



STUDENT TEACHER GUIDEBOOK

**College of Agricultural Sciences
The Pennsylvania State University
Department of Agricultural and Extension Education**



***For: Teacher Candidates,
University Supervisors
and Cooperating Teachers***

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Forward

*Student teaching can be the most important and rewarding phase of your teacher education program. You will now have the opportunity to apply the knowledge and skills you have acquired throughout your academic career to making a positive difference in the lives of students. In the words of John Dewey, “**Theory without practice is worthless.**” Student teaching is your opportunity to put “theory into practice.” The Department of Agricultural and Extension Education Faculty and Staff hope you will use this opportunity wisely so it will become one of the most satisfying and rewarding educational experiences of your academic career. You have an incredible opportunity ahead of you!*

Student teaching is a cooperative effort between a local school system and The Pennsylvania State University, Department of Agricultural and Extension Education, with the local school providing the realistic situations for student teachers to synthesize theory and practice. Student teaching is the culminating field experience in the teacher education program. The goal of student teaching is to have the student teacher develop his or her unique style of teaching and to begin to master appropriate teaching skills and behaviors. Developing the necessary professional teaching skills, attitudes, and competencies, is an important component of the student teaching program.

The cooperating teacher is the key person in the experience who guides and evaluates the student teacher's activities on a daily basis. The university supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the student teacher and the cooperating teacher. An important role for the university supervisor is to assist in keeping channels of communication open between the cooperating teacher and the student teacher. Through listening and sharing, the university supervisor and the cooperating teacher can help a student teacher overcome the barriers that may hinder his or her potential to become a successful educator.

Mission, Core Values & Candidate Proficiency Goals

Vision of the Department of Agricultural and Extension Education

The **vision** of the Department of Agricultural and Extension Education is to be a leader in Pennsylvania, nationally, and internationally in preparing formal and non-formal educators for the agricultural sciences, youth and family education, and leadership and communications. Our graduates are to be noted for developing contemporary curricula and programs, conducting high quality research and development activities, and disseminating new knowledge in these areas.

Mission of the Department of Agricultural and Extension Education

The **mission** of the Department of Agricultural and Extension Education is to improve the quality of life for individuals, families, and communities through contemporary undergraduate and graduate education, research, and outreach.

Vision of the College of Agricultural Sciences

Penn State's College of Agricultural Sciences aspires to be the regional, national, and international leader in understanding the natural and human systems underlying agricultural sciences, translating that understanding to enhance quality of life, and educating the leaders of today and the future. We will organize our approach to teaching, research, and extension.

Mission of the College of Agricultural Sciences

The mission of Penn State's College of Agricultural Sciences is to discover, integrate, translate, and disseminate knowledge to enhance the food and agricultural system, natural resources and environmental stewardship, and economic and social well-being, thereby improving the lives of people in Pennsylvania, the nation, and the world.

Vision of the College of Education

The College of Education will be a world leader in the integration of (a) teaching and learning, (b) advancement of the knowledge base through research and scholarship, and (c) leadership in service and outreach. Further, the College will be a world leader in preparing professionals who provide leadership and exemplary educational and related services to improve the lives of individuals in a changing and complex global society.

Mission of the College of Education

The mission of the College of Education is to help prepare outstanding educators, scholars, and researchers, and to advance the profession of education, as broadly defined, through research on the science and art of teaching and learning, the application of clinical processes, the effective uses of technology, and the analysis and development of leadership and educational policy.

Agricultural Education Teacher Candidate Proficiency Goals

COMPETENCIES NEEDED BY TEACHERS OF AGRICULTURE * *UNDER REVISION*

	Cannot Perform	Need More Experience	Can Do Well	NA
A. The student teacher can direct student learning activities				
B. The student teacher can apply basic teaching principles				
C. The student teacher can use instructional media and resources				
D. The student teacher can plan for teaching.				
E. The student teacher can write a lesson plan				
F. The student teacher can evaluate performance of students				
G. The student teacher can administer and manage physical facilities				
H. The student teacher can plan and supervise students' supervised experience programs				
I. The student teacher can plan and develop an agricultural education program				
J. The student teacher can use the high school guidance program and obtain background information concerning a student				
K. The student teacher is able to counsel students				
L. The student teacher is able to advise the FFA as an integral part of the total agricultural education program				
M. The student teacher is able to advise and work with the FFA Alumni affiliate as part of the local agricultural education program				
N. The student teacher can conduct a continuing agricultural education (young and adult) program)				
O. The student teacher can conduct those activities which aid in developing general school and community relations				
P. The student teacher can contribute to and perform professional activities				
Q. The student teacher can administer and manage a summer program of activities				

PSU College of Education,
Teacher Education Performance Framework (rev. 10/03)

Domain A: Planning and Preparing for Student Learning. The Penn State secondary teacher plans instruction and assessments based upon robust knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

- A1. The teacher demonstrates an understanding of subject matter and subject-specific pedagogy during planning.
- A2. The teacher uses principles of learning and development, and understanding of learners and learner diversity during planning of instruction and assessment.
- A3. The teacher uses relevant community, district, school, and classroom factors and characteristics in planning.
- A4. The teacher develops and selects appropriate instructional goals and objectives.
- A5. The teacher designs coherent short range and long range opportunities for student learning and assessment.
- A6. The teacher selects, adapts, and/or creates appropriate instructional resources and materials, including instructional technologies.
- A7. The teacher plans for an inclusive, nurturing, stimulating, and academically challenging learning environment.

Domain B: Teaching. The Penn State secondary teacher actively encourages students' development and learning by creating a positive classroom learning environment, appropriately using a variety of instructional and assessment strategies and resources, including instructional technologies.

- B1. The teacher actively and effectively engages all learners
- B2. The teacher assesses student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.
- B3. The teacher appropriately manages classroom procedures.
- B4. The teacher appropriately manages student learning and behavior.
- B5. The teacher communicates effectively using verbal, nonverbal, and media communication techniques while teaching

Domain C: Inquiry and Analysis of Teaching and Learning. The Penn State secondary teacher continually and systematically inquires into the quality of his or her teaching and the conditions of schooling in order to enhance student learning and development.

- C1 The teacher monitors and adjusts instructional and assessment strategies during teaching.
- C2 The teacher systematically analyzes assessment data to characterize performance of whole class and relevant sub-groups of students.
- C3 The teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement.

Domain D: Fulfilling Professional Responsibilities. The Penn State secondary teacher exhibits the highest standards of professionalism in all that he/she does.

- D1 The teacher consistently meets expectations and fulfills responsibilities.
- D2 The teacher establishes and maintains productive, collaborative relationships with colleagues and families.
- D3 The teacher values and seeks professional growth.
- D4 The teacher continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.

Professional Criteria

Academic Achievements

Academic Requirements

Student teachers have satisfactorily completed the professional sequence of coursework as outlined by the Agricultural and Extension Education Department prior to student teaching.

Professionalism

Personal and Professional Conduct

- Teachers demonstrate positive personal hygiene habits.
- Teachers dress appropriately for their professional contexts.
- Teachers demonstrate the personal behavior expected of professional educators. These behaviors include an openness to accepting and attempting new ways of teaching, ability to accept and utilize constructive criticism, enthusiasm for working with fellow teachers, ability to keep an open mind, demonstrate a positive attitude toward colleagues and students, exhibits efforts that benefit students, and has developed a philosophy pertaining to teaching and learning that does not discriminate based on ethnicity, culture, and developmental diversity.

Cultural and Social Attitudes and Behavior

- Teachers exhibit respect for peers, colleagues and students
- Teachers are willing to interact professionally with diverse populations
- Teachers work productively in a team based setting
- Teachers speak in a manner appropriate to the context of the classroom.
- Teachers demonstrate enthusiasm and positive social skills when interacting with the public.
- Teachers demonstrate appropriate digital citizenship as role models in an educational environment.

Cognitive Behavior

- Teachers think analytically about educational issues
- Teachers thoughtfully reflect on their own practice
- Teachers are flexible and willing to modify their techniques and practice

PSU Teacher Candidate Dispositions Policy

PSU Agricultural Education Teacher Candidate Dispositions Awareness Statement

(adapted from North Carolina State University Statement)

SCHOLARLY

The candidate

- Actively seeks resources to expand his/her content and pedagogical knowledge
- Engages in continuous learning through participation in professional development opportunities
- Strives for quality work that is accurate, thoughtful, and technically correct

ETHICAL

The candidate

- Commits to teaching all students
- Maintains confidentiality
- Interacts appropriately with students and their families, peers, faculty, administrators, and external audiences
- Exhibits professional demeanor (timeliness, attendance, attire, attitudes) in university and school settings
- Adheres to federal and state school law, district, and building policies
- Uses district approved discipline methods for all students
- Collaborates productively with peers and faculty and assumes responsibility in those activities

REFLECTIVE

The candidate

- Accepts and uses constructive feedback to make modification
- Uses self-evaluation to improve performance
- Seeks feedback from peers and faculty to improve performance

VALUERS OF DIVERSITY

The candidate

- Respects students, peers, and faculty members as individuals and as members of identified groups
- Commits to diverse and inclusive learning environments
- Promotes the success of all students

EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE

The candidate

- Incorporates researched-based instructional practice into classroom practice
- Considers critical questions regarding teaching and learning before, during and after lesson and unit implementation
- Uses knowledge to advocate for students and work with their families

Signature of Teacher Candidate Date

Signature of Cooperating Teacher Date

Signature of University Representative Date

Pennsylvania Code of Conduct

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11. All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576. (717) 787-6576

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10). (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public. (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following: (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employer Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter. (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science. (3) Professional educators shall maintain high levels of competence throughout their careers. (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive. (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning. (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility. (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect. (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment. (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator. (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by: (1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children. (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law. (c) Violation of

subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not: (1) Accept employment, when not properly certificated, in a position for which certification is required. (2) Assist entry into or continuance in the education profession of an unqualified person. (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not: (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not: (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment. (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not: (1) Knowingly and intentionally distort or misrepresent evaluations of students. (2) Knowingly and intentionally misrepresent subject matter or curriculum. (3) Sexually harass or engage in sexual relationships with students. (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional

The professional educator may not: (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator. (2) Knowingly and intentionally distort evaluations of colleagues. (3) Sexually harass a fellow employee. (4) Use coercive means or promise special treatment to influence professional decisions of colleagues. (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

***Work Experience Form
Penn State
College of Education***

Link to Work Experience Form:
<http://aee.psu.edu/currentstudents/teaching-certification>



Teacher Education

The Education Work Experience Requirement

Rationale

Future teachers must be familiar with the characteristics of learners from various cultural, social and ethnic backgrounds. Therefore, through volunteer or paid experiences in education settings such as day care centers, public and private school classrooms, summer camps, and other youth groups, prospective teachers *must interact with learners of the age group they plan to teach.*

This work with "age-appropriate" learners promotes an understanding of teaching-learning processes, contributes to sound decision-making about academic and career goals, and helps prepare educators for their work with diverse learners. Documentation of these activities contributes to a professional portfolio valued by employers.

Requirement

Criteria for admission to a teacher education program include documentation of at least 80 hours of volunteer or paid education work experience with learners of a variety of age groups. At least 40 of these age-appropriate 80 hours must be with learners whose cultural, social, or ethnic backgrounds differ from the candidate's own. [Candidates for Special Education must document two separate 40-hour experiences in two different settings, with learners who have special needs. One experience should include learners with a different level of severity or functioning (e.g. mild/severe, young/adult) from those learners in the other experience. One experience should also include learners with cultural, social, or ethnic backgrounds different from the candidate's own.]

Implementation

These early teaching experiences may occur before or after a student matriculates at Penn State, but for all the Elementary, Secondary, World Language and Music Education programs, the experiences must occur following graduation from high school. (Some other teacher certification programs at Penn State will review experiences completed prior to graduation from high school.) All experiences must be documented by the end of the fall semester prior to formal application to a teacher education program. These experiences must be in addition to those associated with courses such as CI 295.

Experiences with young children engaged in meaningful learning activities such as work in a day care setting are appropriate, yet routine "baby-sitting" is not. Community and campus jobs, summer camps, etc., with youngsters who are of the age or exceptionalality you plan to teach once certified, are also appropriate. In the University Park area, volunteer teaching-learning experiences are facilitated by groups like: AT&T Center for Service Learning, 101 HUB (863-4624); Volunteers in Public Schools (231-1054); Volunteer Center of Centre County (234-8223); Shaver's Creek Environmental Center (863-2000); Adopt-a-School (863-4624); Learning Disabilities Association, Centre County (466-7235); HD/FS Child Development Laboratory (863-0267); and The Second Mile (237-1719). Similar organizations elsewhere also seek volunteers.

Education Work Experience Documentation Form (inside panel)

This is used to document these early teaching-learning, "age-appropriate" experiences. The *student* ensures that the completed form, with supervisor's verification, is returned to Penn State so that the student's academic record will reflect those hours accepted by the academic department. (Students should keep a copy of the completed form.) Multiple forms, available from advisers, may be needed for multiple experiences.

You, as the prospective teacher, complete sections 1-12 of the form. [PLEASE PRINT.] Then you ask the person who supervised the education work experiences to verify the information, and mail this form immediately. (Remember to provide self-addressed, stamped envelope.) Note that it is *your responsibility*, not the supervisor's, to ensure that this form reaches us.

Questions?

Please contact academic advisers or administrators representing the teacher preparation programs. General inquiries about teacher education at Penn State may be directed to the University's Office of Certification and Education Services at (814) 865-0488, <<http://www.ed.psu.edu>>.

