

### NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):  
**Agricultural Education Teacher Certificate**

Program Designation:

**CERTIFICATE**

Associate's Degree

Master's Degree

Bachelor's Degree: 4 Year

Specialist

Bachelor's Degree: 5 Year

Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation: Fall 2019

CIP Code: 010801

Delivery Site(s): Clemson University Main Campus

Delivery Mode:

Traditional/face-to-face  
\*select if less than 25% online

Distance Education

100% online

Blended/hybrid (50% or more online)

Blended/hybrid (25-49% online)

Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):

- Dr. Jean Bertrand, Interim Associate Dean for Undergraduate Studies, College of Agriculture, Forestry, and Life Sciences, [jbrtrnd@clemson.edu](mailto:jbrtrnd@clemson.edu), [864-656-5333](tel:864-656-5333)
- Dr. Catherine A. DiBenedetto, Assistant Professor, Agricultural Education Program, [cdibene@clemson.edu](mailto:cdibene@clemson.edu), 864-656-0296
- Dr. Jeremy King, Associate Provost for Institutional Effectiveness [jking2@clemson.edu](mailto:jking2@clemson.edu) ; 864-656-1492

*Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):*

Department of Agricultural Sciences: 9/3/2018  
College of Agriculture, Forestry, and Life Science: 9/11/18  
Undergraduate University Curriculum Committee: 10/5/18  
Provost: 10/1/18  
President: 10/1/18  
Board of Trustees: 10/19/18

### **Background Information**

*State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.*

The Clemson University College of Agriculture, Forestry and Life Sciences (CAFLS) proposes to create a 43-credit hour Agricultural Education Teacher Certificate to prepare students for initial South Carolina teaching certification in agriculture. The Bachelor of Science degree in Agricultural Education, offered by Clemson University, is currently the only academic program in South Carolina approved by the State Department of Education to prepare students to teach agricultural education in middle and high schools. The purpose of the Agricultural Education Teacher Certificate is to provide a pathway for students obtaining degrees in other agricultural specialties, such as animal science, horticulture and forestry, to be certified to teach agricultural education and meet the growing demand for highly-qualified teachers.

The Agricultural Education Teacher Certificate is designed to meet the career needs of students in a specialized field of agriculture who aspire to teach agriculture at the secondary (7-12 grade) level. The proposed Agricultural Education Teacher Certificate allows students to use their current undergraduate coursework (taken toward a BS degree in an agricultural-related specialty area) while providing both educational foundation pedagogy courses and courses specific to teaching agricultural content. Enrolled baccalaureate students can complete a Clemson undergraduate degree within CAFLS and the agricultural education teacher certificate. The program culminates in a directed teaching experience. Upon completion of the certificate and a BS degree, the student will be eligible to be recommended for South Carolina teacher certification. The agricultural education teacher certificate will also be available to individuals who currently possess a BS degree in an agricultural-related field.

#### **Target Audience**

The target audience for this certificate is comprises both (a) current Clemson students in the College of Agriculture, Forestry, and Life Sciences, and (b) non-degree seeking students who currently hold an agriculture-related bachelor's degree from an accredited institution. Current Clemson students will complete a Clemson undergraduate degree in CAFLS and the Agricultural Education Teacher Certificate. Upon completion of the certificate and a relevant BS degree, the student will be eligible for teacher certification. Additionally, non-degree seeking who currently hold a BS degree in an agriculture-related field are eligible to apply directly to the certificate. The admission requirements for current CAFLS students and non-degree seeking students are discussed under the section on Curriculum.

**Alignment with ClemsonForward:**

As can be seen inherently in its design, the proposed certificate supports the University's land-grant mission to improve the quality of life for citizens of SC by developing and delivering research and educational programs that support the agriculture and forestry sectors. Furthermore, the program aligns with the ClemsonForward engagement-oriented strategic target of providing high impact, evidence-based academic and global engagement opportunities for students as it generates a new opportunity for CAFLS students to expand their career choices through the completion of SC teaching certification requirements. Graduates of the Agricultural Education Teaching Certificate will be equipped to embody the CAFLS college vision of creating future leaders while delivering research-based discoveries as they translate those research discoveries for the students of South Carolina public schools.

**Assessment of Need**

*Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.*

The National Association of Agricultural Educators (NAAE) report 8,471 school-based agricultural education programs employing 12,290 teachers. Over 1,800 new agricultural educators were hired across the United States in 2017. However, there are concerns regarding the future availability of agricultural educators because of retirements and opportunities for agricultural educators in other fields with over 700 agricultural teachers not returning to their schools from 2016 to 2017. To combat the shortage of these teachers in secondary education, the NAAE has developed the Teach AG Campaign and has beckoned teacher preparation programs to cultivate innovative strategies to attract, recruit and retain agricultural education teachers. The Teach Ag Campaign includes strategies to promote Agricultural Education as a career opportunity, sponsor a national Teach Ag Day and develop strong partnerships with agricultural industry. (Smith, A. R., Lawver, R. G., & Foster, D. D. (2017). National Agricultural Education Supply and Demand Study, 2016 Executive Summary. Retrieved from: <http://aaaeonline.org/Resources/Documents/NSD2016Summary.pdf>). Likewise, according to Penn State, there are estimates of hundreds of unfilled job positions across the nation (2018 Agriculture Education Teaching Career Opportunities. PennState College of Agricultural Sciences Department of Agricultural Economics, Sociology, and Education, PennState, [aese.psu.edu/teachag/agriculture-education-teaching-career-opportunities](http://aese.psu.edu/teachag/agriculture-education-teaching-career-opportunities).)

The Bureau of Labor Statistics (BLS) provides detailed information on job opportunities in the Occupational Outlook Handbook. Agricultural education teaching positions are presented in the section under postsecondary teachers. BLS predicts an eight percent growth nationally between 2016 and 2026.

School-based Agricultural Education (SBAE) Programs in the state of South Carolina mirror the nationwide data and trends where numerous agricultural education teachers are leaving the profession, and thus increasing the need for certified agricultural educators. The demand for new middle and high school SBAE programs (7-12<sup>th</sup> grade) in the state continues to show upward movement. William Keels, SC State Director of Agricultural Education, reported 37 agricultural education teacher openings in August 2018. Fourteen of these were new positions; seven of the 14 were in new programs, and the other seven were additional positions added to existing programs.

CAFLS wishes to respond to the increased need for agricultural education teachers by providing an Agricultural Education Teacher Certificate.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

No special articulation agreements are planned.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Postsecondary teachers	14,908.16		1,314,400	1,512,200 (15% increase)	Bureau of Labor Statistics (Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Postsecondary Teachers, <a href="https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm</a> ) Garrett, Jennifer. "A REPORT ON THE FALL 2018 SUPPLY AND DEMAND SURVEY." CERRA, Jan. 2018 <a href="https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf">https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf</a>
(Post-secondary teacher subgroup)  Agricultural sciences teachers, postsecondary	109.5		12,600	13,600 (8% increase)	Bureau of Labor Statistics (Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Postsecondary Teachers, <a href="https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm</a> .) Garrett, Jennifer. "A REPORT ON THE FALL 2018 SUPPLY AND DEMAND SURVEY." CERRA, Jan. 2018 <a href="https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf">https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf</a>

**Supporting Evidence of Anticipated Employment Opportunities**

*Provide supporting evidence of anticipated employment opportunities for graduates.*

Three-year data from the SC Department of Education on Agricultural Education Teaching positions in SC public schools is found in the Table 2. This data shows that the number of new teachers hired in SC grew from 11 in 2015 to 24 in 2017.

**SC Agricultural Education Employment Data**

	Certified AG Teaching Positions			Newly Hired Certified Teachers		
	Middle	High	Total	Middle	High	Total
2015	5.75	102.25	108.00	1.0	10.0	11.0
2016	9.5	100.27	109.77	4.0	15.0	19.0
2017	7.5	102	109.50	5.5	18.5	24.0

Source: Garrett, Jennifer. "A REPORT ON THE FALL 2015 SUPPLY AND DEMAND SURVEY." CERRA, Jan. 2016, Jan 2017, and Jan 2018

[https://www.cerra.org/uploads/1/7/6/8/17684955/2015\\_supply\\_demand\\_report\\_1\\_.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2015_supply_demand_report_1_.pdf)

[https://www.cerra.org/uploads/1/7/6/8/17684955/2016\\_supply\\_demand\\_report.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf)

[https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18\\_supply\\_demand\\_report.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf)

A comparison of teacher demand and Clemson’s enrollment and graduation history indicates the increased deficit of teachers available to fill the demand for agricultural education teachers. Considering the 37 position openings for Fall 2018 coupled with Clemson, the only state-approved institution to certify agricultural education teachers, having awarded 15 degrees in 2017-18, the need for more certified agricultural education teachers in SC becomes clearer. The availability of the Agricultural Education Teacher Certificate is expected to attract students from other disciplines and help to meet the growing need for agricultural education teachers. (Data from William Keels, SC State Director of Agricultural Education; and Clemson University Department of Agricultural Sciences Graduation Data)

**Description of the Program**

Year	Projected Enrollment		
	Fall Headcount	Spring Headcount	Summer Headcount
2019-20	5	5	
2020-21	10	10	
2021-22	10	10	
2022-23	10	10	
2023-24	11	11	

*Explain how the enrollment projections were calculated.*

Five students will be admitted into the program in 2019, and the program is four semesters in length. In 2020, a second cohort of five students will be admitted, increasing the enrollment to ten students. Five new students will be enrolled each year, until 2023 when the new enrollment will increase to six students.

***Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.***

Yes

No

The prospective student's transcript will be reviewed by the Agricultural Education program faculty to determine if the candidate meets eligibility requirements for the certificate program.

1. Students enrolled at Clemson in a Bachelor of Science degree in a specialized field of agriculture, or those who have already completed a Bachelor of Science degree in a specialized field of agriculture— including 24 semester credits with a grade of C or better in the Agriculture, Food and Natural Resource (AFNR) /Agricultural Sciences disciplines. (18 credits in course content required in a single field of agriculture + 6 credits AFNR/Agricultural Sciences electives).
2. Prior coursework minimum of 2.75 GPA
3. Passing scores on the required ETS Praxis I, Core Exam (Reading, Writing, and Mathematics) or waived by acceptable ACT/SAT score –
4. Minimum qualifying score for the required ETS Praxis II Specialty Area Exam, Agriculture (5701) – Candidates may begin the certificate coursework without meeting the minimum qualifying score required for Praxis II Specialty Area Exam; however, to be recommended for student teaching or a teacher certificate, a passing Praxis II score is required. The Specialty Area Exam score will be utilized to determine prerequisite coursework.
5. Tuberculosis (TB) Skin Test (required prior to AGED 1000)
6. South Carolina Law Enforcement Division (SLED) Background Check (required prior to AGED 1000)
7. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.

Prospective certificate students will be encouraged to work with advisors as early in their academic program as feasible to coordinate course work in the certificate and their major requirements to facilitate the additional requirements for the Agricultural Education Teacher Certificate.

### **Curriculum**

#### **New Courses**

List and provide course descriptions for new courses.

No new courses are required to implement the Agricultural Education Teacher Certificate.

Total Credit Hours Required: 43

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
AGED 2010 Intro to Agricultural Education	3	AGED 1000 Orientation and Field Experience I	1		
AGED 3030 Mechanical Technology for Agricultural Education	3	AGED 2030 Teaching Agriscience	3		
AGED 4030 Principles of Adult/Ext Education	3	EDF 3020 Educational Psychology	3		
EDSP 3700 Introduction to Special Education	3				
Total Semester Hours	12	Total Semester Hours	7	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
AGED 4000 Supervised Field Experience II	1	AGED 4250 Teaching Agricultural Mechanics	2		
AGED 4230 Curriculum	3	AGED 4060 Directed Teaching	12		
AGED 4010 Instructional Methods in Agricultural Education	3				
EDLT 4980 Content Area Reading and Writing for Middle and Secondary Education	3				
Total Semester Hours	10	Total Semester Hours	14	Total Semester Hours	

After a review of student’s transcript and results of Praxis II Agriculture Exam, additional coursework may be recommended. Technical Knowledge coursework or other Agriculture, Food and Natural Resource (AFNR) courses may be selected as needed. The intent of this coursework is to assure the candidate has developed content knowledge and technical skills related to the ETS Praxis II Specialty Area Exam, Agriculture (5701) as well as those required to teach a variety of courses related to the AFNR Career Cluster Pathways offered in School-based Agricultural Education Programs.

**Optional Coursework Available if Indicated**

<b>Agriculture (AFNR) Content Coursework Options</b>	
AGED 2040/41 Applied Agricultural Calculations with Lab	3
AGED 4160 Ethics and Issues in Agriculture and the Food and Fiber System	3
AGM 2050 Principles of Fabrication	3
AGM 2210 Surveying	3
AGRB 2020 Agricultural Economics	3
AGRB 2050 Agriculture and Society	3
AVS 1500 and AVS 1510 Intro to Animal Science + Lab	4
AVS Techniques Courses	3
PES 2020 Soils + Lab	4
PES 1040 Introduction to Plant Science	3
HORT 4040/6040 and HORT 4050/6050-Plant Propagation+ Lab	4
HORT 1010 Horticulture	3
HORT 3030 Landscape Plants	3
HORT 2120 and 2130 Intro to Turfgrass Culture + Lab	4
HORT 4330/6330 Turf Weed Management	3
ENR 1010 Intro to Environment & Natural Resources I	3
ENR 3020 Natural Resource Measurements	3
FOR 1010 Introduction to Forestry	3
FOR 4340 GIS for Landscape Planning	3
WFB 3000/01 Wildlife Biology + Lab	4
WFB 4120 Wildlife Management	3



**Similar Programs in South Carolina offered by Public and Independent Institutions**

*Identify the similar programs offered and describe the similarities and differences for each program.*

Clemson University is the only University in the state that has an educational preparation program in Agricultural Education.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
NONE				

**Faculty**

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor #1, (F)	AGED 1000 Orientation & Field Experience, 2 (F/S) AGED 2010 Intro to Agric Educ, 2 (F) AGED 2011 Intro to Ag Ed Lab, 3 (F) AGED 2040 App Ag Calculations, 3 (F) AGED 4000 Supervised Field Experience II, 3 (F) AGED 4060 Directed Teaching, 36 (S) AGED 4250 Teaching Ag Mechs, 1 (S) AGED 4251 Teach Ag Mech Lab, 3 (S)	BS, Agricultural Education, Virginia Tech 1981. MS, Vocational and Technical Education, Virginia Tech 1997. PhD, Vocational and Technical Education, Virginia Tech 2004.	
Associate Professor #2, (F)	AGED 2000 Agr Appl of Ed Tech, 2 (F) AGED 2001 Agr Appl Ed Tech Lab, 2 (F) AGED 4070 Int in Ext/Ldr Edu, Var. (F/S) AGED 4150 Leadership of Vol, 3 (S) AGED 4810 Web Des for Life Sci and Agric, 2 (S) AGED 4811 Web Des for Life Sci & Agr Lab, 2 (S)	BS, Agricultural Education, University of Florida 1989. MAg, Agricultural Education, University of Florida 1994. PhD, Agricultural Education, Pennsylvania State University 1998.	
Assistant Professor #1 (F)	AGED 3020 Junior Seminar, 2 (S) AGED 3030 Ag Ed Mech Tech, 2 (F) AGED 3031 Ag Ed Mech Tech Lab, 3 (F) AGED 4030 Prin Adult/Ext Ed, 3 (F) AGED 4060 Directed Teaching, 12 (F/S)	BS, Agricultural Education, Virginia Tech 2004. MS, Agricultural and Life Sciences, Virginia Tech 2011. PhD, Agricultural Education, Iowa State University 2014.	
Assistant Professor #2 (F)	AGED 1020 Freshman Seminar, 2 (F) AGED 2030 Teaching Agriscience, 2 (S) AGED 2031 Teaching Agriscience Lab, 3 (S)	BS, Plant and Soil Science, University of Delaware 1992. MAgEd, Agriscience Education, University of Delaware 2009. PhD, Agricultural Education, University of Florida 2015.	Has over fifteen years of industry experience in a variety of areas related to Ornamental Horticulture

	AGED 4010 Instr Methods Ag Ed, 2 (F) AGED 4011 Instr Methods Lab, 3 (F) AGED 4060 Directed Teaching, 12 (S) AGED 4230 Curriculum, 3 (F) AGED 4280 Special Studies, Var. (S)		
Assistant Professor #3 (F)	EDSP 3700 Intro to Special Ed (HON), 3 (SP) EDSP 3700 Intro to Special Education, 3 UT (SP)	BS, Social Work, University of Vermont 2004. MEd, Special Education, Vanderbilt University 2009. PhD, Special Education, University of Virginia 2016.	
Assistant Professor #4 (F)	EDF 3020 Educational Psychology, 3, (SP)	BA, Psychology, Qufu Normal University (China) 2002. MA, Educational and Developmental Psychology, Beijing Normal University (China) 2006. PhD, Educational Psychology, Indiana University 2014	
Assistant Professor #5 (F)	EDLT 4980 Content Reading for Middle and Secondary Teachers	BS, Music Education, Slippery Rock University 2001. MEd, Special Education and Literacy, University of Florida 2007. PhD, Education (Literacy Studies), University of Tennessee 2017	

*Total FTE needed to support the proposed program:*

Faculty: 2.0 FTE  
 Staff: 0.25 FTE  
 Administration: 0 FTE

**Faculty, Staff, and Administrative Personnel**

*Discuss the Faculty, Staff, and Administrative Personnel needs of the program.*

No new faculty, staff or administrative personnel are required to implement the proposed certificate. No changes in teaching assignments are required. All courses are currently being taught and students enrolled in the certificate will be add to the current classes (as space is available without the addition of new course sections).

