 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). The Unit should include all the essential elements of a Penn State Unit.

\*Include a two – three page description of how you contacted, accessed and utilized community resources, facilities, individuals and/or equipment.\*(Due April 25<sup>th</sup> )

Be prepared to present at AEE 313 Post Internship Seminar on April 27<sup>th</sup> how you:

- Utilized your peers in instructional development
- Utilized your community in instruction delivery
- Evidence attempt at Grant Funds (AEE 413)
- Reflection on entire process.
- Please Load to NAAE CoP Private Community

## **Assignment #11 – Teacher Development DIY Project**

Approval due by February 19th by Student Teacher Coordinator

Final Project Due by April 24<sup>th</sup>

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 19<sup>th</sup> by three individuals:

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

***NOTE: Creatively challenged candidates/cooperating teachers can select two of the Assignment 12 Pick 1 Assignment.***

## Assignment #12 – 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!

### **Pick One Option: Newspaper Article**

A newspaper article is required of each student teacher. 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/proof\\_resources\\_grant1.pdf](http://www.kurzweilededu.com/files/proof_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://go.hrw.com/resources/go_sc/gen/HSTPR124.PDF)

[http://www.educationworld.com/a\\_curr/profdev/profdev039.shtml](http://www.educationworld.com/a_curr/profdev/profdev039.shtml)

### **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 Choice Video Reflection on Instruction:**

Upload a minimum of three videos from three different classes of instruction to VoiceThread with self-reflection comments added. Share with University Supervisor, Cooperating Teacher, and Student Teacher for feedback. Each must post a minimum of one response on VoiceThread.

### **Pick One Choice PA Program Approval Process (CATS, PIMS, NOCTI, ETC):**

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

# Assignment #13 – 360' Evaluation Form Teacher Candidate Midterm Form and Teacher Candidate Final Evaluation Form

## *STUDENT TEACHING INTERNSHIP EVALUATION*

**Check One:** Mid-Term Report: \_\_\_\_\_ Final Report: \_\_\_\_\_

Name \_\_\_\_\_

Assigned Letter Grade \_\_\_\_\_

School \_\_\_\_\_

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 40%:** \_\_\_\_\_

**Final Letter Grade:** \_\_\_\_\_

Signed:

Intern

Cooperating Teacher

University Supervisor

Date

### **Submit Original to:**

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

Submit Copies to Teaching Intern and Cooperating Teacher

# Assignment #13 – 360' Evaluation

## Student Teacher Evaluation of Cooperating Teacher

Due April 25! 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.



# Assignment #13: 360' Evaluation

## Student Teacher Evaluation of University Supervision

Due April 25; 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.

## Assignment #13: 360' Evaluation

### AEE 495 Student Teaching Self-Evaluation Due April 25; 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 #14 – Contributions to the Community of Learners/Items for Post Internship Seminar

The following items need to be completed by Friday, April 22nd for submission on April 25th .

- 1) Complete the Survey Inventory for the Student Teaching Profile (see email from Foster in last week)
- 2) Reflect back 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: 2016\_REFLECTIONS. This allows you to engage a different audience. Feel free to link to you total experience blog. Consider this a “best of” compilation post!
  - 5) Be Prepared to Share with your Cohort. Each Student will share ONE thing, 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 on your SLO/Action Research Project. See Assignment #5
    - b. Prepare to share about your Community Based Unit of Instruction, what you did, how you did, photos, etc with your peers during the week. See Assignment #10
    - c. Share your DIY Project – Assignment #11
    - d. Share your Pick One Selection. Assignment #12
    - e. Discuss your best lesson you posted in NAAE CoP. See Above.

## Assessments of Student Teaching Performance

Student teachers need at least one formal written evaluation in 12 of the 14 weeks of the internships.

Three example forms are provided. ***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.

**Form A: FORMATIVE ASSESSMENT OF TEACHING**

Teacher \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Observer: \_\_\_\_\_

Lesson/Objective: \_\_\_\_\_

Performance Scale

1
2
3
4
5  


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 Needs Improvement Average Excellent

INSTRUCTIONAL PROCESS	(circle one)	Suggestions / Comments
<b>Starting Class:</b> <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	
<b>Stated Lesson Objective:</b> <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	
<b>Provided Input:</b> <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	
<b>Checked for Comprehension:</b> <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	
<b>Modeled Ideal Behavior:</b> <input type="checkbox"/> Demonstrates correct procedures <input type="checkbox"/> Illustrates concepts clearly <input type="checkbox"/> Uses correct grammar/spelling	1 2 3 4 5	
<b>Provided Guided Practice:</b> <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	
<b>Application of Concepts to Student Experiences:</b> <input type="checkbox"/> Encourages independent effort <input type="checkbox"/> Relates application of concepts to consumer agriculture	1 2 3 4 5	

<b>Achieved Closure:</b> <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	
<b>Clarity:</b> <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	
<b>Variety:</b> <input type="checkbox"/> Implements a variety of teaching methods/techniques <input type="checkbox"/> Uses a variety of instructional materials	1 2 3 4 5	
<b>Enthusiasm:</b> <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	
<b>Task-oriented:</b> <input type="checkbox"/> Uses instructional time effectively <input type="checkbox"/> Keeps students on task	1 2 3 4 5	
<b>Opportunity to Learn:</b> <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	
<b>Students and the Learning Environment:</b> <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	





**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 (Including IEP's) _____	Other _____

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

Justification for Evaluation

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 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**

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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: \_\_\_\_\_