The Pennsylvania State University

Teacher Education Programs

Education Work Experience



*This panel is may be used to report any additional information

EDUCATION WORK EXPERIENCE DOCUMENTATION FORM

To be completed by Prospective Teacher:

1. _____
(Penn State Student's Name)
2. _____ 3. _____
(Email address) (Current PSU Location)
4. _____
(PSU ID#)
5. _____
(Area of Intended Teacher Certification)
6. Date(s) of the Experience _____ to _____
7. Total Hours _____
8. Specifically describe the duties performed in this experience:

9. Enter the number of learners in each age range below with whom you may have worked:
 - a. _____ Pre-school learners
 - b. _____ Elementary school learners
 - c. _____ Middle school/junior high school learners
 - d. _____ High school learners
 - e. _____ Adult learners w/special needs
 - f. _____ Total number of learners (a through e)

10. Enter the number of learners in each area of special need/exceptionality below with whom you may have worked:
 - a. _____ at-risk
 - b. _____ learning disabilities
 - c. _____ mental retardation
 - d. _____ emotional disturbance
 - e. _____ autistic
 - f. _____ physically challenged
 - g. _____ hearing impaired
 - h. _____ visually impaired
 - i. _____ other (Specify) _____
 - j. _____ Total number of learners (a through i)

11. a. Were the majority of the learners with whom you worked culturally, socially, or ethnically different from your own background? Yes _____ No _____
- b. Describe the cultural/ethnic background(s) of the majority of these learners:

RELEASE AUTHORIZATION

I hereby authorize the supervisor identified below to verify and comment on the information above, and I release the supervisor from any potential liability or responsibility arising from supplying this information.

12. _____ 13. _____
(Student's Signature) (Date)

To be Completed by the Supervisor:

Thank you for completing items A-E below, thereby confirming the date reported by our student. Any additional comments are also welcome.

A. _____
(Supervisor's Signature)

B. _____ C. _____
(Date) (Phone Number)

D. _____
(Title)

E. _____
(School/Company)

F. Comments:

*For additional space, if needed, please, use right panel. ONLY report experiences with learners of the age group you plan to teach.

Send completed forms to the department of your intended certification area at the following building address at **University Park, PA 16802**

AEE	213 Ferguson	863-7832	MUED	233 Music Bldg.	865-1052
AED	207 Arts Cottage	865-6570	SECD	147 Chambers	865-6568
CEAED	147 Chambers	865-6568	SPLD	125 Cedar	863-2287
KINES	270 Rec Hall	865-5801	WL ED	147 Chambers	865-6568

Send completed forms for the **WTHRD** program to:
Penn State Erie, 4701 College Dr., Erie, PA 16563 814-898-6091
 Send completed forms for the **SECAB** programs to:
Penn State Abington, 119 Sutherland Bldg., Abington, PA 19001

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Curriculum & Instruction Field Experience Clearances

Link to Curriculum & Instruction Field Experience Clearances:
<http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE

COMPLETE SECTION I ONLY. PRINT CLEARLY IN INK. ENCLOSE \$10.00 MONEY ORDER ONLY. PAYABLE TO DEPARTMENT OF PUBLIC WELFARE. DO NOT SEND CASH OR PERSONAL CHECK.

SEND TO CHILDLINE AND ABUSE REGISTRY, DEPARTMENT OF PUBLIC WELFARE, P.O. BOX 8170 HARRISBURG, PA 17105-8170

APPLICATIONS THAT ARE INCOMPLETE ILLEGIBLE OR RECEIVED WITHOUT FEE WILL BE RETURNED UNPROCESSED. IF YOU HAVE QUESTIONS CALL 717-783-6211

CHILDLINE USE ONLY

DATE RECEIVED BY CHILDLINE

SECTION I APPLICANT IDENTIFICATION

IN THIS SPACE PRINT APPLICANTS FULL NAME AND ADDRESS (DO NOT USE INITIALS)

NAME

STREET

CITY, STATE
ZIP CODE

SOCIAL SECURITY NUMBER

AGE DATE OF BIRTH DAYTIME PHONE NO.

SEX COUNTY YOU LIVE IN

M F

PREVIOUS NAMES USED SINCE 1975 (Include Maiden Name, Nicknames, Aliases)

(FIRST, MIDDLE, LAST)

(FIRST, MIDDLE, LAST)

PURPOSE OF CLEARANCE (Check ONE block ONLY)

- CHILD CARE
 FOSTER CARE
 ADOPTION
 SCHOOL

VOLUNTEERS-A copy of your PROCESSED "Request for Criminal Record" (Form SP4-164) must be attached. Out-of-state residents must also attach a copy of their PROCESSED FBI clearance (Form FID-258).

CWEP (Community Work Experience Program Participant)

SIGNATURE OF CAO REP

CAO PHONE NO

PREVIOUS ADDRESSES SINCE 1975 (Attach additional pages if necessary)

- 1.
- 2.
- 3.
- 4.

HOUSEHOLD MEMBERS (List everyone who lived with you at anytime since 1975 to the present).

NAME (First, Middle, Last) Do not use initials.	RELATIONSHIP	PRESENT AGE	SEX
1.			
2.			
3.			
4.			
5.			
6.			

I certify that the above information is accurate and complete to the best of my knowledge and belief and submitted as true and correct under penalty of law (Section 4904 of the Pennsylvania Crimes Code).

Applicants are required to show the Administrator the original document. Administrators are required to keep a copy of this child abuse history record on file. Any person altering the contents of this document may be subject to civil, criminal or administrative action.

APPLICANT'S SIGNATURE

DATE

DO NOT WRITE IN THIS SECTION - CHILDLINE USE ONLY

SECTION II RESULTS OF HISTORY CHECK

- APPLICANT IS NOT LISTED IN A REPORT OF CHILD ABUSE OR A REPORT FOR SCHOOL EMPLOYEE. APPLICANT IS LISTED IN A REPORT OF CHILD ABUSE OR A REPORT FOR SCHOOL EMPLOYEE (SEE BELOW).

STATUS OF REPORT	DATE OF INCIDENT	STATUS OF REPORT	DATE OF INCIDENT
1.		3.	
2.		4.	

VERIFIER

DATE

VERIFIER'S SUPERVISOR

DATE

03460C

CY 113 12/99

SECTION III

VOLUNTARY CERTIFICATION FOR CHILD CARE SERVICES

_____ has requested a certification which includes a clearance of his/her name against the child abuse, school employee, and criminal history reports.

The results of the child abuse and school employee report clearances are listed in Section II on the reverse side. The results of the criminal history reports are listed below. Out-of-state residents must have criminal history clearance from both the Pennsylvania State Police and the FBI. The voluntary certification may be obtained every two years.

It is the responsibility of parents and guardians to review this information to determine the suitability of the applicant as a substitute caregiver.

PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE

- Applicant is named as the perpetrator of a "Founded" child abuse or school employee report which occurred in the last five years.
- Applicant is named as the perpetrator of a "Founded" child abuse or school employee report which occurred over five years ago.
- Applicant is named as the perpetrator of an "Indicated" child abuse or school employee report.
- Applicant is not named as the perpetrator of any child abuse or school employee report contained in the Statewide Central Register.

PENNSYLVANIA STATE POLICE CLEARANCE

- Record exists and contains convictions which prohibit hire in a child care position. Report attached.
- Record exists, but convictions do not prohibit hire in a child care position. Report attached.
- Record exists, but no convictions are shown. This does not prohibit hire in a child care position. Report attached.
- No record exists. Report attached.

FBI CLEARANCE

- Record exists and contains convictions which prohibit hire in a child care position. Report attached.
- Record exists, but convictions do not prohibit hire in a child care position. Report attached.
- Record exists, but no convictions are shown. This may not prohibit hire in a child care position. Report attached.
- No record exists. Report attached.
- No FBI clearance required.

VERIFIER_____
DATE_____
VERIFIER'S SUPERVISOR_____
DATE

034600

CY 113 - 12/99

FBI Clearances

Link to FBI Clearances Form:

http://www.pa.cogentid.com/ohio/PDE/PDE_docs/PA_Registration_Procedures.htm

<p>Contact Information:</p> <p>Cogent Systems 5450 Frantz Rd Dublin OH 43016</p> <p>Need help? Email your request to pahelp@cogentsystems.com</p> <p>Useful Links:</p> <p>PA Applicant System</p> <p>Changes to PDE Background Services effective 12/1/2008</p> <p>PDE Communication to Schools concerning online review of applicant federal criminal history review</p> <p>General Administrator's Guide to Adding New Users</p>	<p>General Information</p> <p>How to Become a Print Location</p> <p>FEE REDUCED 09/14/2010 - Electronic fingerprint submission now \$33.00, down from \$36.00</p> <p>Print Site Locations</p> <p>Print Locations & Hours</p> <p>What to Bring</p> <p>Proof of Transaction (Receipts)</p> <p>Reprints (Did you get an FBI Rejection?)</p> <p>FAQ'S</p> <p>Who to Call/Results</p> <p>FAQ'S - Answers to common question</p>	<p>Registration</p> <p>Registration Procedures</p> <p>Register Online</p> <p>Modify Registration</p> <p>Cancel Registration</p> <p>Registration Status</p> <p>Proof of Transaction (Receipts)</p> <p>Agency Use</p> <p>Agency Enrollment</p> <p>Site Use</p> <p>Login (Fingerprint Sites Only)</p> <p>PDE Hiring Entities may retrieve CHRI at www.cogentresults.com</p> <p>Cogent Maintenance (Secure Link)</p>
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Pennsylvania Department of Education (PDE)
FBI Federal Criminal History Records for Prospective Employees
December 1, 2008

Act 114 of 2006, Section 111 of the Pennsylvania Public School Code outlines background check requirements for student teachers and the employees of public and private schools and their contractors.

The Act requires that

- all student teachers (participating in classroom teaching, internships, clinical or field experience) and
- prospective employees (including, but not limited to: administrators, teachers, substitutes, janitors, cafeteria workers and office employees)
- of public and private schools, Intermediate Units and area vocational-technical schools, including independent contractors and their employees and bus drivers
- who have direct contact with children

must provide to their employer a copy of their Federal Criminal History Record that cannot be more than one (1) year old. This applies to employees hired on or after April 1, 2007.

Employees hired prior to April 1, 2007, were only required to provide the Federal Criminal History record if they have lived outside of Pennsylvania for at least two years immediately preceding their application for employment.

Implementation Timeline

PDE contracted with Cogent Systems to manage the fingerprinting process for the Commonwealth. This included establishing a website, staffing a help desk, and establishing fixed site locations for the taking of and transmitting of applicants' fingerprints. These services became operational, March 30, 2007.

During the first year of this requirement, over 170,000 individuals were fingerprinted and obtained federal Criminal History Record Information (CHRI) reports from the FBI. During the first twenty months of the operation of this program, the FBI mailed paper copies of the reports to PDE, the reports were then mailed to the applicants. Given the high volume of reports and the need to improve the process, PDE requested that Cogent Systems develop a process that could be managed entirely online to expedite the process. As of December 1, 2008, the new process is in place and is described in this document.

The Process

The fingerprint-based background check is a multiple-step process:

1. The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location. Registration is completed online or over the phone. Registration is available online 24 hours/day, seven days per week at www.pa.cogentid.com Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST. During the registration process, all demographic data for the applicant is collected (name, address, SSN, etc.) so there is no data entry required at the fingerprint collection site.
2. The applicant will pay a fee of \$33.00 for the fingerprint service and the CHRI. The new system provides the CHRI online to the employer. In order for the applicant to receive a paper copy of the report, the applicant will pay an additional fee of \$2.50 for processing. If the applicant requests a paper copy, the total fee will be \$35.50. The applicant must make the choice to receive a paper copy at the time of registration. The applicant will have no other access to a paper copy other than during the registration process.
3. Applicants may make their payment online at www.pa.cogentid.com using a credit card or debit card. Money orders or cashiers checks payable to Cogent Systems will be accepted on site for those applicants who do not have the means to pay electronically. **No cash transactions or personal checks are allowed.**

https://www.pa.cogentid.com/ohio/PDE/PDE_docs/PA_Registration_Procedures.htm

6/24/2011

Agency Billing. Agencies that request to pay applicants' fees may arrange to be billed by Cogent Systems for the cost of these services. Billing may only occur after the requesting agency has completed Cogent Systems' Agency Pay Agreement. To establish a billing account visit www.pa.cogentid.com and download an application. The billing account must be established prior to sending applicants to the fingerprint site.

4. The applicant proceeds to the fingerprint site of choice. Location of fingerprint sites and days and hours of operation for each site are posted on Cogent Systems' website at www.pa.cogentid.com. The location of fingerprint sites may change over time; applicants are encouraged to confirm the site location nearest to their location.
5. At the fingerprint site the Applicant Livescan Operators (ALO) manage the fingerprint collection process.
6. The fingerprint transaction begins when the ALO reviews the applicant's qualified State or Federal photo ID before processing the applicant's transaction. A list of approved ID types may be found on Cogent Systems' website at www.pa.cogentid.com. Applicants will not be processed if they cannot produce an acceptable photo ID.
7. After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint capture process should take no more than three to five minutes.
8. **For individuals fingerprinted on and after December 1, 2008 –**
The process was redesigned with approval from the Pennsylvania State Police and the FBI. The time for processing is anticipated to take no longer than two days.
 - Applicants' scanned fingerprints will be electronically transmitted to the FBI by Cogent Systems.
 - The FBI will electronically transmit the CHRI to Cogent Systems, where the CHRI will be stored in a secure server.
 - The CHRI will be available online for the School Administrator to review. Administrators receive login and password information from Cogent Systems.
 - The CHRI that is available for review online constitutes the official record. Applicants give permission for the School Administrator to review the report during the registration process.
 - The School Administrator will review the CHRI to make a determination as to the fitness of the applicant to work in the position in which they will have contact with children.
 - If the applicant is hired for the position, the School Administrator will print a copy of the CHRI for the school's files.
 - Applicants may request a paper copy of the CHRI when they register to be fingerprinted. This will be the applicants' only opportunity to request a copy.
 - The paper copy will be mailed to these applicants by Cogent Systems. The "unofficial" paper copy is a copy of the CHRI that the School Administrator will review online.
 - The applicant may share the paper copy of the CHRI with prospective employers. However, the School Administrator is required to review the official CHRI online and print a copy of the CHRI if the applicant is hired by the public school or private school or their contractor, or if the applicant is approved for student teaching.
9. **For individuals fingerprinted prior to December 1, 2008 –**
Applicants will receive the official report on watermarked paper from PDE.
 - PDE will receive the CHRI from the FBI via Cogent Systems.
 - PDE's School Services Unit will copy the CHRI and mail it to the applicant. The CHRI will be printed on standard 8.5" X 11" paper with the Commonwealth Seal imbedded on the paper.
 - The applicant will provide the CHRI to their prospective employer. The School Administrator will review the CHRI to make a determination as to the fitness of the applicant to work in the position in which they will have contact with children. If the applicant is hired for the position, the School Administrator prints a copy of the CHRI for the school's files.
 - The CHRI must be less than 12 months old at the time of employment to be considered valid. The date of the CHRI is considered to be the date on which the individual was fingerprinted.
 - **This document constitutes an official Record.** If an applicant, fingerprinted prior to December 1, 2008, presents their CHRI and the Commonwealth Seal is not

embedded on the paper, it should be considered as invalid and not an official record.