**Resources**

The proposed stand-alone teacher certificate in Agricultural Education does not required additional resources for implementation. All courses are in place and taught as part of the BS in Agricultural Education leading to initial teacher certification. Therefore, library and educational resources are

available to students, and no new equipment or facilities are required. The following resources are available to all Clemson students.

### **Library and Learning Resources**

*Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.*

Clemson University libraries resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 1.2 million print volumes, 82,000 electronic journal subscriptions, 500,000 e-books, and 585 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are received via email in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and each College has a dedicated research librarian. In addition to annual expenditures, current Prioritizing funds for electronic resources, CU demonstrates a commitment to educational programs and no new funding is required to support the library and learning resources.

*My Library Account:* Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

*Books and Articles not owned by Clemson University Libraries:* Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

*If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers:* students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

*Articles owned by Clemson University Libraries:* Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. *Articles not available from Clemson University Libraries:* Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

*Reference Assistance:* Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also

have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

### **Student Support Services**

*Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.*

Student services are in place for the proposed program. The department has a staff advisor assigned to work with students and each student is assigned a faculty advisor (i.e., a “major professor”) with whom they will collaborate to develop a plan for the certificate.

In addition to library and learning resources, a number of academic and student support services are available to all students at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** provides a leading-edge integrated information environment integral to learning and research. Graduates students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** –Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **Legal Assistance** - All Clemson students are eligible to receive one legal aid voucher per semester. Each voucher entitles the student to one-half hour consultation with a lawyer off campus.
- **Counseling and Psychological Services (CAPS)** - Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Academic Success Center** – Provides a variety of free services for undergraduate students designed to assist students with strategies and resources to help them succeed and graduate from Clemson. Services range from academic advising to tutoring to coaching to time management.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.

- **The Harvey and Lucinda Gantt Multicultural Center** - The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.
- **Clemson Online** - Clemson Online staff ensure that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in in-person programs. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

### **Physical Resources/Facilities**

*Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.*

The Department of Agricultural Sciences, Agricultural Education faculty are in McAdams Hall. The facility encompasses space that includes department offices, graduate student offices, labs, classrooms and space for research and general use. The existing facilities will be adequate for the proposed program.

### **Equipment**

*Identify new instructional equipment needed for the proposed program.*

No new instructional equipment is needed.

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>			
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Tuition Funding	\$11,913	\$59,565	\$27,770	\$138,849	\$28,603	\$143,015	\$29,461	\$147,305	\$30,345	\$165,132	\$128,092	\$653,866
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds		\$84,677		\$194,943		\$201,329		\$207,939		\$214,783		\$903,671
Federal, Grant, or Other Funding												
<b>Total</b>	<b>\$11,913</b>	<b>\$144,242</b>	<b>\$27,770</b>	<b>\$333,792</b>	<b>\$28,603</b>	<b>344,343</b>	<b>\$29,461</b>	<b>\$355,244</b>	<b>\$30,345</b>	<b>\$379,916</b>	<b>\$128,092</b>	<b>\$1,557,538</b>
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Program Administration and Faculty/Staff Salaries		\$84,677		\$194,943		\$201,329		\$207,939		\$214,783		\$903,671
Facilities, Equipment, Supplies, and Materials		\$500		\$500		\$500		\$500		\$500		\$2,500
Library Resources												
Other (specify)												
<b>Total</b>		<b>\$85,177</b>		<b>\$195,443</b>		<b>\$201,829</b>		<b>\$208,439</b>		<b>\$215,283</b>		<b>\$906,171</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	\$11,913	\$59,065	\$27,770	\$138,349	\$28,603	\$142,515	\$29,461	\$146,805	\$30,345	\$164,632	\$128,092	\$651,366

ACAP

11/29/2018

Agenda Item 5f

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.



### **Budget Justification**

*Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.*

The Agricultural Education Teacher Certificate will not increase the overall freshmen enrollment at Clemson. The program has been designed to be revenue neutral for the university. This means that there is not increase in general education costs, administrative overhead, etc. Any net revenue is reallocated sources within the university and does not represent new revenue to the university as a whole.

### Expense Highlights

- **Personnel Costs:** Faculty in the Department of Agricultural Sciences teach the courses required for the certificate annually. No new courses are required. The students in the certificate will enroll in existing courses. No additional administrative or student support services personnel will be required as part of this certificate. The cost of teaching the courses is shown in the total expenses but is offset by a corresponding income line (reallocation of resource).
- **Operating Costs:** Supplies, equipment and materials supports the departmental implementation of educational programs. A small amount of supply funds is shown related to the courses. Library and other campus resources are in place for the delivery of the certificate program because Clemson has an undergraduate degree program in Agricultural Education.

### Revenue Highlights

- **Tuition and Fees:** Based on enrollment projections, one new non-degree seeking, post-baccalaureate student and four currently enrolled undergraduate students, (until year five when enrollment in current CAFLS students increases to five) are expected to participate in the certificate program. The non-degree seeking student was assumed to be an instate student. Tuition is calculated with a three percent annual increase to cover inflation. The only new tuition income is associated with the post-baccalaureate students. The program is four semesters, so one post-baccalaureate student would be enrolled the first year, and two such students would be enrolled thereafter.
- **Reallocation of Resources:** The teaching cost is shown as a reallocated expense since the faculty are already in place.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
<p>The following is the program goal and objective:</p> <p>Prepare candidates to teach agricultural education in public schools.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach, incorporating information literacy skills and state-of-the-art technologies into teaching their subjects.</li> <li>• Demonstrate their ability to analyze content and assess the needs of their students and purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.</li> <li>• Draw on their knowledge of AGED standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all adolescents.</li> <li>• Demonstrate the interdisciplinary nature of knowledge by helping all adolescents make connections among subject areas, facilitating relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum</li> <li>• Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.</li> </ul>	<p>Courses:            AGED 4060 – Directed Teaching</p> <p>Summative Lesson Observation, Mid-Term and Final Summary Evaluation            ADEPT Portfolio APS 10: Portfolio documentation of professional activities during practicum and student teaching; additional assessment of Agricultural Education professional roles</p> <p>AGED 4060 – Directed Teaching</p> <p>Summative Lesson Observation, Mid-Term and Final Summary Evaluation</p> <p>AGED 4060 – Directed Teaching</p> <p>Summative Assessment--Rating Scale and Observational Checklist used by cooperating teacher and university supervisor; assessment of student teaching or pedagogical and professional knowledge, skills and dispositions            Pre-post plan Summative assessment of impact on student learning assessment; assessment of candidate effect on 7-12<sup>th</sup> grade student learning from Unit Plan</p> <p>AGED 4060 – Directed Teaching            Summative Lesson Observation, Mid-Term and Final Summary Evaluation</p> <p>AGED 4010,4230,4060</p> <p>A combination of summative assessments on various course projects; assessment on AGED content knowledge</p>

	<ul style="list-style-type: none"> <li>• Implement research-based instruction.</li> <li>• Establish and maintain respectful professional relationships with students, families, and colleagues.</li> <li>• Understand the roles and relationships of other helping professionals that serve adolescents.</li> <li>• Be collaborative learners who are knowledgeable, reflective and critical in terms of analyzing teaching and learning.</li> <li>• Establish equitable, caring, and productive learning environments for all adolescents</li> </ul>	<p>AGED 4010, 4230, 4060</p> <p>Summative assessment of teaching unit; assessment of candidate ability to plan instruction or offer evidence of emerging pedagogical and professional knowledge, skills and dispositions</p>
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*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

All of Clemson’s initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all preservice teaching programs. Direct assessment measures in courses include, but are not limited to, projects, portfolios, research papers, simulations, classroom teaching, reflection and analysis papers, and so forth. As examples, we have included two ways the state academic standards will be included:

- Assignments involving planning of instruction, implementation of instruction, assessment of instruction on Agricultural Education learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.
- Students will be analyzing student data to modify instruction appropriately in an assignment. In order to collect 7-12 student data, Clemson students must have a clear understanding how to unpack each performance indicator in the standards, how the indicators relate to the objectives and assessments included in the lesson, and how instruction might need to be modified to better meet the performance indicators.