- Applicants who were fingerprinted prior to December 1 2008, who have not yet received their CHRI from PDE, should contact PDE at (717) 783-3750 or email PDE at dwolfgang@state.pa.us.

Provisional Employment

The Act allows Administrators to employ applicants on a provisional basis for a single period not to exceed ninety (90) days, except during a lawful strike proceeding under the provisions of the act of July 23, 1970, known as the "Public Employee Relations Act", provided all of the following conditions are met:

- The applicant has applied for the information required under subsection (b) and, where applicable, under subsection (c) or (c.1), and the applicant provides a copy of the appropriate completed request forms to the Administrator.
- The Administrator has no knowledge of information pertaining to the applicant which would disqualify them from employment pursuant to subsection (e).
- The applicant swears or affirms in writing that they are not disqualified from employment pursuant to subsection (e).
- If the information obtained pursuant to subsection (b), (c), or (c1) reveals that the applicant is disqualified from employment pursuant to subsection (e), the applicant shall be suspended and subject to termination proceedings as provided for by law.
- The Administrator requires that the applicant not be permitted to work alone with children and that the applicant work in the vicinity of a permanent employee.

Fingerprint Corrections and Resubmissions

In circumstances where a classifiable fingerprint record was not or cannot be obtained and immediately upon indication, Cogent Systems will take corrective action to re-submit, or re-print the applicant at no cost to the applicant. This corrective action will be completed at the earliest possible time, and when applicable, that is convenient for the applicant. Cogent Systems will contact the applicant directly should this occur. NOTE: Reprinting can be applied to each applicant one time only. If fingerprinting must take place a third time the applicant must pay the full fee.

Group Fingerprinting Support

If you have a requirement to fingerprint a large group of applicants (300 college education majors, a contractor's entire staff of 120 employees, 50 bus drivers, etc.) Cogent Systems and the fixed site providers will try to accommodate that request. Some fingerprint service sites have the ability to bring portable equipment to your site. If you are in need of Group Fingerprinting Support, visit www.pa.cogentid.com. Service sites in your area that have mobile equipment will be listed.

NOTE: This mobile service requires the visited site to provide broadband internet access and access through any firewall. The sites that offer mobile services can provide you instructions, in advance of their visit, that would allow fingerprinting to occur at your site. You must however, plan ahead. Requirements for hosting a mobile Livescan operation can be found at www.pa.cogentid.com

We encourage you to utilize this service but you must plan ahead. Please do not overwhelm the service by sending large groups of applicants to fixed site locations. If you must send a large group of applicants to a fixed site, please plan for their arrival to occur over days and weeks, not over hours.

Confidentiality (Security) of Applicant Information

On-site access to the Livescan equipment, and the data traveling from the equipment, is comprehensively secured and regulated by both Cogent Systems and the regulations governing the use of that data.

Security - The computer system is housed within a secured network that is protected by firewall devices configured explicitly to allow only permissible protocols and traffic. Cogent Systems ensures that all devices procured under this process continue to adhere to the Commonwealth's Security requirements. The systems are configured to provide a point of defense with controlled access from both inside and outside the network. The Livescan systems are configured to support logging and audit capability. Furthermore, the Livescan solution will support 128 bit encryption.

Inquiries and Questions

https://www.pa.cogentid.com/ohio/PDE/PDE_docs/PA_Registration_Procedures.htm

6/24/2011

Information regarding process, policy, and fingerprinting locations may be found at www.pa.cogentid.com

Fingerprint Services Sites should contact Blake Godard at bgodard@coagentsystems.com

Fingerprint applicants should contact Denise Wolfgang at (717) 783-3750 or dwolfgang@state.pa.us

School entities who have questions regarding access to the online system may contact RA-PDE-SchoolService@state.pa.us, or 717-783-3750.

General Information

The Pennsylvania State University AEE Directory

Name	Title	Email	Phone
John Ewing	Undergraduate Program Coordinator; Associate Professor; University Supervisor	jce122@psu.edu	814-863-7463
Daniel Foster	Assistant Professor; Student Teacher Coordinator; University Supervisor	foster@psu.edu	814-863-0192
Laura Sankey	Graduate Student; University Supervisor	sankey@psu.edu	814-863-0416
Ron Frederick	Center Field Staff University Supervisor	rfred17506@yahoo.com	717-354-9453
Doyle Paul	Center Field Staff University Supervisor	dpaul1965@verizon.net	814-267-3763
Renée Miller	Staff Assistant, CPPD	rgm13@psu.edu	814-863-7852
Tracy Hoover	Assoc. Dean & Professor ; University Supervisor	tsh102@psu.edu	814-865-1688
Tricia Hunt	Recruitment Coordinator	pld111@psu.edu	814-863-7449

AEE FAX Number: 814-863-4753

* CPPD = Center for Professional Personal Development

Student Teacher Experience Timeline

Spring & Summer Prior

February 15th	Orientation Meeting
March 15th	Student Teaching Applications Due
March 18th/19th	Student Teaching Placement Interviews AEE 295 Expectations Reviewed <u>Location:</u> Ferguson 214; 11:00-4:00
April 25th	Student Teacher Cohort Mixer <u>Location:</u> ASI 101; 11:45 -1:00
June 1st	AEE 295 Reporting Form I Due
June 11th-13th	Pennsylvania FFA State Convention [Optional, but recommended]
July 8th /9th	Cooperating Teacher Orientation Meeting Location: PAAE Summer Conference
August 15th	AEE 295 Reporting Form 2 Due

Fall Semester Prior

August 26th	First Day of Fall Semester
September 16th	All certification paperwork due
October 1st	Fall Leadership Conference
October	PAAE Northern Region Meeting
October 29th-Nov 2nd	National FFA Convention, Location: Louisville, Kentucky
December 16th	Fall AEE Classes Final Presentation <i>(See Handout provided at Cooperating Teacher Orientation)</i>

Spring Semester of Student Teaching

(Note: Starting January 28th; There will be an online meeting every Tuesday night from 5:45-6:45, Each Student Teacher is allowed three “misses” for other activities with on penalty)

January 6 th	Mid-Winter Convention/Attend with Cooperating Center Location: Harrisburg
January 7 th -10 th	Recommended observation at Cooperating Center
January 13 th -17 th	AEE 313: Pre-Internship Seminar; Location: University Park
January 28 th	First Online Student Teacher Faculty Meeting (AEE 495) Location: https://meeting.psu.edu/studentteacher/
Early February	Recordbook Contest, Attendance encouraged, but not mandated. Location: TBD
February 14 th	AEE 313: Student Teaching Seminar #1 – <i>Job Search Boot Camp</i> ; Location: University Park
February 8 & 9, Feb 15 & 16, or Feb 22 & 23	Agricultural Cooperation Establishes Success [ACES] Location: Sheraton Hotel, Harrisburg **Attend ACES or SLLC with cooperating center
March 1 st	Mid-session grade forms due from Cooperating Teachers
March 9 th -11 th	State Legislative Leadership Conference [SLLC] Location: Sheraton Hotel, Harrisburg **Attend ACES or SLLC with cooperating center
March 21 st	AEE 313: Student Teacher Seminar #2 – <i>Developing as a Positive Agent of Change</i> ; Location: Uni Park
April	Attend a regional PAAE meeting (AEE 495) *See www.paffa.state.pa.us/calendar.htm for PAAE Meeting dates and locations
April 25 th	Last day of student teaching
April 28 th – May 2 nd	AEE 313: Post-Internship Seminar; Location: University Park
April 28 th	Final grade forms and evaluations due for all students
April 29 th	PSU TeachAg! Banquet (AEE 313); Location: TBA, University Park
May 4 th - May 8 th	AEE 313: Induction Trip (5 Star); Location: Delaware
May 9 th	AEE 313/AEE 495 – Certification Finalization; Location: Uni. Park
May 11 th	College of Agricultural Sciences Commencement Location: Bryce Jordan Center

** The Center for Professional Personnel Development will provide funding for registration costs to either ACES or SLLC event.

Student Teacher Candidate Information

Application for Student Teaching

The agricultural education student teaching process begins during the spring semester of the student's junior year. Students are given an application packet and list of upcoming important dates in their candidate orientation meeting.

The application packet includes:

- ❖ Application for Student Teaching
- ❖ List of Cooperating Centers
- ❖ Cooperating Center Selection Form
- ❖ Schedule of required courses for the AEE Major
- ❖ Fingerprint Clearance Information
- ❖ Act 31 Information
- ❖ Act 151 Information
- ❖ FBI Background Check
- ❖ TB Test Information
- ❖ CPR/First Aid Card Information
- ❖ Current Academic Calendar.

The information on the application form includes general information needed to place students in the best possible classroom situation which will assure a positive student teaching experience. The application process includes a general information form with the student's placement preference, resume, and a copy of the student's degree audit (eLion).

When students have completed the application and eligibility is confirmed, students will move into the second step which is an interview with the faculty members where placement is determined. Notification of placement is made within three days of the faculty interview.

Eligibility Requirements

- ***Fingerprinting:*** You must have a copy of your current fingerprint clearance card on file in the AEE office to be eligible to student teach.
- ***ACT 31 & ACT 151 Information:*** Must be on file in AEE Office
- ***Course Requirements:*** You must complete the required academic coursework and have completed the AEE course sequence prior to the semester you are expected to student teach. The department's goal is to have you ready for employment and certification in May of your senior year.
- All Checklist items (See Checklist in this section)

Degree Checklist Production Option

Student: _____
 PSU Number: _____
 Program Year: _____
 Option: **Production**
 Base Certificate: Agriculture

The Pennsylvania State University
 College of Agricultural Sciences
Agricultural & Extension Education Major
125 Credits Required

Adviser: _____
 Date Admitted to Major: _____
 Campus Location: _____
 Expected Grad Date: _____

MAJOR: 79 Credits

Sem	Course	Credits	Grade
Prescribed Courses			
1-2	CHEM 101 or CHEM 110•	3	
1-2	CHEM 202	3	
1-2	PHYS 001 (GN)	3	
1-2	ASTRO 001 (GN) (split)	2	
3-4	AEE 100•	2	
3-4	AEE 295*	1	
3-4	STAT 200 (GQ) (split)	1	
2-7	EDTHP 115•*	3	
2-7	EDPSY 014•*	3	
2-7	SPLIED 400	3	
2-7	SOILS 101 (GN)	3	
5-6	AEE 311	3	
5-8	AEE 313*	2	
5-8	AEE 412*	4	
5-8	AEE 413*	3	
7-8	AEE 495	10	

• Required before admission to certification program (grade of C or higher)

* Course requires minimum grade of C (Senate Policy 82-44)

Supporting Courses

Agricultural Systems Management (6 credits)			
3-6	AEE 350	3	
3-6			
Plant/Soil Science (6 credits)			
1-7			
1-7			
1-7			
1-7			
Agriculture (14 credits)			
1-7			
1-7			
1-7			
1-7			

Sem	Course	Credits	Grade
Animal Science (6 credits)			
1-7		3	
1-7		3	
Writing Intensive Course (3 credits) ***			
1-7		3	

*** Writing Requirement - must complete at least 3 credits of "W" courses offered in the College

GENERAL EDUCATION: 45 Credits

Writing/Speaking (9 credits)			
1-7	ENGL 015 (GWS)	3	
3-4	ENGL 202C (GWS)	3	
1-7	CAS 100 (GWS)	3	
Quantification (6 credits)			
3-4	STAT 200 (GQ) (split)•	3	
1-7	(GQ)	3	
Natural Sciences (9 credits)			
3-4	BIOL 110 (GN)•	4	
2-7	BIOL 220W, 230W or 240W (GN)4		
1-2	ASTRO 001 (GN) (split)	1	
Social & Behavioral Sciences (6 credits)			
3-4	AG BM 101 (GS)	3	
5-6	INTAG 100 (GS; IL)	3	
Health & Physical Activity (3 credits)			
1-7	(GHA)		
1-7	(GHA)		

• Required before admission to certification program (grade of C or higher)

Sem	Course	Credits	Grade
Arts (6 credits)▲			
1-7	(GA)	3	
1-7	(GA)	3	
Humanities (6 credits)**▲			
1-7	(GH)	3	
1-7	(GH)	3	
First Year Seminar (1 credit)			
1-2	(S)		

▲ 3 credits IL (International Cultures) + 3 credits US (US Cultures) are required. Look for GA or GH that meet US requirement. INTAG 100 meets GS and IL.
 ** Literature Requirement - 3 credits must be literature course.

ELECTIVES (Balance to meet 125 credits)

1-7			
1-7			

Certification Tests

The Praxis Series	Date Passed
PPST - Reading	
PPST - Writing	
PPST - Mathematics	
Fundmntl. Subj. Content Knowledge	
Specialty Areas	Date Passed
Agriculture (PA)	
General Science	

NOTES:

3.0 GPA required before admission to certification program.

May 17, 2007

**Agricultural and Extension Education – Production Option
LIST OF SUPPORTING COURSES**

<u>Major</u> AEE	<u>Option</u> PRODT	<u>Requirement</u> SUPPORTING COURSES
		<p>Select 14 credits in Agriculture (Sem. 1-7)</p> <p>Any A B E except 495 Any A S M except 495 Any AEE except 395 Any AG except 495 Any AG BM except 101, 495A, 495B Any AG EC Any AG SC except 395, 495 Any AGCOM Any AGECO except 295, 495 Any AGRO except 495 Any AN SC Any ANBIO Any E R M except 495 Any E RRE Any ENT except 495 Any FD SC Any FOR except 295 and 495 Any HORT except 495 Any INTAG except 495 Any LARCH Any R SOC Any SOILS except 495 Any V SC except 395 Any W F S except 495 Any W P except 495 Any TURF except 495 Any YFE except 295 and 495</p>
		<p>Select 6 credits in Animal Science (Sem. 1-7)</p> <p>Any AN SC Any ENT Any V SC Any W F S</p>
		<p>Select 6 credits in Plant/Soil Science (Sem. 1-7)</p> <p>A S M 217, 327 Any AGECO Any AGRO Any FOR Any HORT Any LARCH Any PPATH Any SOILS Any TURF Any W P</p>

June 30, 2011

**Recommended Academic Plan for Agricultural and Extension Education Major - Production (PRODT) Option
(At University Park)**

Semester 1	Credits	Semester 2	Credits
<i>ENGL 015 (GWS)</i>	3	PHYS 001 (GN)	3
<i>MATH (GQ) - (MATH 21 Recommended)</i>	3	<i>CHEM 101 or 110</i>	3
Humanities (GH)	3	<i>ASTRO 001 or METEO 003 (GN)</i>	3
Arts (GA)	3	<i>CAS 100 (GWS)</i>	3
AEE 100	2	Health and Physical Activity (GHA) (GPE)	3
Ag/natural resource electives	2		
First-Year Seminar	2		
Total Credits:	18	Total Credits:	16
Semester 3	Credits	Semester 4	Credits
CHEM 202	3	<i>ENGL 202C (GWS)</i>	3
<i>BIOL 110 (GN)</i>	4	<i>STAT 200 (GQ)</i>	4
EDTHP 115 (US)	3	<i>BIOL 220W, 230W, or 240W (GN)</i>	4
<i>AG BM 101 (GS)</i>	3	SOILS 101 (GN)	3
Arts (GA)	3	EDPSY 014	3
Total Credits:	16	Total Credits:	17
Semester 5	Credits	Semester 6	Credits
<i>INTAG 100 (GS; IL)</i>	3	Plant/soil science course	3
AEE 311	3	Ag/natural resource electives	6
AEEE 330W	3	SPLED 400	3
Animal science course	3-4	Animal science course	2-3
ASM course	3	Humanities (GH) (Literature Course)	3
Plant/Soil science course	3		
Total Credits:	18-19	Total Credits:	17-18
Semester 7	Credits	Semester 8	Credits
AEE 412	4	AEE 313	2
AEE 413	3	AEE 495	10
AEE 295	1		
AEE 350	3		
Ag/Natural resource electives	6		
Total Credits:	17	Total Credits:	12

- **Bold type** indicates courses requiring a quality grade of C or better.
- *Italics* indicates courses that satisfy both major and General Education requirements.
- **Bold Italics** indicates courses requiring a quality grade of C or better and that satisfy both major and General Education requirements.
- GWS, GHA, GQ, GN, GA, GH, and GS are codes used to identify General Education requirements.
- US, IL, and US;IL are codes used to designate courses that satisfy University United States/International Cultures requirements.
- W is the code used to designate courses that satisfy University Writing Across the Curriculum requirements.

Scheduling patterns for courses not taught each semester:

Program Notes:

Academic Advising Notes: 3.0 GPA required before admission into teacher certification program.

Degree Checklist Environmental Science Option

The Pennsylvania State University
College of Agricultural Sciences
Agricultural & Extension Education Major
129 Credits Required

Student: _____
PSU Number: _____
Program Year: _____
Option: **Environmental Science**
Base Certificate: Agriculture

Adviser: _____
Date Admitted to Major: _____
Location: _____
Expected Grad Date _____

MAJOR: 84 Credits

Sem	Course	Credits	Grade
Prescribed Courses			
1-2	CHEM 101 or CHEM 110•	3	_____
1-2	CHEM 202	3	_____
1-2	AGRO 028	3	_____
1-2	AN SC 001	4	_____
1-2	ASTRO 001 (GN) (split)	2	_____
1-2	PHYS 001	3	_____
2-7	EDTHP 115•*	3	_____
2-7	EDPSY 014•*	3	_____
2-7	SPLD 400	3	_____
3-4	STAT 200 (GQ) (split)	1	_____
3-4	SOILS 101 (GN)	3	_____
3-4	AEE 100•	2	_____
3-4	AEE 295*	1	_____
5-6	AEE 311	3	_____
5-8	AEE 313*	2	_____
5-8	AEE 412*	4	_____
5-8	AEE 413*	3	_____
7-8	AEE 495	10	_____
• Required before admission to certification program (grade of C or higher)			
* Course requires minimum grade of C (Senate Policy 82-44)			

Supporting Courses+

Biological, Physical Ecosystems (6 credits)

1-7 _____

1-7 _____

Social, Political, and Legal Aspects of Environmental Science (6 credits)

1-7 _____

1-7 _____

Environmental Impact Management (6 credits)

1-7 _____

1-7 _____

Sem	Course	Credits	Grade
Environmental Learning (6 credits)			
1-7	_____	_____	_____
1-7	_____	_____	_____
Agricultural Systems Management (6 credits)			
3-4	AEE 350	3	_____
3-4	A S M 101 or A S M 217	3	_____
Writing Intensive Course (3 credits)**			
1-7	_____	3	_____
+ Must select from approved departmental list			
** * Writing Requirement - must complete at least 3 credits of "W" courses offered in the College			

GENERAL EDUCATION: 45 Credits

Writing/Speaking (9 credits)			
1-7	ENGL 015 (GWS)	3	_____
3-4	ENGL 202C (GWS)	3	_____
1-7	CAS 100 (GWS)	3	_____
Quantification (6 credits)			
3-4	STAT 200 (GQ) (split)•	3	_____
1-7	_____ (GQ)	3	_____
Natural Sciences (9 credits)			
3-4	BIOL 110 (GN)•	4	_____
2-7	BIOL 220W, 230W or 240W (GN)4	4	_____
1-2	ASTRO 001 (GN) (split)	1	_____
Social & Behavioral Sciences (6 credits)			
5-6	INTAG 100 (GS; IL)	3	_____
3-4	AG BM 101 (GS)	3	_____
Health & Physical Activity (3 credits)			
1-7	_____ (GHA)	_____	_____
1-7	_____ (GHA)	_____	_____
• Required before admission to certification program (grade of C or higher)			

Sem	Course	Credits	Grade
Arts (6 credits)▲			
1-7	_____ (GA)	3	_____
1-7	_____ (GA)	3	_____
Humanities (6 credits)**▲			
1-7	_____ (GH)	3	_____
1-7	_____ (GH)	3	_____

First Year Seminar (1 credit)

1-2 _____ (S) _____

▲ 3 credits IL (International Cultures) + 3 credits US (US Cultures) are required. Look for GA or GH that meet US requirement. INTAG 100 meets GS and IL.
** * Literature Requirement - 3 credits must be literature course.

ELECTIVES (Balance to meet 129 Credits)

1-7	_____	_____	_____
Certification Tests			
The Praxis Series		Date Passed	
PPST – Reading	_____	_____	_____
PPST – Writing	_____	_____	_____
PPST - Mathematics	_____	_____	_____
Fundmntl. Subj. Content Knowldg.	_____	_____	_____
Specialty Areas		Date Passed	
Agriculture (PA)	_____	_____	_____
General Science	_____	_____	_____
Environmental Education	_____	_____	_____

NOTES:

3.0 GPA required before admission to certification program

June 30, 2011

Agricultural and Extension Education – Environmental Science Option

LIST OF SUPPORTING COURSES

Biological, Physical, Ecosystems (6 credits) (Sem. 1-7)

- BIOL 220W - Biology: Populations and Communities
- BIOL 450W - Experimental Field Biology (BIOL 220W & BIOL 240W)
- E R M 435 (W F S) – Linnology (BIOL 110, BIOL 220W, CHEM 110)
- E R M 413W – Case Studies in Ecosystem Management (AG EC 201, BIOL 220W, SOILS 101, E R M 412)
- FOR 308 - Forest Ecology (FOR 203)
- GEOG 010 (GN) - Physical Geography: An Introduction
- GEOG 105 - Biogeography (BIOL 011, GEOG 010)
- GEOSC 303- Introduction to Environmental Geology
- W F S 209 (GN) - Wildlife & Fisheries Conservation (BIOL 110 & BIOL 240W)
- W F S 477W - Wildlife Management (W F S 209 or W F S 309)
- FOR 401 - Urban Forest Management (3 credits AG BM & 6 credits plant science, biology or forestry)
- W F S 450 (E R M) – Wetland Conservation (E R M 300 or W F S 209)

Environmental Impact Management (9 credits) (Sem. 1-7)

- E R M 210 - Environmental Factors and Their Effect on Food Supply
- E R M 300 – Basic Principles and Calculations in Environmental Analysis (BIOL 220W; CHEM 112, CHEM 111, CHEM 202; E R M 151, MATH 111 or MATH 141; STAT 240)
- E R M 412 - Resource Systems Analysis (BIOL 220W, E R M 151, E R M 300, and STAT 240; MATH 111 or MATH 141)
- E R M 430 (PPATH) - Air Pollution Impacts to Terrestrial Ecosystems (BIOL 220W or FOR 308)
- E R M 450 (W F S) - Wetland Conservation (E R M 300 or W F S 209)
- EARTH 100 (GN) - Environmental Earth
- S T S 201 (GN) - Climate Change, Energy, and Biodiversity
- SOILS 071 (GN; IL) – Environmental Sustainability
- SOILS 422 – Natural Resources Conservation and Community Sustainability (SOILS 101)
- SOILS 450 - Environmental Geographic Information Systems (SOILS 101)

Environmental Learning (6 credits) (Sem. 1-7)

- AEE 395 - Internship
- RPTM 325 - Principles of Environmental Interpretation
- RPTM 430 (AEE) - Environmental Education Methods and Materials (AEE 100 or RPTM 325)
- SCIED 455 - Field Natural History for Teachers (3 credits biological science)
- SCIED 457 - Environmental Science Education (3 credits calculus, 9 credits sciences, 400-level teaching methods course)

Social, Political and Legal Aspects of Environmental Science (6 credits) (Sem. 1-7)

- AG 301W - Introduction to Agricultural Law
 - B LAW 425 (R EST) - Environmental Law, Property and Commerce (B A 243, B LAW 243 or E R M 151)
 - E R M 411 - Legal Aspects of Resource Management (E R M 151)
 - E RRE 201 (AG EC) – Introductory Environmental and Resource Economics (AG BM 101 or ECON 002)
 - FOR 480 - Policy and Administration (FOR 200W, 3 credits social or behavioral science)
 - GEOG 030 (GS) - Geographic Perspectives on Sustainability and Human-Environment Systems
 - GEOG 406 - Human Use of Environment (GEOG 030)
 - R SOC 327 (S T S) - Society and Natural Resources
 - RPTM 460 - Political & Legal Aspects of Recreation Services (RPTM 101)
 - S T S 047 (SOC) - Wilderness, Technology and Society
 - S T S 200 (GS) - Critical Issues in Science, Technology & Society
 - W F S 440 – Natural Resources Public Relations (CAS 100, seventh-semester standing, and 6 credits of W F S, FOR, or RPTM)
- Agricultural Systems Management** (6 credits) (Sem. 3-4)
- AEE 350 - Teaching Methods for Agriculture & Environmental Laboratories

*Prerequisites are listed behind courses in ()

June 30, 2011

Recommended Academic Plan for Agricultural and Extension Education Major - Environmental Science (ENVSC) Option (At University Park)

Semester 1	Credits	Semester 2	Credits
<i>ENGL 015 (GWS)</i>	3	PHYS 001 (GN)	3
<i>MATH (GQ) - (MATH 21 Recommended)</i>	3	<i>CHEM 101 or 110</i>	3
Humanities (GH)	3	<i>ASTRO 001 or METEO 003 (GN)</i>	3
Arts (GA)	3	<i>CAS 100 (GWS)</i>	3
AEE 100	2	Health and Physical Activity (GHA) (GPE)	3
First-Year Seminar	2	Environmental Learning (1)	3
Total Credits:	16	Total Credits:	18
Semester 3	Credits	Semester 4	Credits
CHEM 202	3	<i>ENGL 202C (GWS)</i>	3
<i>BIOL 110 (GN)</i>	4	<i>STAT 200 (GQ)</i>	4
EDTHP 115 (US)	3	<i>BIOL 220W, 230W, or 240W (GN)</i>	4
<i>AG BM 101 (GS)</i>	3	SOILS 101 (GN)	3
Arts (GA)	3	EDPSY 014	3
Social, Political, Legal Aspects (1)	3		
Total Credits:	19	Total Credits:	17
Semester 5	Credits	Semester 6	Credits
<i>INTAG 100 (GS; IL)</i>	3	AGRO 028	3
AEE 311	3	Environmental Impact Management (1)	3
College W Course	3	SPLD 400	3
AN SC 001	4	Biological/Physical Ecosystems	3
ASM course	3	Humanities (GH) (Literature Course)	3
Environmental Impact Management (1)	3	Environmental Learning (1)	3
Total Credits:	19	Total Credits:	18
Semester 7	Credits	Semester 8	Credits
AEE 412	4	AEE 313	2
AEE 413	3	AEE 495	10
AEE 295	1		
AEE 350	3		
Social, Political, Legal Aspects (1)	3		
Biological/Physical Ecosystems (1)	3		
Total Credits:	17	Total Credits:	12

- **Bold type** indicates courses requiring a quality grade of C or better.
- *Italics* indicates courses that satisfy both major and General Education requirements.
- **Bold Italics** indicates courses requiring a quality grade of C or better and that satisfy both major and General Education requirements.
- GWS, GHA, GQ, GN, GA, GH, and GS are codes used to identify General Education requirements.
- US, IL, and US;IL are codes used to designate courses that satisfy University United States/International Cultures requirements.
- W is the code used to designate courses that satisfy University Writing Across the Curriculum requirements.
- (1) Choose courses from a select list.

Scheduling patterns for courses not taught each semester:

Program Notes:

Academic Advising Notes: 3.0 GPA required before admission into teacher certification program.

Policy Regarding Placements

Students are not permitted to student teach at certain schools based on the following criteria:

- ❖ Schools the student teacher attended
- ❖ Schools where their children or relatives attend or work
- ❖ Schools that exhibit definite similarities to the student's own high school experience.

Disability Accommodations

Students with disabilities who have registered with the Office of Disability Services, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities. Information may be obtained in the Agricultural and Extension Education Office.