The Agricultural Education Teacher Certificate adheres to content specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates’ knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the Agricultural Education teacher certificate will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated.

The following outcomes will be analyzed annually and across time:

- A. All program graduates will pass the state required PRAXIS exam in Agriculture and Grade 7-12 Principles of Teaching and Learning.
- B. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- C. All program graduates will be employed in their field of study within one year of graduation.
- D. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Indirect measures include focus groups, exit interviews, graduation rates, surveys, and preceptor reports and evaluation. Examples of the data plan includes:

- Departmental tracking of students' incoming credentials (as maintained by the university)
- Departmental tracking of program graduates
- Departmental tracking of PRAXIS scores for all candidates
- Formal exit interviews
- End-of-certificate survey of students' self-efficacy ratings related to program components
- Follow-up survey of program graduates regarding employment position/location
- Follow-up survey of graduates' employers related to graduates' teaching competency

### **Accreditation and Licensure/Certification**

*Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.*

- Yes
- No

At Clemson University, the College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The COE is currently (AY 2017-2018) beginning a three-year data gathering cycle to prepare our CAEP Self Study to be submitted Spring of 2020. The COE will undergo site review by CAEP in Spring 2021. All of our programs seek program review and program recognition. The Agricultural Education Teacher Certification will be included in the overall review. Data collection will coincide with the initial cohort in the program.

*Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.*

- Yes
- No

*Explain how the program will prepare students for this licensure or certification.*

Candidates will have field and clinical experiences throughout the 43-credit hour certificate, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality agricultural educational experiences. Beginning with early field observation experiences and continuing with a variety of field observations and clinical experiences, students are prepared to be recommended for certification in SC. Students will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational opportunities in school-based agricultural educational programs.

*If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.*

Yes

No

No Specialized Professional Association (SPA) is in place for Agricultural Education. The standards are set by the SC Department of Education. [Appendix A](#) provides the documentation to address the South Carolina Department of Education Requirements for program proposals and the state standards for Agricultural Education. Section III and Section IV of the SCDE guidelines for Educator Preparation Programs are provided in detail.

**APPENDIX A**

**South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education**

*Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.*

The Agricultural Education Teacher Certificate is aligned with the SC Department of Education state standards for Agricultural Education.

The SCDE relies on the outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: ADEPT performance standards, South Carolina Teaching Standards 4.0, EEDA standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

**Section III: South Carolina State Department of Education Requirements**

**A. ADEPT**

Clemson’s College of Education and College of Agriculture, Forestry and Life Sciences’ assessment system for initial educator preparation programs effectively incorporates all components of the ADEPT competencies as evidenced by the following table.

<b>Agricultural Education Teacher Certificate Initial Licensure</b>		
<b>ADEPT Performance Dimension</b>	<b>Course Where Addressed</b>	<b>Assignment(s)/Task(s) Addressing the APS</b>
Introduction to ADEPT Evaluation	AGED 4000 Supervised Field Experience	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	AGED 4000 Supervised Field Experience	Student Learning Objective (SLO) Evaluation
	AGED 4230 Curriculum	Curriculum Map assignment, Unit Plan assignment
	AGED 4060 Directed Teaching in Agricultural Education	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	AGED 4060 Directed Teaching in Agricultural Education	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	AGED 4010 Instructional Methods in	Formative Lesson

	Agricultural Education	Observations, Final Clinical Experience
	AGED 4060 Directed Teaching of Agricultural Education	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
APS 3 Planning Assessments and Using Data	AGED 4230 Curriculum	School and Community Profile assignment
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	AGED 4000 Supervised Field Experience	Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 5 Using Instructional Strategies to Facilitate Learning	AGED 4000 Supervised Field Experience	Mid –term and Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	AGED 4000 Supervised Field Experience	Mid-Term and Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and	AGED 4060 Directed Teaching of	Formative and Summative

Enhancing Learning	Agricultural Education	Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining an Environment that Promotes Learning	AGED 4000 Supervised Field Experience	Mid-Term and Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4230 Curriculum	Classroom Management Plan
APS 9 Managing the Classroom	AGED 4000 Supervised Field Experience	Mid-Term and Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Formative Lesson Observations, Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 10 Fulfilling Professional Responsibilities	AGED 4000 Supervised Field Experience	Mid-Term and Final Summary Evaluations
	AGED 4010 Instructional Methods in Agricultural Education	Final Summary Evaluation
	AGED 4060 Directed Teaching of Agricultural Education	Mid-Term and Final Summary Evaluation

The Unit is effectively implementing the ADEPT system in field and clinical experiences. ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:

- Formative Lesson Observation Form (practicum, internship)
- Student Learning Objective Evaluation (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (practicum, internship)

**ADEPT Performance Standards (APSS)**

- Candidates submit a Student Learning Objective (SLO) Evaluation to CANVAS. The Student Learning Objective (SLO) is aligned to ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to CANVAS by the university supervisor. Formative and Summative Lesson Observations are aligned to ADEPT Performance Standards 1-10. All data will be downloaded to Excel spreadsheets to aggregate and summarize.



- Candidates submit all lesson and unit plans to CANVAS. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to CANVAS by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to ADEPT Performance Standards 1-10.

***Clinical Practice: Formal Assessments and Assistance***

- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates’ internship is held in conjunction with a faculty led seminar. ADEPT Performance Standards 1-10 are discussed in context.
- Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the ADEPT Performance Standards 1-10. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

***Clinical Experiences include a minimum of the following:***

***Candidate Orientation***

- Review Student Teaching Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Safe Schools Climate Act and Bullying

***Cooperating Teacher Orientation***

- Review Cooperating Teacher Handbook, South Carolina Teaching Standards Rubric, required assignments and forms, and required technology

***University Supervisor Orientation***

- Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology

**B. PADEPP (Applicable to Educational Leadership Programs Only) – NA**

**C. Education Economic Development Act (EEDA)**

*Candidates in the agricultural education teacher certificate have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.*

<b>EEDA Performance Standard</b>	<b>Activity/Course Where Addressed</b>	<b>Assessment</b>
Standard 1: Career Guidance	AGED 4230 Curriculum	Discussion and Review of Unit Plan on Careers in Agriculture; Design a daily lesson plan directly related to the unit objectives. The lesson plan should include activities that

		introduce students to the world of work, provide opportunities for career exploration, and assist in preparing them for potential post-secondary opportunities.
	AGED 4010 - Daily lesson plan indicates the teacher candidate possesses the knowledge and resources to explain the career guidance process.	Lesson plan and Micro-Teaching presentation: Lecture with Discussion and Questioning Teacher candidates will utilize the Unit Plan developed in the
Standard 2: Career Clusters and Individual Graduation Plan	AGED 1000- Research paper indicates teacher candidate has defined the purpose and identified major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).	Research paper shows evidence of IGP and career guidance model
Standard 3: Career Guidance Model	AGED 1000-Orientation and Field Experience I Research paper indicates teacher candidate has defined the purpose and identified major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).	During the early field experience teacher candidates meet with a high school career guidance counselor and discuss the career guidance model and the Individual Graduation Plan (IGP). After the meeting, students are required to write a paper that defines the purpose and major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).
Standard 4: Character Education	AGED 4230 – Curriculum The school and community profile outlines the required elements that will assist the teacher candidate in the identification and development of instructional strategies to promote core values that enhance citizenship, relationships and general quality of life in the school and community.	School and Community Profile- Using all available resources including their personal observations, teacher candidates will develop a profile for their assigned cooperating school and community. The profile should contain: (a) school enrollment and demographic

		data; (b) school grade results; (c) city demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural statistics, and (h) implications.
Standard 5: Contextual Teaching	AGED 4060 Directed Teaching - Lesson plans and instruction show evidence that teacher candidate incorporates concrete hands-on learning experiences that emphasize real-world application and problem solving.	Lesson Plans/ Formative Lesson Observations Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	AGED 4060 Directed Teaching - Lesson plans and instruction show evidence that teacher candidate incorporates cooperative learning activities where students interact to collaboratively complete a task.	Lesson Plans/Formative Lesson Observations Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	AGED 4010 Instructional Methods in Agricultural Education	Lesson Plan template and rubric, Formative Lesson Observations
	AGED 4000 Supervised Field Instruction II	Mid-Term and Final Summary Evaluation
	AGED 4060 Directed Teaching - Lesson plans and instruction show evidence that teacher candidate differentiates instruction to accommodate for diversity in student learning.	Lesson Plans/Formative Lesson Observations Summative Lesson Observation, Mid-Term and Final Summary Evaluation

**D. South Carolina Standards of Conduct**

*Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.*

**E. South Carolina Safe School Climate Act**

*Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the table below.*

<b>South Carolina Safe School Climate Act</b>	
<b>Activity/Course Where Addressed</b>	<b>Assessment</b>
AGED 4060 Directed Teaching Orientation with College of Education	Bullying Awareness Quiz Blood Born Pathogen Quiz

**F. P-12 Academic Standards**

*Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans and lesson with the South Carolina College-and-Career-Ready Academic Standards for their certification area.*

The Lesson Plan Template demonstrates this alignment. In addition, all interns are required to include the *South Carolina College-and-Career-Ready P-12 Academic Standards* in their Student Learning Objective Evaluation, Unit Plan, and Lessons.