Students who need special accommodation or services should contact the Office for Disability Services (ODS):

Office for Disability Services
The Pennsylvania State University
116 Boucke Building • University Park, PA 16802
Phone: 814 863-1807 (V/TTY) • Fax: 814 863-3217

E-mail: wjw9@psu.edu (William Welsh, Director)

You must register and request that the ODS send official notification of your accommodations needs as soon as possible to the AEE Department.

Please plan to meet with the undergraduate program coordinator by appointment to discuss accommodations and how program requirements and activities may impact your ability to fully participate.

The need for accommodations must be documented by the appropriate office.

Placement of Agricultural Education Student Teachers

1. Student teachers will receive potential placement information at the annual student teacher orientation meeting that includes:
 - A list of potential cooperating centers.
 - Name of the cooperating teacher
 - Grade level and program focus information
 - Copy of placement guidelines for student teachers
 - Student teaching contract
 - Additional Information
2. An email or phone call, from the faculty, will be placed to the cooperating teacher to verify that the student teacher will be expected to contact their cooperating teacher within the next week.
3. The student teacher will contact the cooperating teacher and arrange a time to meet and observe the center and teacher as soon as possible after placements are announced.
4. If both the student teacher and cooperating teacher agree to the placement, the principal must be contacted and informed of the agreement.
5. The “Student Teaching Agreement” must be signed by the Superintendent, Principal, Cooperating Teacher, and Program Coordinator and returned to the Agricultural and Extension Education Department prior by the end of August.
6. **Student teachers are responsible for returning the agreement forms.**
7. **Student teaching placements are not confirmed until the signed agreement forms are returned to the Agricultural and Extension Education Department.**

Student Teacher Contract Letter

Date _____

We the undersigned agree to the following:

_____ has been assigned to complete their student teaching in the Agricultural Education Department at _____ High School for the _____ academic year. The schedule for student teaching will be one week during the Fall Semester and a period of 13 weeks of full-time student teaching (January – May).

The student teacher will be prepared to participate in all the responsibilities of your teacher of agriculture which can be provided in your school. The first period of work will be concerned with some of the non-class summer activities of the teacher and other responsibilities prior to the beginning of the school year. The second period will be devoted largely to classroom observation. The 13 weeks of student teaching in the spring will be devoted to actual classroom instruction and supervision of students. Staff members from this department will be responsible for the preparation of student teachers before they report to your school. We will also assist _____ in the supervision of the student teacher's learning activities during the spring semester.

The budget for this department for next year includes \$250.00 payment for _____ for their = services as a cooperating teacher. As a matter of record, will you have all concerned parties sign this agreement and return it for our records.

Student Teacher Coordinator Date

Superintendent Date

Cooperating Teacher Date

Principal Date

Student Teacher Requirements

1. Enroll in the AEE 295 course for the Fall Semester prior to student teaching in Spring of Senior Year.
2. Attend the Agricultural Education Student Teacher Orientation Meeting, which is scheduled in July prior to PAAE Summer Conference.
3. Attend National FFA Convention in October with your cooperating center or a Pennsylvania agricultural education program approved by the student teacher coordinator OR complete an alternative assignment as designed by the Student Teacher Coordinator.
4. Follow the requirements listed in the Calendar and Daily Requirements sections.
5. Complete all required student teaching assignments as listed in the course syllabi within the AEE program.

Calendar Requirements

Student Teacher Semester Requirements

Agricultural Education student teachers will be required to spend five days in their cooperating centers in the summer and fall before the beginning of their student teaching experience (AEE 295).

Agricultural Education student teachers will be required to teach in their given cooperating centers for a total of 13 weeks. Student teachers will be expected to adhere to the cooperating center's calendar unless adjustments are made with the approval of the cooperating teacher and the student teaching coordinator.

Substitute Teaching

Agricultural Education student teachers are granted permission to substitute teach in the agriscience department during their student teaching experience if the administration at the cooperating center and the cooperating teacher allow it. Student teachers are not allowed to cover classes or substitute in other subject areas. Only those students who have completed a BS are eligible to substitute in Pennsylvania.

Semester Calendar Guidelines

The first day of student teaching semester coincides with the start of the Penn State Academic Calendar for Spring Semester. Often, it will be spent at the Midwinter FFA Convention. Student Teachers will begin Student Teaching on the Monday after the start of the semester. The student teachers will also have the opportunity to participate in the State Recordkeeping Event. Finally, the student teachers are required to attend the post student teaching seminar held in the final two weeks of the Spring Semester. Completion of the student teaching requirements will occur on the last day of the spring semester.

Required Daily Hours

Cooperating Center Daily Hours

Student teachers are required to be at their cooperating center the same hours required for their cooperating teacher. This includes meetings, trainings, professional development workshops, weekends as needed, and other duties as described in the cooperating teacher's job description. Any adjustments to the schedule must be pre-approved by the university supervisor and cooperating teacher.

Absences

Student teachers are required to notify their cooperating teacher and the university supervisor as early as possible if they are going to be absent. Excessive absences and tardies may cause for removal of a student teacher from their student teaching assignment. Supervisors may ask for written medical verification and in some circumstances days may be added at the end of the year to make up days.

Additional Student Teaching Policies

Transporting Students

Student teachers are NOT allowed to transport students in their private vehicle. Student teachers are NOT permitted to transport students to and from school-sanctioned events in school vehicles unless they have been approved as a driver by the school district and are covered by the school's insurance.

Code of Conduct

Student teachers are to refrain from any act that transgresses appropriate behavior among teachers, students and/or school personnel. Student teachers are to refrain from ANY type of romantic relationship with any student or other school personnel. Student teachers may be removed from their cooperating center upon request of the cooperating teacher, school administration and/or university supervisor. Removal may occur, but is not limited to, excessive absences, inappropriate behavior, insubordination, or lack of proper preparation and delivery of instruction.

Online Professionalism

Privacy and free speech rights permit teachers to maintain and submit information on the Internet, including postings on MySpace.com, Facebook.com, and other similar websites. However, teachers must consider how the information they post could be interpreted and used by colleagues, parents, administrators, and, above all, students (Penn State, College of Education, Retrieved February 2010).

Additional Work while Interning

Teacher candidates may not hold an outside job while participating in the student teaching experience. Teacher candidates are not permitted to enroll in other university accredited course work during the internship unless approved by the student teaching coordinator.

School Activities

Teaching candidates are not to assume additional role within the school (coach, director, etc) except those deemed necessary by the Agricultural Education program.

Professional Dress

Follow the dress code, either written or unwritten, of the school. It is in your best interest to dress more formally than informally. Dress appropriately for out of school experiences.

Liability Insurance

Liability insurance is provided through student membership in the National Agricultural Educators Association. Membership in the organization has been provided by the State Agricultural Educators Association. The membership form must be completed and returned to the university supervisor by September 15th. The form can be found in the appendix.

Mileage Reimbursement

The university will not reimburse the teacher candidate for mileage incurred while conducting program-related business. It is the responsibility of the local school district to determine if reimbursement is necessary for the teacher candidate.

Sexual Harassment

Teacher candidates are to refrain from any act that transgresses appropriate behavior among faculty, students, and school personnel. Sexual harassment is any unwelcome advance, request for sexual favors, reference to gender or sexual orientation or other physical or verbal conduct of a sexual nature. This includes but is not limited to the following:

- Sexually explicit statements, questions, jokes or anecdotes.
- Touching, patting, hugging, or brushing against a person's body.
- Remarks about sexual activity.
- Unwelcomed flirtations, advances or propositions.
- Staring at an individual or focusing upon a particular body part.
- Whistling or cat calls
- Display of sexually suggestive objects or pictures
- Intrusive questions about an individual's personal sexual life.
- Explicit offers of sex for grades, money, or other rewards.

If the teacher candidate has any questions, comments, or concerns about activities that constitute sexual harassment; they should contact the university supervisor or cooperating teacher.

Removal/Failure from the Intern Experience

Students may be removed from the intern experience immediately if charged with violation of any criminal law. Penn State is not required to provide a subsequent intern placement to a candidate who has been removed because of criminal activity. Removal from the internship will result in immediate removal from the teacher education program. Any candidate who fails the internship will not be recommended for certification. Penn State may recommend an alternate activity or assignment to be completed in its entirety before beginning another intern position. If a subsequent intern placement is permitted by Penn State, after failing or being removed from an initial internship, the entire intern experience must be repeated.

Responsibilities of the Student Teacher

The following responsibilities were formulated through the observation and experiences of many people in agricultural education. Student teachers should carefully review and carry out the suggested responsibilities. They have been formulated to provide you with a meaningful experience.

1. Student teachers should arrange to have the necessary tuberculosis test and medical/ liability insurance, clearances, plus any other requirements of the cooperating school district, prior to **September 1st**.
2. Student teachers should arrive at the cooperating teaching center on time and be ready to go right to work.
3. Remember--the cooperating teacher is your immediate supervisor. Use proper channels of command and always go through the cooperating teacher before going to the principal and superintendent.
4. Student teachers are expected to become part of the teaching staff, and must be willing to accept certain obligations expected of all teachers on a staff and do a fair share. You are expected to attend department meetings, FFA meetings, and/or young farmer and adult education classes. At the same time, you are not assigned to the school to do "odd jobs" which are not required or expected of teachers.
5. Student teachers are to acquire and have available upon arrival at the school, safety glasses and a shop coat or coveralls for use in agricultural laboratory classes.
6. After arrival at the student teaching center, you should make an effort to become acquainted by:
 - meeting the school administration.
 - meeting other teachers, counselors, custodians, and others at the school with whom you will be working.
 - becoming familiar with and abiding by the policies and regulations of the school and agriculture department.
 - meeting and learning the names of all students in agriculture classes, and learning something about each person (SAE programs, their interests, etc.).
7. Student teachers will simply observe some classes at the beginning and be expected to lend assistance in others. You should always look for ways to assist the cooperating teacher in carrying out his/her work. **You should look ahead to tasks that must be done, and not always wait for instructions from the cooperating teacher.**
8. Student teachers should learn all that you can about teaching during the student teaching experience. You should obtain all the experiences possible in all phases of the agricultural education program including classroom teaching, agricultural laboratories, supervising agricultural experiences, working with adult classes, assisting with FFA activities, and working with advisory councils.

9. Student teachers should prepare written plans before teaching. These plans should be checked by the cooperating teacher far enough in advance so any recommended changes can be made. **AVOID LAST HOUR PREPARATION.** This applies to tests, field trips, panel discussions, committee meetings, use of audio-visual materials and the like. Regular systematic planning will help produce a better learning atmosphere.
10. Maintain an orderly business-like classroom atmosphere. You must first be firm and gain students' respect. As you gain experience, you can more easily direct and supervise class work which allows greater and more desirable student activity and freedom.
11. Endeavor to improve such things as handwriting, board work, use of English and spelling.
12. Do not talk down to the students, or go above their heads. Take into consideration their age and experience. Check often to see that the whole class is following the lesson. Study the work of the cooperating teacher always trying to determine why he/she did what he/she did.
13. Laboratory instruction will require the same level of careful planning and organization as the classroom. Keep in mind safety issues, instructional methods, and approaches. Secure materials and equipment in advance. Wear appropriate clothing.
14. Plan what the students are to observe or do while on field trips. Follow the trip up later in class with discussions, a quiz, further explanation, or other appropriate activities.
15. Use a variety of active learning methods, technology, and instructional techniques in teaching classes. Avoid lectures.
16. Be prompt in meeting all classes and appointments. It is better to arrive ahead of time than to rush into a room out of breath a split-second ahead of the bell. Be consistent in methods and relationships. Develop patience and self-control.
17. Demonstrate a professional attitude in all contacts in the school and community.
18. You should keep the cooperating teacher informed of your whereabouts. If foreseeable absences must occur, they should be discussed and approved by the cooperating teacher.
19. Personal appearance is important. Dress neatly, appropriately, conservatively, and according to school dress standards for teachers. Manners and posture are important.
20. Do not become socially involved with any students. This includes social networking sites.
21. Treat discussions in teachers' meetings with administrators, counselors, the cooperating teacher, and with students as confidential. Never criticize one student to

another, or criticize the class, other students, the cooperating teacher, the administrator, or the school to others.

22. Set aside time each day for a conference with the cooperating teacher. Invite and accept criticism and suggestions with an open mind. You are “learning to do,” and suggestions will be offered for professional improvement.

23. After each class, clean the room; straighten chairs, tables, and desks into an orderly fashion. Close windows and turn off lights at the end of the day.

24. Attend other school functions conducted outside the agricultural education department such as athletic events, plays, faculty meetings, and concerts.

25. Attend, if invited, agricultural and civic organization meetings in the community.

26. Before leaving the community, attend to all financial matters.

27. Before leaving the cooperating school, be sure to express appreciation to the cooperating teacher and administrators for the student teaching experience offered in their school. Follow this up with a written expression of appreciation.

28. The local school authorities have granted permission for student teaching in their school. The continuance of this privilege to those who will follow depends a great deal upon how well do your work and the manner in which you conduct yourself.

29. Read mail--paper and electronic--carefully each day and be prompt in answering correspondence.

30. Be prompt about returning phone messages.

31. Remember, the students enrolled in agricultural education are our ultimate concern. Your teaching, actions, and appearance will have an effect on them--make it good.

The Checklist to Student Teacher and Certification

To Student Teach Spring Semester

- Must have a GPA of 3.0**
- Obtain Act 34 Criminal Record clearance (file in 213 Ferguson Bldg., AEE Undergraduate Office)*
- Obtain Act 151 Child Abuse clearance (file in 213 Ferguson Bldg., AEE Undergraduate Office)*
- Obtain FBI Background Check (file in 213 Ferguson Bldg., AEE Undergraduate Office)*
- Get a TB test*
- Complete (or be currently enrolled) in the AEE Professional Development Series of courses (AEE 100, AEE 295, AEE 311, AEE 350, AEE 412, AEE 413)
[If a graduate student, work with your graduate advisor]
- Register for 12 credits of AEE 495; 2 credits of AEE 313
- Take 3 credits of literature from approved list (see advisor)
- Complete Student Teaching Application by February 26.
- Complete Student Teaching Placement Interview by March 1.

*Must be met at the start of the fall semester before you student teach

To Apply for a Teaching Certificate

- Successfully complete a student teaching experience and complete all courses required by PDE
- Application must be accompanied by a **\$100.00 postal money order** payable to Commonwealth of Pennsylvania
- Take and pass all PRAXIS (or PAPA) exams. PROVIDE COPY TO 213 FERGUSON BLDG., AEE UNDERGRADUATE OFFICE! (Check on the alternative scoring method if you fail a PPST.)
 - 10710 PPST – Reading
 - 20720 PPST – Writing
 - 10730 PPST – Mathematics
 - 30511 – Fundamental Subjects
 - 10780 – Agriculture: Specialty Area Test (PA)
 - 10435 – General Science: Content Knowledge (only if applying for certification in general science)
 - 10830 – Environmental Education (PA) (only if applying for certification in environmental education)
- Complete 80 practicum hours (file in 206 Ferguson Bldg., AEE Undergraduate Office)
- Take and pass WFED 413,
- Complete Teacher Certification Application – PDE 339
- Current CPR/First Aid Card

AEE 295- Reporting Form 1

Due by: June 1st

I visited with Mr./Ms. _____ on _____.

I spent approximately _____ hours visiting. I think the visit went _____.

_____ This looks like a good placement for me.

_____ I need to talk with Dr. Ewing about my placement.

Student Teacher's Name: _____

Cooperating Teacher's Signature: _____

Please mail, email, or hand-deliver this completed form to:

Renée Miller
209A Ferguson Building
University Park, PA 16802

------(cut)-----

AEE 295- Reporting Form 2

Due by: August 15th

I visited with Mr./Ms. _____ on _____.

I spent approximately _____ hours visiting. I think the visit went _____.

_____ This looks like a good placement for me.

_____ I need to talk with Dr. Ewing about my placement.

Student Teacher's Name: _____

Cooperating Teacher's Signature: _____

Please mail, email, or hand-deliver this completed form to:

Renée Miller
209A Ferguson Building
University Park, PA 16802

Literature Course Selections

For Instructional I Certification Candidates

All candidates formally admitted to Instructional I certification programs after August 15, 2001 must complete a 3 credit LITERATURE selection from the following list.

Additional courses focusing specifically on literature may be considered as substitutions for this PDE requirement through the usual petition process. **All teacher candidates must earn a grade of “C” or higher in their literature course.**

Forms for ED students are available at:

http://www.ed.psu.edu/edservices/petitions/acad_petition.asp

LITERATURE SELECTIONS:

CMLIT 001 (IL)	CMLIT 153 (IL)	ENGL 200
CMLIT 002 (IL)	ENGL 001	ENGL 201
CMLIT 003(IL)	ENGL 002	ENGL 221
CMLIT 004 (IL)	ENGL 003	ENGL 222
CMLIT 005 (IL, US)	ENGL 104	ENGL 231
CMLIT 006 (IL)	ENGL 129	ENGL 232
CMLIT 010 (IL)	ENGL 133	ENGL/CHEM 233
CMLIT 011 (IL)	ENGL 134	ENGL 240
CMLIT 083S (IL)	ENGL 135 (US)	ENGL 261
CMLIT 100 (IL)	ENGL 139 (US)	ENGL 262
CMLIT 101 (IL, US)	ENGL 140	ENGL 263
CMLIT 105 (IL)	ENGL 180	ENGL 265
CMLIT 106 (IL)	ENGL 182	ENGL 268
CMLIT 107 (IL)	ENGL 184 (IL)	CAMS 001
CMLIT 108 (IL)	ENGL 185 (IL)	CAMS 034
CMLIT 110 (IL, US)	ENGL 189 (IL)	CAMS 045 (IL)
CMLIT 111 (IL)	ENGL 191	
CMLIT 141 (IL, US)	ENGL 194 (IL, US)	

Verification form

All student teachers must complete and **return this form at the AEE Fall Final Presentation (December 17th)**. Include map and directions to the cooperating center from University Park. Form must be **typed**.

Name: _____ Student ID: _____

Cooperating Center: _____

School/Ag Ed department phone number: _____

Cooperating teacher's name: _____

Student teacher e-mail address: _____

Student cell phone number: _____

Mailing address and phone of student teacher while student teaching.

What time do you leave for school in the morning _____?

Student Teacher's Schedule:

	<u>Time</u>		<u>Grade</u>	<u>Course Title</u>
	<u>Start</u>	<u>End</u>		
Period 1	_____	_____	_____	_____
Period 2	_____	_____	_____	_____
Period 3	_____	_____	_____	_____
Period 4	_____	_____	_____	_____
Period 5	_____	_____	_____	_____
Period 6	_____	_____	_____	_____
Period 7	_____	_____	_____	_____
Period 8	_____	_____	_____	_____

List any dates that you **positively** know school will not be in session or you will not be at school.

****Please attach daily bell schedule and school calendar.**

Suggested Student Teaching Timetable

Preliminary Activities

- Visit Cooperating Center
- Identify your personal work area
- Identify classes and units that you will be teaching
- Learn about resources available (media, library, community, e-mail, etc.)
- Obtain class rosters, seating arrangements, daily schedule, etc.
- Secure copy of school policy manual and map of area
- Establish rules of the school, department, classes
- Review discipline procedures with cooperating teacher
- Become acquainted with safety procedures
- Identify students with special learning needs
- Establish housekeeping expectations

1st Week

- Report to Cooperating Center
- Visit with administration, teachers, community, etc.
- Observe classes that you will teach
- Prepare lesson plans for 1st and 2nd classes
- Identify student for Case Study – begin report (forms located in the Student Teaching Assignment Handbook)
- Complete as many items in AEE 495-Student Teaching Handbook as possible/practical
- Conduct at least one SAE visit with cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly report (form located in the AEE 495-Student Teaching Assignment Manual)

2nd Week

- Teach 1st class
- Observe the next class(es) you will teach
- Secure teaching materials for next class(es)
- Prepare lesson plans for 3rd and 4th classes
- Conduct at least one SAE visit with cooperating teacher
- Meet with cooperating teacher daily in conference
- Submit weekly report

3rd Week

- Add 2nd class to your teaching load
- Continue daily conferences
- Observe cooperating teacher in his/her classes
- Plan for 3rd and 4th classes
- Assist cooperating teacher with FFA and other activities
- Submit weekly report

4th Week

- Add 3rd class
- May move to less frequent conference schedule if directed by cooperating teacher (**minimum of one conference per week**)
- Plan for 4th and 5th classes
- Assist cooperating teacher with FFA and other activities
- Submit weekly report

5th Week

- Add 4th and 5th classes (as directed by cooperating teacher)
- Conduct at least one SAE visit with cooperating teacher
- Plan for remaining classes
- Assist cooperating teacher with FFA and other activities
- Submit weekly reports

6th – 11th Weeks

- Assume full teaching load
- Assist cooperating teacher with FFA and other activities
- Submit weekly reports

12th Week

- Debriefing – No teaching duties
- Assist in preparing for summer activities
- Secure material that will help in job search
- Prepare final materials for cooperating teacher (including project that you are to leave)
- Visit other programs
- Complete Student Teaching Assignments (found in AEE 495 Assignment Handbook)

Final Week of Semester

- Debriefing Seminar (AEE 313)

Cooperating Teacher Information

Cooperating Teacher Selection Process

The following steps were followed in determining eligible cooperating teachers for the student teacher placement. We recognized that those individuals selected will play an enormous role both in the development of our student teachers and in their eventual decision to enter the profession of agricultural education or not. We value and view them all as adjunct faculty in our department.

- Step 1:** Determine frame of eligible centers with metric of teaching experience.
(Note: minimum of four years as determined by the AEE Advisory Board).
- Step 2:** Mail post card for annual opt in to be considered for the placement. Three options on the post card: 1) Yes, I would like a 2011 Student Teacher, 2) I am interested, but not in 2011, and 3) No, I am not interested.
- Step 3:** Collect and Categorize Response Cards.
- Step 4:** Email Placement Policies (per AEE Advisory Board Recommendation; attached) to each of the cooperating teachers interested in 2011. Request form back in one week signed by both teacher and administrator.
- Step 5:** Provide list of eligible cooperating center with Placement Policy Form signed and on file to eligible student teacher candidates with student teacher application.
- Step 6:** Collect student teaching applications. Due in one week from acquisition. Applications time stamped upon remission and time submitted could play role in when multiple students request same site.
- Step 7:** Student teacher interviews with teacher education faculty. Cooperating center site is determined during interview.
- Step 8:** Confirm placement with cooperating center via phone call and attendance of cooperating teacher orientation in June at State FFA Activities Week.

Placement Policy Development

The following items have been developed by the Pennsylvania Agricultural Education community and are the major items considered when selecting schools for cooperating centers. The items are a result of a need to identify programs in Pennsylvania to help prepare future teachers in the agricultural education profession.

The items include both objective and subjective performance measures. The items are based upon the assumption that as career and technical educators, cooperating teachers are responsible for facilitating student learning of core competencies, reinforcing academic competencies, and preparing students for the world of work, and/or preparing students to be successful in continuing their education beyond high school. It is not expected that any school will meet all the items. The goal is to place student teachers at schools where most items are met.

Qualifications

- Employed as certified, full time agricultural education/agriscience teachers
- The Agriscience program is approved by the Pennsylvania Department of Education.
- The teacher has a minimum of four years of teaching experience in the agricultural education/agriscience content area, with at least two years at the current school.
- The teacher believes in the total agricultural education/agriscience program philosophy and incorporates classroom/laboratory instruction, supervised agricultural experiences and the FFA as intracurricular components of the coursework.
- The program advisory council is active and meets regularly throughout the year.
- The instructor has been approved to serve as a cooperating teacher by their school district administration.
- The teacher is a member of his or her professional associations.
- The teacher participates regularly in professional activities including CTE conferences.
- Interested in mentoring student teachers as part of their responsibility to the profession.
- Capable of working as an effective team member with the school administration, university faculty and student teacher.
- The physical facilities are maintained in a clean, safe and organized manner.
- The teacher utilizes an extended service contract for instructional activities.
- The teacher is committed to spending time with student teachers in planning and evaluation.
- Evaluate continuously their own effectiveness as teachers and strive for self-improvement
- Able to convey their knowledge of the teaching and learning process to others.
- Demonstrates a positive and enthusiastic attitude toward teaching and working with student teachers.

Teaching Internship Placement Policies

Last Updated: March 2012

1. Cooperating teachers have completed at least four years of full-time teaching experience, AND at least two years at their present school.
2. Cooperating teachers hold OR are making significant progress toward a master's degree OR regularly participate in professional development programs.
3. Cooperating teachers demonstrate professionalism, including active membership in PAAE AND/OR other appropriate professional associations. Please Indicate:

4. The agriculture curriculum in cooperating centers reflects current trends and initiatives, especially in agriscience.
5. Agriculture programs at cooperating centers have active FFA chapters with a program of activities (POA) that ensures a sound FFA advising experience for the intern.
6. A majority of agriculture students enrolled at the cooperating center have active SAE programs. The cooperating teacher's philosophy and practice should support SAE programs and on-site supervision.
7. Cooperative teachers teach agriculture the majority of their instructional time.
8. School administrators in cooperating centers are supportive of the agriculture program.
9. Adequate and well-organized/maintained laboratory and classroom facilities are present in the agriculture program at the cooperating school.
10. Cooperating teachers will encourage their intern to use problem solving teaching and student-centered teaching methods on a regular basis.
11. Cooperating teachers will attend a seminar designed to prepare and assist them in successfully supervising their intern. The seminar will normally be held prior or during the PAAE Summer Conference.

Students will not be placed in their home high school or with their high school agriculture teacher. Final intern placement decisions will be made by teacher education faculty in the Agricultural and Extension Education Program in cooperation with prospective cooperating schools and teachers.

Signed: Agriculture Teacher

Date

Signed: School Administrator

Date

Responsibilities of the Cooperating Teacher

1. Attend a designated cooperating teacher orientation meeting in June or July.
2. Introduce the student teacher to the following individuals: district administration, faculty, staff, parents and community members.
3. Creates an atmosphere of acceptance of the student teacher by the students, parents, faculty and staff
4. Examine school policies, regulations, practices, classroom organization and management items with the student teacher
5. Review faculty and student handbooks with the student teacher
6. Provides a desk or work space, necessary instructional materials, resources, supplies and equipment
7. Guide lesson planning and material development. Specifically provide student teacher with units of instruction in that Fall preceding the student teaching semesters that the student teacher will be responsible for during internship.
8. Explain goals and objectives in relation to curriculum scope and sequence
9. Provide a positive learning experience
10. Provide opportunity for the student teacher to fulfill routing tasks and activities
11. Provide continuous support, conferences and feedback opportunities
12. Provide opportunities for observation and participation in experiences beyond the immediate classroom
13. Promote personal and professional growth
14. Provide opportunities for the student teacher to assume the role of the FFA advisor from time to time
15. Establish guidelines and expectations for the student teacher to complete as the supervised agricultural experience supervisor

Typical procedure for assuming teaching responsibility at the Cooperating Center

1. The student teacher will observe the cooperating teacher for one week. The cooperating teacher will introduce the student teacher to each class. The student teacher should be sincere and friendly-but reserved, and learn the names of all students.
2. During the second week, the student teacher should begin to teach class.
3. The cooperating teacher will add one class per week until the student teacher has up to a full load of classes during the sixth week.
4. The student teacher should then teach a full class load for the next six weeks.
5. The cooperating teacher will reduce the student teacher's class load during the last couple weeks.
6. The cooperating teacher should offer written formal feedback to the student teacher regarding at least one class per week. Please see Evaluation Section of Guidebook.

**Alternate procedures for assuming teaching responsibility may be worked out at the discretion of the cooperating teacher.*

Roles of Cooperating Teachers

In general, the cooperating teacher usually influences the quality of the student teaching program more than any other single person, and is responsible for guiding and assisting you toward professional and technical growth.