**G. Admission Requirements (Assurance of Compliance)**

*Candidates admitted to certificate program demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT.*

All students seeking to complete the Agricultural Education Teacher Certificate Program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses at the 4000 professional level block of coursework (AGED 4000 and 4010).

Students are admitted to the Agricultural Education teacher certificate if they meet the following requirements:

- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- Tuberculosis Skin Test
- Minimum cumulative GPA of 2.75 (to be eligible for professional level and student teaching).

Additional requirements after entering the teaching certificate:

- attendance at the Internship/Teacher Residency Orientation when enrolled in AGED 4060;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- Meet with academic advisors at least twice per academic year to assure all requirements are met.
- Minimum passing score on Praxis II Agriculture Content Exam

**H. Field and Clinical Experience Requirements**

*Candidates at the initial certificate level have completed a minimum of 100 hours of field experiences in agricultural education prior to enrollment in AGED 4060 –Directed Teaching.*

### **Agricultural Education Teacher Certificate**

Field experiences and clinical practice are critical components of the Agricultural Education Teacher Certificate program. Candidates are prepared for successful teaching positions in secondary school (grades 7-12) school-based Agricultural Education programs by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first semester. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. Candidates in the Agricultural Education teacher certificate program meet the state's minimum requirements. All candidates are also required to complete a culminating, semester-long teaching internship in a public-school setting, which exceeds the state's certification requirements of 60 days. Altogether, Agricultural Education teacher candidates spend at least 640 hours engaged in clinical experiences throughout their course of study. The Agricultural Education Program in the Agricultural Sciences department coordinates field placements and student teaching internships for candidates.

During their early field and clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with students and teachers (AGED 1000), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (AGED 4000, AGED 4010, AGED 4060), service learning (AGED 4030), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (AGED 4010, AGED 4030 AGED 4060). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content, technical, and pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Additionally, agricultural education students experience leadership events related to the mission of the three circle model of a school-based agricultural education program and the mission of the National FFA Organization. Candidates have numerous opportunities for practice in coaching career development events (CDE's), supervised agricultural experience projects (SAE's) and adult education programs. These field experiences align to and extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of five years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; lead an active FFA chapter program of activities; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district

administrator. University Supervisors must have a Ph.D., five years of experience teaching in an agricultural education setting or institution of higher education, a solid foundation in professional education, and a strong academic background in agricultural education. Additionally, all University Supervisors must take and pass South Carolina’s SC Teaching Standards 4.0 Rubric certification exam.

As the below table indicates, candidates complete a minimum of 100 hours prior to entering their AGED 4060 Directed Teaching Internship in Agricultural Education.

<b>Agricultural Education Teacher Certificate Initial Licensure</b>		
<b>Course</b>	<b>Description of the Field Experience and clinical practice (practica and internships)</b>	<b># of hours</b>
AGED 1000	Orientation and Field Experience I Supervised observations and explanations of vocational agriculture teaching while serving as teacher aides. One full week of field experience in representative high schools is required.	40
AGED 4000	Supervised Field Experience II Special emphasis is placed on enhancing existing knowledge and experiences of the students. Primary focus is on becoming acquainted with the student teaching center well in advance of the customary twelve-week directed teaching experience. (practica).	40
AGED 4010	Instructional Methods in Agricultural Education Appropriate methods of teaching agricultural education in middle and/or high schools. Includes procedures for organizing teaching programs, teaching high school students, and directing FFA activities. Coreq: AGED 4011 (practica).	10
AGED 4030	Adult Education Overview of adult/extension education and adult learning. Selection of adult education providers is reviewed with emphasis on extension.	10
AGED 4060	Directed Teaching Guided participation in the professional responsibilities of a teacher of agricultural education, including intensive study of the problems encountered and competencies developed. Twelve weeks of directed teaching in selected schools are required.	540
<b>Total Hours</b>		<b>640</b>

**Procedures for Monitoring Candidates’ Progress**

Transition Point 1: Admission to Agricultural Education Teacher Certificate

The Bachelor of Science (BS) transcript for the candidate requesting admittance for the Agricultural Education Teacher Certificate will be reviewed by the Agricultural Education program faculty to determine if the candidate meets eligibility requirements for the certificate program. Upon review of the BS transcript, the candidate will be advised of the required coursework needed to assure a variety of pedagogy, content

knowledge and technical skills are acquired to prepare them to obtain an initial teacher certificate to teach secondary agricultural education. Eligibility for the Agricultural Education Teacher Certificate will include the following prerequisites:

1. Enrolled in or awarded Bachelor of Science degree in a specialized field of agriculture. Prior course work must verify completion of at least 24 semester credits with a grade of C or better in the Agriculture, Food and Natural Resource (AFNR) /Agricultural Sciences disciplines. (18 credits in course content required in a single field of agriculture + 6 credits AFNR/Agricultural Sciences electives).
2. Review of Bachelor of Science degree transcript by the Agricultural Education Program faculty
3. Prior coursework minimum of 2.75 GPA
4. Current resume or curriculum vitae
5. Passing scores on the required ETS Praxis I, Core Exam (Reading, Writing, and Mathematics) or waived by acceptable ACT/SAT score
6. Tuberculosis (TB) skin test is required prior to AGED 1000.
8. South Carolina Law Enforcement Division (SLED) Background Check (required prior to AGED 1000)

#### Transition Point 2: Admission to Certificate Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The AGED Certification Coordinator of the Agricultural Education teacher Certificate Program monitors and verifies the completion of all requirements for admission to the internship.
3. The Agricultural Education program in the Agricultural Sciences department begins to coordinate the placement process.
4. Candidate records indicate the candidate meets the requirements to register for internship course(s).
5. The Agricultural Education program in Agricultural Sciences department finalizes internships. Candidates are notified of their internships at the end of the spring semester prior to the beginning of their internship the following spring. Candidates are encouraged to begin building the relationship with the cooperating teacher and school during the summer prior to their spring internship. Several opportunities occur throughout the summer for candidates to interact with cooperating teachers and students.

#### Transition Point 3: Completion of Certificate Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Agricultural Education program within the Agricultural Sciences Department verifies and documents the completion of all requirements for the internship.

#### Transition Point 4: Program Completion and Recommendation for Certification

1. The candidate submits a Certificate Completion Application prior to graduation or the transcript indicates a degree has been awarded in a specialized field of agriculture.
2. The Agricultural Education program within the Agricultural Sciences Department verifies that each candidate has met the minimum scores required for Praxis II exams Content (Specialty Area Exam Agriculture (5701) Qualifying score = 147) and Principles of Learning and Teaching Grades 7-12 (PLT 5624, Qualifying score = 157).

3. The Clemson University Office of the Registrar audits the candidate’s completion of certificate program requirements.
4. The College of Education Certification Coordinator submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate’s file.

**I. Eligibility for Certification**

Candidates for the Agricultural Education Teacher Certificate complete at least 18 credit hours in their area of content concentration in their BS degree in an AFNR related discipline. In addition, candidates must successfully complete the following Praxis II Subject Area and Principles of Learning and Teaching (PLT) assessment requirements.

Praxis II Subject Area Assessment			Praxis II Principles of Learning and Teaching (PLT): Grades 7-12		
Test Name	CDT Code	Qualifying Score	Test Name	CDT Code	Qualifying Score
Agriculture	5701	147	Principles of Learning and Teaching: Grades 7-12	5624	157

\* <https://www.ets.org/praxis/sc/requirements>

**J. Annual Reports (AACTE/CAEP and Title II)**

Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and AACTE/CAEP) will be completed and submitted at the required deadlines.

**K. Commitment to Diversity Assurance**

*Clemson’s mission statement and coursework reflects its commitment to diversity.* Annual reports will provide evidence of this commitment to diversity in the following ways.

- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*

Clemson’s general education program includes a distribution of the requirements on global and multicultural understanding.

- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*

Assignments in EDSP 3700, Introduction to Special Education, and lesson plans during the internship serve as the primary measurements of candidates’ abilities to teach all students.

**L. Professional Development Courses – NA**

**M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA**

**N. Experimental or Innovative Programs-NA**



**O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment**

*This educator preparation program integrates the ISTE National Educational Technology Standards throughout the candidate's time in the program. ISTE Standards are presented throughout the agricultural education teacher certificate coursework and are added to assignments/rubrics throughout the program. To view the alignment, see the table below.*

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p><b>Facilitate and inspire student learning and creativity</b>            Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness            b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources            c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes            d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	<p>AGED 4230 – Curriculum</p> <p>AGED 4010 – Methods of Instruction in Agricultural Education</p>	<p>Unit Plan</p> <p>Evidence of Technology Integration in Lesson plans and Microteachings</p>
	<p>AGED 4060 Directed Teaching</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>
<p><b>Design and develop digital age learning experiences and assessments</b>            Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity            b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress            c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources            d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>AGED 4230 – Curriculum</p> <p>AGED 4010 – Methods of Instruction in Agricultural Education</p>	<p>Unit Plan</p> <p>Evidence of Technology Integration in Lesson plans and Microteachings</p>
	<p>AGED 4060 Directed Teaching</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>

<p><b>Model digital age work and learning</b>          Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.          a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations          b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation          c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats          d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p>	<p>AGED 4230 – Curriculum</p>	<p>Unit Plan</p>
	<p>AGED 4010 – Methods of Instruction in Agricultural Education</p>	<p>STEM Microteaching Lesson</p>
<p><b>Promote and model digital citizenship and responsibility</b>          Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.          a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources          b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources          c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information          d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools</p>	<p>AGED 4060 Directed Teaching</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>
	<p>AGED 4230 – Curriculum</p>	<p>Unit Plan</p>
<p><b>Engage in professional growth and leadership</b>          Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.          a. Participate in local and global learning communities to explore creative applications of technology to improve</p>	<p>AGED 4010 – Methods of Instruction in Agricultural Education</p>	<p>STEM Microteaching Lesson and Reflection</p>
	<p>AGED 4230 – Curriculum</p>	<p>Unit Plan</p>

student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	AGED 4060 Directed Teaching	Formative and Summative Lesson Observations  Mid-Term Summary Evaluation  Final Summary Evaluation
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**Section IV: Agricultural State Standards and Student Assessment Strategies**

**A. Context**

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 19,000 undergraduate and nearly 5,000 graduate students. Clemson College of Agriculture, Forestry, and Life Science and the College of Education (COE is the official EPP for the university) programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and NCATE, now CAEP, and are required to meet NCATE (CAEP) and SC Department of Education standards.

There are no national SPA standards for Agricultural Education. Therefore, state standards for Agricultural Education are used and found in C. Relationship of assessment to standards (chart).

The South Carolina Educator Licensure Manual provide information about requirements for certification to teach in the state. (<https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>, page 6-7, October 9, 2018). The requirements for this program are as follows:

- (1) Bachelor’s degree
- (2) Initial, or professional certificate in early childhood, middle, secondary or pre-K– 12 level
- (3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education for the area:
- (4) Completion of all required coursework with an equivalent or a grade of “C” or better:

(5) Specialized Preparation: Certification will be granted in the specialized field of Agriculture Education for which the educator presents eighteen semester hours of coursework. The Teaching fields recognized by the SC Department of Education include:

Agriculture Education

- Agricultural Mechanics;
- Animal Science;
- Environmental Science and Natural Resources;
- Forestry; and Horticulture.

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units found here: <https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/#Units>. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

During the reported years, ADEPT was South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. The agricultural education program adopted the new, expanded rubric in 2016-17. This new rubric is being fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators.

To be admitted to the professional level of the agricultural education teacher certificate, candidates must have successfully passed all parts of the PRAXIS I pre-professional skills test (PPST) and have a cumulative grade point ratio of 2.75 on a 4.0 scale. A candidate may exempt the PPST by meeting minimum ACT or SAT requirements as determined each year by the SC Department of Education.

Field and Clinical Experiences Required for the Program

The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

- Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

- All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that
  - Candidates enrolled in the agricultural education initial certification program will complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
  - Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be placed on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.
  - The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
  - The candidate must teach independently a minimum of ten full days in one setting.
  - During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
  - Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
  - Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
  - Each candidate must receive formative ADEPT evaluations and assistance from their University Supervisor and their Cooperating Teacher. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the University Supervisor and two by the cooperating teacher).
  - Each candidate must receive at least one summative ADEPT evaluation prepared by both the University Supervisor and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the University Supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards.

- Each candidate’s background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate’s background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice. (AGED 4060 Directed Teaching)
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty.

**B. List of Assessments**

<b>Assessments</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Administered</b>
<b>Assessment 1</b>	Praxis II Content and PLT	Required SC state Licensure tests: Praxis II (5701 for Agriculture) and PLT Grades 7-12	Passing Praxis II scores are required for recommendation for initial certification. Praxis II is typically taken by fall of senior year.
<b>Assessment 2</b>	Unit of Instruction	Summative assessment of teaching unit; formative and summative evaluation of candidate’s ability to plan instruction and offer evidence of implementation of STEM and agriscience instructional delivery	AGED 4230 Curriculum AGED 4010 Methods of Instruction in Agricultural Education AGED 4060
<b>Assessment 3:</b>	Curriculum Maps	Development of courses for 7-12 students using SC Agricultural Education Career Pathways.	AGED 4010 Instructional Methods in Ag Education AGED 4230 Curriculum AGED 4030 Principles of Adult/Extension Education
<b>Assessment 4:</b>	SLO	Summative assessment of impact on student learning assessment; assessment of	AGED 4060 Directed Teaching

		candidate effect on 7-12 student learning	
<b>Assessment 5</b>	Evaluation of Field Experiences and Student Teaching	Summative Assessment--Rating Scale and Observational Checklist used by cooperating teacher and university supervisor; assessment of student teaching or pedagogical and professional knowledge, skills and dispositions	AGED 1000 Orientation and Field Experiences I AGED 4000 Supervised Field Experiences II AGED 4060 Directed Teaching
<b>Assessment 6</b>	School and Community Profile	Summative assessment; criterion referenced rating scale of activities that build relationships with students, parent, stakeholders, and community members	AGED 2010 Intro to AG Education AGED 4230 Curriculum AGED 4030 Principles of Adult/Ext Education
<b>Assessment 7</b>	ADEPT Portfolio APS 10	Portfolio documentation of professional activities during practicum and student teaching;	AGED 4060 Directed Teaching

**C. Relationship of assessments to standards (chart)**

A 21st century student completing an agricultural education teacher preparation program in South Carolina and who will be licensed to teach in a secondary school-based agricultural education program will grasp and apply the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards in the context of Agricultural Education as evidenced by the following program standards.

South Carolina Agricultural Education (AGED) Program Standard	Assessment SLO	Evidence
SC AGED Program Standard 1: Technical Content Knowledge	<ul style="list-style-type: none"> <li>• Demonstrate the ability to plan and implement curricular experiences in STEM and agriscience.</li> <li>• Exhibit proficient knowledge and awareness of curriculum development and instructional delivery in the six Agriculture Food and Natural Resources (AFNR) areas below:               <ul style="list-style-type: none"> <li>○ Agricultural Mechanics and Technology</li> <li>○ Biosystems Engineering Technology</li> <li>○ Environmental and Natural Resources Management</li> <li>○ Horticulture</li> <li>○ Plant Systems</li> <li>○ Animal Systems</li> </ul> </li> </ul> <p>Curricula related to each of the six AFNR content areas will integrate agribusiness systems and advanced technology when and where appropriate.</p>	PRAXIS II (Ag Content)  Administered in the following:  AGED 4010 Instructional Methods in Agricultural Education AGED 4230 Curriculum AGED 4060 Directed Teaching  Assessment Numbers 1, 2, 5:
SC AGED Program Standard 2: Pedagogical Content Knowledge	<ul style="list-style-type: none"> <li>• Apply instructional practices that encourage student development to prepare for college and careers through practice of experiential, service, and work-based learning experiences.</li> <li>• Create a learning environment to encourage positive social interactions, self-motivation, active, and cooperative learning.</li> <li>• Differentiates instruction to meet the needs of each learner.</li> <li>• Engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community).</li> </ul> <p>Employ experiential learning activities that encourage student development</p>	PLT/PRAXIS II (Principles of Teaching and Learning Exam)  Administered in the following:  AGED 4010 Instructional Methods in Agricultural Education AGED 4230 Curriculum AGED 4030 Principles of Adult/Ext Education AGED 4060 Directed Teaching  Assessment Numbers: 1, 2, 3, 4, 5, 6