The cooperating teacher is often asked to function in the complex and sometimes conflicting roles of successful agriculture teacher, teacher educator, and counselor. Although each role makes demands on the time, energy and professional resources of the cooperating teacher, each role will help you bridge the gap between theory and practice, between college student and professional teacher. Specifically, cooperating teachers will give guidance, advice and direction in the following areas:

1. Planning instruction: This will include activities such as setting up a teaching calendar, determining a time frame for assuming teaching responsibilities, planning and developing instructional units, lesson plans and laboratory experiences, and obtaining and preparing instructional materials. This information should be shared in the Fall preceding the student teaching semester.
2. Execution of instruction: Cooperating teachers will advise on the appropriateness of various instructional strategies, the availability and use of audio and/or visual media, and the degree to which personal mannerisms and “style” influences the quality of the presentation.
3. Evaluation of instruction: The cooperating teacher will help establish criteria for student performance and student evaluation. In addition, they will critically evaluate your teaching performance as a step in helping to reach standards of excellence. **One evaluation per week should be completed (See Evaluation Section of Guidebook).**
4. Program management: Learning activities designed to give you practice in maintaining the laboratory, managing equipment, and handling supplies are an extremely important part of the program.
5. Interpersonal relationships: As a part of the student teaching program, you will be given the opportunity to gather data about students, conduct individual and group conferences, plan and conduct student activities and assist students in applying for employment. You will also make home visits to students.
6. Professional development: The cooperating teacher will encourage and invite you to attend regional, district and statewide professional development activities. These may include PAAE, ACTE, PA-ACTE and NAAE meetings. In addition, you should attend faculty and departmental meetings, as well as administrative and parent conferences.

7. FFA activities: The cooperating teacher will go to great lengths to orient you to the FFA, as well as provide opportunities to assist in developing the yearly program of work, counseling students in working for degrees and preparing for Career Development Events (CDEs), participating in planning, organizing and publicizing organization activities, and preparing state and national reports.

In addition to the specific activities mentioned above, the cooperating teacher will provide time for you to become acquainted with the local administration, school building, special services available and supporting staff.

Cooperating teachers are selected because of their willingness to make themselves, their materials and facilities, and their classes available for the student teaching experience needed by you. You are to utilize the services and facilities of the cooperating teacher to obtain maximum benefit and professional growth.

Evaluation by the Cooperating Teacher

During the course of your student teaching experience, your cooperating teacher will continuously monitor your performance on both an informal and formal basis. At key points during student teaching, the cooperating teacher will be asked to fill out “formal” evaluation forms on your teaching performance and professional growth. Your cooperating teacher will complete the following forms.

A teaching evaluation form: This evaluation form will provide feedback and guidance on your teaching performance, classroom management, and instructional competencies. You need to schedule a **weekly class/lab observation** with your cooperating teacher and file a copy of his/her observation in your notebook. A copy of this form is available in this section. **See Evaluation Section of Guidebook.** Please make additional copies as needed. It is critical that formal written evaluation is provided. Other forms can be used if approved by the student teacher coordinator.

Midterm/final evaluation reports: At the midpoint and conclusion of your student teaching experience, the cooperating teacher will complete an evaluation form for the student teacher. You will be rated on a series of competencies considered to be essential to successfully completing your job as a teacher of agriculture. At this time, the cooperating teacher will suggest a grade for the semester. Copies of these forms are found in this section. **See Evaluation Section of Guidebook.**

Assessment of Teacher Candidate

This list is a **suggestion** of weekly assessments for cooperating teacher. All assessment forms can be found in the appendices. It is also suggested to periodically review the inventory of student teaching experiences with the student teacher.

Week 1 – Student are to observe only. No evaluation forms need to be completed.

Week 2 – Complete at least one observation form. See examples provided in Appendices.

Week 4 – Complete at least one observation form See examples provided in Appendices.

Week 6 – Complete one Mid-term Summative Assessment, and one Mid-term Accomplished Practices Assessment.

Week 7 – Complete at least one observation form See examples provided in Appendices.

Week 9 – Complete at least one observation form. See examples provided in Appendices.

Week 11 – Complete at least one observation form. See examples provided in Appendices.

Week 12 -- Complete one final Summative Assessment, and one final Accomplished Practices Assessment.

Week 13 -- Interns should have no teaching responsibility this week. No evaluation forms need to be completed.

NOTE:

Cooperating Teachers are strongly encouraged to review the new Pennsylvania Department of Education Evaluation of Teachers process with the candidate.

Supervised Agricultural Experience Program

1. Conduct at least two supervisory SAE visits with the cooperating teacher.
_____ 1st visit – (indicate type of SAE)
_____ 2nd visit – (indicate type of SAE)

NOTE: 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, State FFA Degree applications, and American FFA Degree applications.

FFA / Student Organization Supervision

- _____ 1. Serve as advisor for at least one chapter meeting.
 - _____ 2. Meet with executive committee in planning meeting and attend.
 - _____ 3. Assist in planning at least one major FFA activity.
 - _____ 4. Assist in completing (or reviewing chapters if already submitted) a minimum of five of the seven following FFA forms:
 - _____ a. Proficiency Award
 - _____ b. Chapter Award Program
 - _____ c. State and/or American FFA Degree applications
 - _____ d. FFA Roster
 - _____ e. Alumni Roster
 - _____ f. Program of Activities
 - _____ g. Food for America
 - _____ 5. Assist in training at least one Career Development Event team/activity.
 - _____ 6. Assist in a fund-raising activity.
 - _____ 7. Assist the FFA Reporter in preparing news articles.
 - _____ 8. Prepare an order to the National FFA Supply Service (FFA Unlimited).
 - _____ 9. Review and evaluate a program of activities with student officer teams that will involve all students in the department.
 - _____ 10. Complete a written critique/review of the election process for chapter officers.
-

Laboratory

- _____ 1. Develop a student rotational method of basic skills instruction for an Ag Mech or other laboratory based program.
- _____ 2. Discuss with cooperating teacher any student payment procedures/lab funding activities.
- _____ 3. Discuss with cooperating teacher how supplies are procured (purchase requisitions, bidding, ordering).
- _____ 4. Discuss with cooperating teacher the types of chapter monetary accounts (resale, budget, etc.).
- _____ 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 sources of lab supplies.
- _____ 8. Discuss with cooperating teacher the complete safety program (glasses, safety zones, safety quizzes, etc.).
- _____ 9. Plan and conduct at least one demonstration.
- _____ 10. Develop a student evaluation system for laboratory exercises.
- _____ 11. Inventory lab equipment.
- _____ 12. Develop a system for laboratory clean-up.
- _____ 13. Discuss with cooperating teacher how shared teaching aids are secured.
- _____ 14. Discuss with cooperating teacher how to obtain books, films, and teaching aids.

Adult Instruction

- _____ 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).

Marketing the Ag Ed Program

- _____ 1. Compare the demographics of students in the agriculture program to the student body.
- _____ 2. Develop a recruitment plan for the department (copy to be left with cooperating teacher).
- _____ 3. Write and submit for publication at least one newspaper article.*
- _____ 4. Construct a recruitment brochure for the department (copy to be left with cooperating teacher).*
- _____ 5. Prepare a bulletin board display for classroom.*
- _____ 6. Develop a recruitment letter for prospective students.*
- _____ 7. Develop a recruitment letter for a student's parents.*
- _____ 8. Conduct at least one recruitment activity.*

* *Can be coordinated with local FFA Chapter Members/Committees*

Other Suggested Activities (indicate date completed)

- _____ 1. Attend a civic club meeting (local community organization: Kiwanis, Lions, etc).
- _____ 2. Attend a professional meeting of Pennsylvania Association of Agricultural Educators (PAAE). (Required)
- _____ 3. Review all required departmental report forms (local and state).
- _____ 4. Assist in preparing a summer calendar.
- _____ 5. Interview school administrator concerning job interviews, applications, professionalism.
- _____ 6. Attend one school assembly.
- _____ 7. Visit at least one other agriculture department for one day (Required).
- _____ 8. Attend one local advisory committee meeting (CTE or Ag Ed).
- _____ 10. Observe a teacher in the school – other than an agriculture teacher (Required).
- _____ 11. Attend all faculty meetings.

Signed: _____

Student Teacher

University Supervisor Information

Supervision and the role of supervisors have long been popular topics of discussion in educational circles. Educational scholars have debated for years about a definition of supervision, its purpose, what a supervisor does, and “who” is a supervisor. While theoretical differences abound, there is virtually unanimous agreement as to the role of the supervisor in the student teaching program. The ultimate goal is to enable student teachers to increase their skill in instructional techniques, to improve their teaching performance, and to develop their own presentation styles.

While it is generally recognized that many persons engage in “unofficial” supervision of student teachers, it is important to note that one person--your cooperating teacher--has been designated and accepted the major responsibility for supervising your student teaching program.

The supervision you receive during your student teaching will be most effective if you clearly understand the role of both the cooperating teacher and the university supervisor.

The Responsibilities of University Supervisor

The university supervisor is a specialist in education who provides educational leadership and liaison between the cooperating school and the university. The cooperating teacher and university supervisor work as a team to provide you with learning experiences that will ensure professional growth. The university supervisor is actively involved throughout the student teaching experience. Major duties and responsibilities of the university supervisor during student teaching are:

1. To visit, observe, and evaluate you engaged in the teaching process, and then discuss progress and offer constructive advice regarding improving teaching performance.
2. To confer with the cooperating teacher regarding your teaching performance and professional growth.
3. To interpret and explain the department’s philosophy, requirements, and standards for a quality student teaching program. In brief, the university supervisor is a liaison between the university, the student teacher, and the cooperating school and teacher.
4. To serve as an educational specialist and resource person for both the cooperating teacher and the student teacher. Occasionally, the student teacher or the cooperating teacher may have need for special services, programs, facilities, equipment or personnel available through the university. The university supervisor can frequently make arrangements to handle these requests through the department.

Evaluation by the University Supervisors

Visit and observation: Periodically throughout the student teaching experience the university supervisor will visit the school and observe the student teacher engaged in the teaching process. On each visit the university supervisor will complete a Form A: Evaluating of Teaching Performance for each class that the university supervisor observes the student teacher teaching. The Evaluating of Teaching Performance form will document the student teacher's performance on that day and, when viewed collectively, will chart the student teacher's progress over the course of the student teaching experience. At the conclusion of a visit, the university supervisor will discuss the evaluation form with the student teacher, or with the student teacher and the cooperating teacher. **See Evaluation Section of Guidebook.**

Pennsylvania statewide evaluation form for student professional knowledge and practice: The PDE 430 will serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice (once at mid point and once during final weeks) during the 12-week (minimum) student teaching period by the university supervisor.

Instructional Plan Check List

To be completed by the university supervisor

Observer _____ Course _____

Teacher Candidate _____ Cooperating Teacher _____

Instructional Area _____ Date _____

1 2 3 4 5
 Below Average Above Average

Evaluation	Essential Elements of an Instructional Plan	Comments
1 2 3 4 5	1. The Title includes the name of the Course, Unit, and Instructional Area . The name of the Instructional Area implies action.	
1 2 3 4 5	2. Materials Needed , including the equipment, supplies, references, and other resources needed to teach the lesson, are identified.	
1 2 3 4 5	3. A purpose is written to tie the subject matter to be learned to students' everyday lives. The purpose summarizes what you want the students to know.	
1 2 3 4 5	4. Objectives, Questions, or Competencies are identified that will lead to accomplishing the purpose. Objectives and questions are written to include the desired <i>performance</i> . Objectives may also include the <i>condition(s)</i> under which the performance will be measured and the <i>criteria</i> by which the objective will be evaluated. Competencies must include all three	
1 2 3 4 5	5. The interest approach (motivation) creates a "felt-need to learn" and leads learners into defining the problem(s) to be solved.	
1 2 3 4 5 (x 5)	6. Instructions are outlined for completing the objectives/questions/competencies , including an outline of the content.	
1 2 3 4 5	7. Appropriate activities are planned for learners to apply the concepts, principles, and/or skills learned.	
1 2 3 4 5	8. A summary of the important concepts is included for each objective/question/competency.	
1 2 3 4 5	9. Appropriate plans are outlined and instruments developed for evaluating the learners and/or instruction .	
1 2 3 4 5	10. Plans are made to bring closure to the lesson.	

Supervision/ Communication Plan

PSU AEE Teacher Candidate Supervision/Communication Plan

Teacher Candidate

- Attend weekly online (adobe connect) meetings from 5:45pm-6:45pm on Tuesday Evenings. Sessions will begin on January 22nd and the last session will occur on April 16th (13 sessions). Teacher candidates will be expected to attend 70% of the meetings (9 sessions).
- Submit weekly journals to University Supervisors by Friday at 5pm.
- Attend two group seminars (one in February and one in March).
- Prepare for two university supervisor visits (February & April)

University Supervisor

- Respond to weekly journal submissions from all teacher candidates with specific suggestions
- Attend Weekly online meetings as desired.
- Provide specific concerns from weekly journals to student teacher coordinator to address in weekly Tuesday meetings
- Conduct on-site evaluation of student teacher a minimum of two times completing the PDE 430 form. Visits should ideally occur in late February and Early April

Cooperating Teacher

- Complete weekly 5 minute emailed survey on teacher candidate progress.
- Respond to summary of surveys in the NAAE Community of Practice for Clinical Faculty
- Conduct a minimum of 12 formal written evaluations (once per week) of teacher candidate performance.

Student Teacher Coordinator

- Assign University Supervisor to each teacher candidate
- Conduct weekly online meetings for teacher candidates
- Facilitate two group seminars for teacher candidates
- Conduct weekly cooperating teacher survey
- Monitor Clinical Faculty Community of Practice

Expectations for On Site Visits

Expectations for the Teacher Candidate Interns

1. Have the day's lesson (instructional) plans ready for review upon the university supervisor's arrival.
2. Complete a **Pre-observation Worksheet** on each class to be observed.
3. Be prepared to explain the objectives for the classes being taught the day of the visit.
4. Describe how the lesson objectives will be accomplished.
5. Prior to the arrival of the university supervisor, organize copies of each weekly evaluation (one for each week of the internship that the intern has been teaching).
6. At the end of the day (or when appropriate), join the cooperating teacher and the university supervisor in a feedback conference concerning the day's lessons and activities.
7. Have the instructional organization system of previous lessons instructed ready for review with University Supervisor

Expectations for the Cooperating teacher

1. Prior to the arrival of the university supervisor, the cooperating teacher should verify that the intern has a copy of each weekly evaluation (one for each week of the internship that the intern has been teaching).
2. During the first visit by the university supervisor, be present with the university supervisor in the classroom or laboratory to observe the intern teach.
3. Complete the Summative Student Teaching Internship Evaluation (mid-term and final report).
4. Participate in the feedback conference with the student teaching intern and the university supervisor at the conclusion of each university supervisor visit.
5. Share any concerns that might strengthen the intern's preparation program.