<p>SC AGED Program Standard 3: Leadership and Career Development</p>	<p>Students will demonstrate how to create and maintain key partnerships within the agricultural education program</p>	<p>Administered in the following:           AGED 2010 Introduction to Agricultural Education           Assessment Number:6, 7</p>
<p>SC AGED Program Standard 4: Adult Education: Lifelong Learning and Community Engagement</p>	<ul style="list-style-type: none"> <li>• Create and maintain integral partnerships within the agricultural education program that meet future demands through visioning, strategic planning, and implementation by providing experiential learning and college and career readiness.</li> <li>• Develop an FFA Chapter Program of Activities as outlined by the National FFA Organization to include student development, chapter development, and community development consistent with the components of the National Chapter award.</li> <li>• Plan comprehensive supervised agricultural experience (SAE) projects aligned with the curriculum and agriculture careers as outlined by the National FFA Organization.</li> </ul>	<p>Administered in the following:           AGED 4030 Principles of Adult/Ext Education           Evaluate Young Farmer &amp; Agribusiness POA and National Chapter Award           Assessment Number:6, 7</p>
<p>SC AGED Program Standard 5: Diversity and Inclusivity</p>	<ul style="list-style-type: none"> <li>• Embrace and celebrate diversity by creating environments that build positive rapport with students, parents, stakeholders, and community members ensuring fairness and equity.</li> <li>• Recruit students with diverse ideas, abilities, backgrounds, and cultures.</li> <li>• Recognize and appreciate the influence of diverse cultures on agricultural production practices, competence of issues relating to food and fiber systems, and the impact of agricultural practices from local to global populations.</li> </ul>	<p>Administered in the following:           AGED 4030 Principles of Adult/Ext Education          AGED 4230 Curriculum          AGED 4060 Directed Teaching           Assessment Number:6</p>
<p>SC AGED Program Standard 6: Professional Dispositions</p>	<ul style="list-style-type: none"> <li>• Perform in an ethical manner consistent with the Standards of Conduct for South Carolina Educators pursuant to State Board of Education Regulation 43-58.</li> </ul>	<p>Administered in the following:           AGED 4060 – Directed Teaching           Assessment Number:5, 6, 7</p>

	<ul style="list-style-type: none"> <li>• Strive for personal and professional growth to meet the needs of students, school, community and the profession through dedication to all aspects of the discipline.</li> <li>• Demonstrate caring, communicative, creative, and contextually aware dispositions.</li> <li>• Exhibit professional responsibilities in the school environment and community.</li> <li>• Recognize the role of the agricultural education program in contributing to the broad mission of the school.</li> <li>• Demonstrate time management in attention to professional assignments.</li> </ul>	
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**D. Planned evidence for meeting standards (assessment documents)**

Assessment 1: Praxis II Content and PLT

**Description of Assessment**

South Carolina Agricultural Education (SC AGED) Performance Standard 1: Technical Content Knowledge is assessed with the Praxis II and PLT. The Praxis II Subject Area Assessment and the Principles of Learning and Teaching (PLT) are offered through Educational Testing Service (ETS). The two licensure tests are used within this first assessment to give indications of the content knowledge of teacher candidates within Clemson University’s Agricultural Education Teacher Certificate. The Praxis II content exam for the subject area measures the academic skills and subject-specific content knowledge needed for teaching agriculture. The required SC state Licensure tests are 5701 for Agriculture.

The PLT assesses teacher candidates’ knowledge of pedagogy within grades 7-12. PLT 5624 offers no indication of discipline-specific content area knowledge, but it provides some insight into candidate knowledge of learning theory that is appropriate for 7-12 grades years and is included within this assessment. The PLT requires analyses of complicated teaching scenarios and teacher candidate knowledge of Learning Theory is woven into the overall analyses of the PLT. The acceptable PLT score is an indication that the candidate demonstrates this essential Learning Theory knowledge related to this age group.

All state licensure exam results are required by the state of South Carolina to be reported annually.

All enrolled teacher candidates must take the required Praxis II content and PLT exams before being recommended for licensure. Candidates generally have completed both the PLT and content exams taken before the spring of their senior year prior to student teaching.

**Assessment’s Alignment with Standards**

The Praxis II Agriculture subject area scores will be used to show evidence of candidates’ discipline-specific background technical knowledge. The PLT scores will show evidence of appropriate 7-12 learning theory.

**Assessment Tool and Rubric**

The Praxis II and PLT are the assessment tools for Assessment 1.

Praxis II Subject Area Assessment			Praxis II Principles of Learning and Teaching (PLT): Grades 7-12		
Test Name	CDT Code	Qualifying Score	Test Name	CDT Code	Qualifying Score
Agriculture	5701	147	Principles of Learning and Teaching: Grades 7-12	5624	157

\* <https://www.ets.org/praxis/sc/requirements>

Assessment 2: Unit of Instruction

**Description of Assessment**

Candidates are required to produce a two-week unit of instruction in their AGED 4230 Curriculum course in the fall semester prior to student teaching. The unit includes at least eight daily lesson plans and is outlined using the Understanding by Design (UbD) model of curricular development (Wiggins & McTighe). Instruction in the fall curriculum course is purposefully directed at this assignment and the unit plan is due at the end of the semester. The unit plan assignment requires all planning resources, handouts and assessments. The unit objectives must be aligned with appropriate South Carolina content area standards and National AFNR Standards. The Unit Plan is evaluated on four parts 1) Unit Plan outlined by the three staged of UbD 2) Lesson plans that include range of appropriate activities for accommodations, quality of materials, and integration of technology standards 3) Summative assessment 4) Alternative assessment tool (rubric). The development of the Unit of Instruction is the major assignment in AGED 4230.

**Assessment Alignment with Standards**

This assessment is aligned with SC AGED Standard 2: Pedagogical Content Knowledge. It allows the student to demonstrate the ability to plan curricular experiences in the STEM and agriscience area. In addition to the Unit Plan students also prepare teaching and lab instructional materials and daily lesson plans. The following assessments are used:

- AGED 4230: Unit of Instruction, Grading Rubric
- AGED 4010: Daily Lesson Plan Form and Rubric
- AGED 4010: Lab1: Lecture with Discussion and Questioning and Rubric
- AGED 4010: Lab 5—Mixed Methods (STEM) Self-Reflection
- AGED 4010: Lab 5—Mixed Methods (STEM) Lesson Plan Rubric
- AGED 4010: Lab 6—Clinical Teaching Experience—Student Choice of Methods Rubric
- AGED 4060: Unit Plan Specific Requirements and Rubric
- AGED 4060: Lesson Planning: Short-Range Plan (APS2&3)

**AGED 4230: Curriculum  
 Grading Rubric**

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

Assignment: Unit of Instruction (200 Points)

Description:

Part A. Unit Plan: Select one of the courses you identified in your Curriculum Map. Using the criteria provided in class, you will create a plan for each unit that you identify for the course in your curriculum map that includes: (a) unit title; (b) learning objectives; (c) essential questions; (d) facilities used; (e) assessment plan; and (f) content to be taught for each objective. A template will be provided.

Part B. Daily Instructional Plans: Create a set of daily lesson plans that you will use to teach the objectives of one complete unit from the course in your curriculum map and syllabus assignment. The unit must be at least 8 days long. The lesson must be appropriate for the student for which your experience is assigned. You must use a variety of the learning activities presented in AGED 4010/6010. You must also provide a differentiated instruction checklist for one of your lesson plans. Evidence of your ability to integrate technology into your daily instruction will be assessed. Each daily instructional plan should include one formative assessment strategy.

Part C. Unit Test/Assessment: You will create a written Unit Test for the content in the Unit Plan you submitted. The Unit Test should be comprehensive enough to effectively assess student learning of the entire unit. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The test must be linked to your guiding principles as well as explain how it measures your cornerstone tasks. A grading key for the Unit Test must also be included.