Expectations for the University Supervisor

1. Arrive at the cooperating department in time to participate in a pre-teaching conference and to adequately review the day's teaching plans with the student teaching intern prior to the start of classes.
2. Observe teaching with the intent of providing support and encouragement and as reinforcement of successful teaching patterns to the interns. Complete appropriate observation forms.
3. Provide intern with objective feedback on the current state of their instructional skills.
4. Analyze what happens in the classroom in terms of the objectives for the lesson.
5. Lead the intern and the cooperating teacher in a feedback conference concerning the lessons taught.
6. Assist the intern and cooperating teacher in diagnosing and solving instructional problems.
7. Review with the intern the Summative Performance Based Student Teaching Internship Evaluation completed by the cooperating teacher.
8. Review progress of all AEE 495 Assignments.

Pre-Observation Worksheet

Student Teaching Intern

School

Date

Course

Period(s)/Time(s)

Grade/Level

Intern Completes Prior to University Supervisor's Scheduled Observation

How will you start the lesson to tie it to previous learning and to create students' interest?

What are the lesson's objective(s)? How will you make students aware of the lesson's objectives?

What teaching/learning activities will take place?

How will you check student understanding of the lesson objectives?

What particular teaching behaviors do you especially want monitored?

Are there special circumstances of which the supervisor should be aware?

Teaching Intern's Signature

University Supervisor's Signature

Evaluations

Grading

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 (50%): 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 attend online faculty meetings twice during the semester using Adobe Connect.

Final Portfolio (15%): All completed reports, evaluations, lesson plans, assignments, and other pertinent information related to the student teaching experience should be in the portfolio and labeled so that it can be easily reviewed at each visitation by the university supervisor. This 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 (5%): Three components: Online Faculty Meetings, Weekly Journals, and Microblogging. A daily log using the template given in the assignment handbook. Due at the end of each week (by Friday). Journal Entries can be emailed or faxed to the university supervisors. Late Journals will not be awarded a grade, but must be submitted to complete course requirements..

University Grading System

The grades A, B, C, D, and F indicate the following qualities of academic performance:

- A (excellent) indicates exceptional achievement
- B (good) indicates extensive achievement
- C (satisfactory) indicates acceptable achievement
- D (poor) indicates only minimal achievement
- F (failure) indicates inadequate achievement necessitating a repetition of the course in order to secure credit

Student Teaching Internship Evaluation
(Mid Term Due March 1st & Final Due April 28th)

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 25%.

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 50%.

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 25%.

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, 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

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:

Signed:

Intern Cooperating Teacher

University Supervisor Date

Submit Original to:

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

Submit Copies to Teaching Intern and Cooperating Teacher

GRADE ASSIGNMENT Form

Student Teaching Intern _____ Cooperating School _____

University Supervisor _____ Cooperating Teacher _____

Assignments / Assessment Criteria	Midterm	Final	Percent of Grade	Score
Cooperating Teacher's Evaluations Midterm Summative Evaluation Final Summative Evaluation			50	
University Supervisor's Evaluation Face to Face Observations (2) Open Communication			30	
Communication Expectations <u>Weekly Journals:</u> Due at the end of each week (by Friday) Reports to be emailed or faxed to university supervisor Late reports will not be awarded a grade, but must be submitted to complete course requirements <u>Weekly Faculty Meetings:</u> Attend a minimum of 70% of meetings on Tuesdays from 5:15-6:15pm <u>Micro-blogging:</u> Successfully tweet to the list a minimum of once a week.			5	
Final Portfolio of Assignments			15	
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%
- E = Below 70%

Grades in Student Teaching

Standards for “A” Grade

A student may be awarded an “A” when the Department of Agricultural and Extension Education 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 Department of Agricultural and Extension 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 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 certification.

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)(j)(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)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Interviews | See Attached 430-A | | |

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 √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)(j)(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)

<input type="checkbox"/> Classroom Observations	See Attached 430-A	<input type="checkbox"/> Student Assignment Sheets	See Attached 430-A
<input type="checkbox"/> Informal Observations/Visits	See Attached 430-A	<input type="checkbox"/> Student Work	See Attached 430-A
<input type="checkbox"/> Assessment Materials	See Attached 430-A	<input type="checkbox"/> Instructional Resources/ Materials/Technology	See Attached 430-A
<input type="checkbox"/> Student Teacher/Candidate Interviews	See Attached 430-A	<input type="checkbox"/> Other	See Attached 430-A

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 √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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),(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)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Instructional Resources/Materials/
Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher Interviews | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Written Documentation | See Attached 430-A | | |

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 ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: _____
Student/Teacher Candidate: _____

Date:

Date:

(Confidential Document)

Appendices

Appendix A: Student Teaching Application

DATE SUBMITTED: _____
Time _____

Application for Student Teaching Internship

_____ AEE PRODT _____ AEE ENVSC _____ Program Year

Name _____ Student ID# _____

Local address _____

Local phone _____

Semester standing _____ Academic Advisor _____

Major area of emphasis _____ Planned date of graduation _____

High school attended _____ County _____

Did you take ag. education classes in high school? ___ No ___ Yes If yes, how many years? _____

Were you in 4-H? ___ No ___ Yes If yes, how many years? _____

Were you ever in FFA? ___ No ___ Yes If yes, how many years? _____

Describe your experiences in agriculture or environmental programs
(use additional page if necessary)

Briefly describe any occupational, college or community experiences you have had that would help in determining your student teaching placement (use additional page if necessary)

OCCUPATIONAL _____

COLLEGE _____

COMMUNITY _____

#####

Office Use Only

Assignment: _____ Co-op Teacher _____

When did/will you complete the following courses:

AEE 100	_____	AEE 412	_____	SPLED 400*	_____
AEE 295	_____	AEE 413	_____		
AEE 311	_____	EDPSY 14	_____		
AEE 350	_____	EDTHP 115	_____		

*or WFED 413/SPLED497a

Please indicate which of the following certification requirements you have met

GPA 3.0 required – Your GPA _____

Literature Course ___ No ___ Yes If yes, what course did you take? _____

PRAXIS Tests

PPST Reading _____ Passed Scheduled to take _____ (date)

PPST Writing _____ Passed Scheduled to take _____ (date)

PPST Math _____ Passed Scheduled to take _____ (date)

Fundamental Subjects:

Content Knowledge _____ Passed Scheduled to take _____ (date)

Agriculture (PA) _____ Passed Scheduled to take _____ (date)

General Science _____ Passed Scheduled to take _____ (date)

If AEE ENVSC

Env Education _____ Passed Scheduled to take _____ (date)

80 hours work experience with youth - documentation to 213 Ferguson Building

40 hours with youth ___ Yes ___ No

40 hours with Youth (Culturally/Socially/Ethnic/ESE) ___ Yes ___ No

In selecting a student teaching location, it is extremely important that you be placed in a school that is compatible with your needs, abilities, and expectations. For this reason we invite you to participate in the selection.

Using the approved list of schools attached, select three schools at which you might like to student teach.*

1st choice _____

Reason for selection _____

2nd choice _____

Reason for selection _____

3rd choice _____

Reason for selection _____

If you would like, a student teaching location will be chosen for you.

_____ Yes, please select a location for me.

*NOTE: Final assignment of student teachers is the responsibility of the agricultural education faculty. Your selection of a student teaching location does not guarantee that you will be placed in that location.

Are there any special circumstances relative to your placement that we should know about?

APPLICATION DEADLINE:

Please contact Student Teacher Coordinator

Submit to:

213 Ferguson Building,
University Park, PA 16802

***Appendix B:
Penn State Teaching Evaluation Form***

The Pennsylvania State University
Department of Agricultural and Extension Education

Teaching Evaluation Form

Student Teacher _____ Cooperating Teacher _____ Date _____
Class/Topic _____

Criteria	Rating Scale*	Notes
PREPARATION FOR TEACHING		
• An effective interest approach was utilized	E VG G F NO NA	
• The question "why do we need to study this lesson?" was adequately answered	E VG G F NO NA	
• The question "what do we need to learn to be able to do?" was adequately answered	E VG G F NO NA	
• The objectives were clear and appropriate	E VG G F NO NA	
PRESENTATION		
• The content taught was accurate and appropriate	E VG G F NO NA	
• Appropriate teaching techniques/methods were used	E VG G F NO NA	
• Key points were summarized clearly and concisely	E VG G F NO NA	
APPLICATION		
• Application of content learned was provided for	E VG G F NO NA	
• Active learning approaches were utilized	E VG G F NO NA	
EVALUATION		
• The lesson objectives were accomplished	E VG G F NO NA	
THROUGHOUT THE LESSON		
• Questioning techniques were used effectively	E VG G F NO NA	
• Instructional aids (chalkboard, visuals, etc.) were used effectively	E VG G F NO NA	
• Verbal and non-verbal behavior reinforced desirable behavior	E VG G F NO NA	
• Attention directed to all students and eye contact maintained	E VG G F NO NA	
• Interest was maintained	E VG G F NO NA	
• Teacher was professional in conduct and dress	E VG G F NO NA	
• Classroom, shop, or lab was well managed	E VG G F NO NA	
• Discipline was maintained	E VG G F NO NA	
• Time was used effectively	E VG G F NO NA	
• The prepared lesson plan was utilized	E VG G F NO NA	
• Teacher was resourceful and creative	E VG G F NO NA	

*Scale: E=Excellent; VG=Very Good; G=Good; F=Fair; NO=Not Observed; NA=Not Appropriate for lesson

Comments:

Student Copy

Revised 6/15/10

Appendix C: Additional Example Summative Teaching Assessment

SUMMATIVE PERFORMANCE 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	

Appendix D: Additional Example Formative Teaching Assessment

SAMPLE TEACHING PERFORMANCE REVIEW

Teacher: Nittany Lion Date: 4 / 1 / 2012 Observer: Joe Pa

Lesson/Objective: Floral Design: Making a corsage

Effective Performance (Things That Worked Well)	Suggestions / Comments / Questions
-Took role and reported	
- Distributed completed test in orderly manner	-Should you recognize the high scorer(s)?
- Directed study – moved around room learners	-Rather than just telling students to finish up
checking on progress, giving feedback,	from yesterday, restate the objective and
keeping on-task.	what the students' assignment was – helps
-Good review –asked students to write what	get them on task for the day. (Re-focus on
they learned from yesterday. Tied to	the lesson from the previous day.)
today's lesson,	assignment.
	-Faced left side of room ~ 80% of time. Why?
-Well-prepared for class. Students noticed	
your effort. Improved student performance.	
-Questions asked of students were distributed to	-What are other ways to ask questions?
a variety of students around the room.	
-Good use of media; not just CB or PPT.	-Consider bringing real items to class.
-Good use of demonstration.	
-Good use of movement and questions to control	-Could you have video-taped demonstration for
<i>off-task</i> behavior.	later use? How? Consider use of more
	feedback to students who demonstrated.
	-Why was Tom disruptive? What would have
	been your next option?
	-Would resource person have been warranted?
	-Need to bring CLOSURE to the lesson, not
	just “ that's it for today.”

Appendix D: Professional Organization Membership Form

NAAE Membership Form

Complete this form and return to the University Supervisor by the end of finals week of Autumn Quarter.

Top of Form

Full Name:

Job Title:

Work Place:

Mailing Address:

City:

State:

Zip:

Telephone: - - ext.

Fax: - -

E-mail:

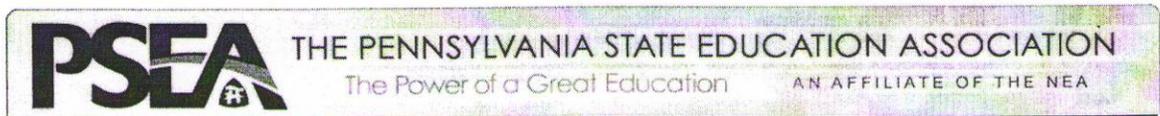
Gender: Male Female

University (Student Members Only)



Please sign me up for the US Agriculture Education listserv. The listserv will allow me to stay in touch with agriculture teachers across the United States.

Appendix E: PSEA Student Membership Form



Join PSEA

The Pennsylvania State Education Association (PSEA) unites and supports 191,000 public school teachers, education support professionals, higher education faculty and staff, health care professionals, students studying to become educators, and retirees.

PSEA bargains compensation and benefits for members, protects your rights, and advocates for your professions. We are a strong voice for public education and working families in Pennsylvania.



We share a common purpose, vision, values and goals. We advocate for public education, children, and our members' professions, whether they are teachers, maintenance employees, nurses, retirees, custodians, secretaries, classroom aides, school psychologists or librarians.

People don't just join PSEA to hold a membership card, they join a statewide network of individuals with similar struggles, successes and goals. Members are PSEA. Members form a strong community of dedicated, caring professionals who support each other at the bargaining table, in the work place and in our communities.

How to Join

- Professional educators and education support professionals - join PSEA by contacting your local association president. [Find your local](#)
 - EA and ESP members also can print out a [PSEA membership form](#) (PDF) and submit to your local president or membership chair.
- Retired members can join PSEA-Retired by completing an [enrollment form](#) (PDF) or [join online](#).
- College students studying to become teachers can [join Student PSEA online](#).
- Health care professionals can join HealthCare-PSEA by visiting the [HealthCare-PSEA website](#).
- If you work in an educational or health care setting in Pennsylvania and are not represented by a union, [contact PSEA's organizing team](#) to learn more about PSEA membership.

Belonging to PSEA and local associations gives members a voice in their salaries, their careers and their jobs. We are stronger and more effective speaking with one voice.

PSEA offers programs and services tailored especially for member needs:

- We make sure you receive fair and equitable treatment in the work place.
- We bargain for better salaries, benefits and working conditions for you.
- We work with elected officials to pass laws, policies and regulations that advance public education and your careers.
- We make sure that your professions receive the respect that they deserve.
- We provide professional development to help you become better at your job, no matter what your profession or how long you've been working.

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