Part. D Alternative Assessment Tool (Rubric): You will create an alternative assessment tool (rubric) to assess student learning of a portion of the content included in your Unit Plan. The rubric should follow criteria presented in class

Unit Plan		
Dimension	Criteria	Points
Cover Sheet (2 Points)	<input type="checkbox"/> Unit cover sheet is complete and provides an accurate description of the content	
	Stage 1: Desired Results	
Transfer task (3 Points)	<input type="checkbox"/> Accurate description of how students will independently use their learning in this unit	
Meaning: Understandings and Essential Questions (10 Points)	<input type="checkbox"/> Provides clear understandings of the big picture take away from the unit <input type="checkbox"/> Essential questions align appropriately with the unit of instruction <input type="checkbox"/> Essential questions are of appropriate scope for effective learning <input type="checkbox"/> Essential questions follow a logical order and build upon each other.	
Acquisition: Learning Objectives (5 Points)	<input type="checkbox"/> Plan provides clear details for what students will know at the end of the unit <input type="checkbox"/> Plan provides clear details for what students will be skilled at and able to do at the end of the unit	
	Stage 2: Evidence	

Evaluative Criteria (10 points)	<input type="checkbox"/> Plan provides accurate evaluative criteria for the outlined assessment <input type="checkbox"/> A minimum of one evaluation rubric is included											
Assessment Evidence (10 points)	<input type="checkbox"/> Performance task(s) align with the lesson objectives and desired results <input type="checkbox"/> Plan contains a variety of appropriate assessment strategies											
Stage 3: Learning Plan												
Key Learning Events and Instruction (10 points)	<input type="checkbox"/> A detailed summary of key learning events and instruction in the unit is provided and align with the daily lesson plans for the unit. <input type="checkbox"/> Materials and facilities needed are outlined											
Total Points: (50)												
Overall Comments:												
Lesson Plans (evidence for minimum of 8 days of instruction)												
Dimension	Criteria	1	2	3	4	5	6	7	8	Total		
Heading/Title (1 point)	<input type="checkbox"/> Heading/title/course is complete											
Materials (2 point)	<input type="checkbox"/> A complete list of materials is included											
Intended Outcomes (5 points)	<input type="checkbox"/> Essential question and lesson objectives are appropriate for lesson											
Activation Strategy (5 points)	<input type="checkbox"/> Interest approach is appropriate for lesson											
Learning Activities (3 points)	<input type="checkbox"/> Each learning activity is described in complete detail <input type="checkbox"/> Includes KUD where appropriate											
Summary (5 points)	<input type="checkbox"/> Summary strategy makes sense for the lesson											
Evaluation (3 point)	<input type="checkbox"/> Evaluation strategies match the lesson objective											
Appropriateness of time (1 point)	<input type="checkbox"/> Reasonable estimates of times are used for each activity											
Total Points (25 x 8 = 200 x .50 = 100)												
Overall Comments:												

Summative Assessment: Unit Test		
Dimension	Criteria	Points
Relation to Objectives (5 points)	<input type="checkbox"/> The test items were appropriate or the specified objectives	
Comprehensiveness (5 points)	<input type="checkbox"/> The test addressed all objectives. <input type="checkbox"/> A sufficient number of test items were used for each objective.	
Test Items (10 points)	<input type="checkbox"/> Heading/title/course is A variety of types of questions were used <input type="checkbox"/> Test items were constructed following criteria provided in class <input type="checkbox"/> Test items are designed to distinguish between students that know material and those that do not.	
Directions & Scoring (3 points)	<input type="checkbox"/> Clear directions were provided for each test section <input type="checkbox"/> An indication of point value/scoring was provided for each section.	
Key (2 points)	<input type="checkbox"/> An answer key was provided <input type="checkbox"/> The answer key was accurate.	
Total Points (25)		
Overall Comments		
Alternative Assessment Plan		
Dimension	Criteria	Points
Relation to Objectives (10 points)	<input type="checkbox"/> The rubric was appropriate for the specific objective(s).	
Format (5 points)	<input type="checkbox"/> The rubric was formatted in a way that was organized & clear. <input type="checkbox"/> The format was logical for the objective(s) that were being assessed.	
Criteria (5 points)	<input type="checkbox"/> The list of criteria provides clear instructions for students. <input type="checkbox"/> The list of criteria covered all aspects to be evaluated.	
Scoring (5 points)	<input type="checkbox"/> The amount of points for each criterion was appropriate for the task/skill required. <input type="checkbox"/> The amount of points provides a clear indication of scoring prediction for students.	
Total Points (25)		
Overall Comments		

Total Points Overall

          
 /200

**DAILY LESSON PLAN FORM AND RUBRIC**

Daily Lesson Plan		<i>Teacher:</i>
Course:		
Grade Level:		
Unit:		
Unit EQ:		
Materials:		
Equipment:		
References:		
Daily Topic		
Lesson Essential Question(s):		
AFNR Standards:		
Objective(s):	<u>TSWBAT:</u> 1.	
<u>Differentiated Instructional Techniques:</u>	<u>Technology Integration:</u>	
<u>Lesson Introduction</u> <div style="float: right; text-align: right;">Estimated Time:     Minutes</div> <p><u>Lesson Introduction:</u>          Yesterday we:          Today we are going to:          Why is this information important?          How or why is this information relevant to students?</p> <p><u>Interest Approach: Activating Strategy ("Hook" and Engagement):</u></p>		
<u>Learning Activity I</u> <div style="float: right; text-align: right;">Estimated Time:     Minutes</div> <p>Objective(s):</p>		

1.	
<p><u>Teacher Guide: Teaching Strategies</u>          (How you plan to teach- Directions for teacher)          How is learning facilitated? Teacher to Student? Student to Student? Student to Teacher?</p> <p>Method of Instruction:</p> <p>Type of Activity:</p> <p>Materials Needed:</p> <p><u>Directions:</u></p>	<p><u>Instruction Guide: Brief Content Outline</u>          (What you are teaching)</p> <p><u>Students Will:</u></p> <p>Know (Facts, Formulas, and Vocabulary):</p> <p>Understand (Important “Big Ideas”):</p> <p>Do (Demonstration Skills):</p>

<u>Learning Activity II</u>		Estimated Time:      Minutes
Objective(s):		
1.		
<p><u>Teacher Guide: Teaching Strategies</u>          (How you plan to teach- Directions for teacher)          How is learning facilitated? Teacher to Student? Student</p>	<p><u>Instruction Guide: Brief Content Outline</u>          (What you are teaching)</p>	



<p>to Student? Student to Teacher?</p> <p>Method of Instruction:</p> <p>Type of Activity:</p> <p>Materials Needed:</p> <p><u>Directions:</u></p>	<p><u>Students Will:</u></p> <p>Know (Facts, Formulas, and Vocabulary):</p> <p>Understand (Important “Big Ideas”):</p> <p>Do (Demonstration Skills):</p>
<p><u>Learning Activity III</u></p> <p style="text-align: right;">Estimated Time:      Minutes</p> <p>Objective(s):</p> <p>1.</p>	
<p><u>Teacher Guide: Teaching Strategies</u>        (How you plan to teach- Directions for teacher)        How is learning facilitated? Teacher to Student? Student to Student? Student to Teacher?</p> <p>Method of Instruction:</p> <p>Type of Activity:</p>	<p><u>Instruction Guide: Brief Content Outline</u>        (What you are teaching)</p>

<p>Materials Needed:</p>   <p><u>Directions:</u></p>	<p><u>Students Will:</u></p> <p>Know (Facts, Formulas, and Vocabulary):</p>  <p>Understand (Important “Big Ideas”):</p>  <p>Do (Demonstration Skills):</p>
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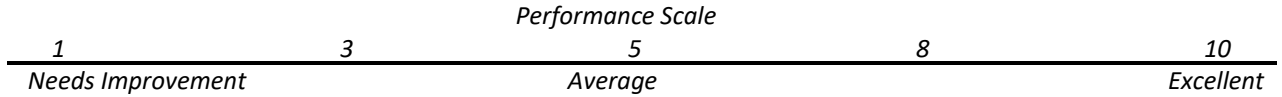
<u>Summarizing Strategy</u>		Estimated Time:    Minutes
<u>Summary of Information Presented (Summarizing Strategy):</u>		
<p><u>Before the Bell Rings:</u>  <i>Today we:</i>  <i>Tomorrow we will:</i></p>		
<u>Assessments:</u> (Recall your instructional objectives Did your students learn? How do you know?)		
<i>Formative Assessments in this lesson:</i>	<i>Summative Assessments for this lesson or unit:</i>	
<u>Guided Reflections (Complete after the lesson is taught):</u>		
What worked well?	What did not work?	
What improvements can be made?	Modifications Needed/Timing & Resources?	

**AGED 4010 Lab 1 – Lecture with Discussion and Questioning**

Student \_\_\_\_\_ Date: \_/\_\_\_/\_\_\_

Observer: \_\_\_\_\_

Lesson/Objective:



INSTRUCTIONAL PROCESS	Points Possible	Points Awarded	Suggestions / Comments
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• An adequate lesson plan was developed <span style="float: right;">10</span></li> <li>• All teaching materials and aids were assembled <span style="float: right;">10</span></li> <li>• Essential question was appropriate for lesson <span style="float: right;">10</span></li> <li>• Objectives were clear and appropriate for subject and level of students <span style="float: right;">10</span></li> <li>• Interest was aroused early in the lesson <span style="float: right;">10</span></li> <li>• Importance of lesson was clearly communicated <span style="float: right;">10</span></li> </ul>			
<b>Presentation:</b> <ul style="list-style-type: none"> <li>• Teaching method(s) employed was (were) appropriate <span style="float: right;">10</span></li> <li>• Each idea or step was developed in a logical sequence <span style="float: right;">10</span></li> <li>• Questioning techniques were used effectively <span style="float: right;">10</span></li> <li>• The teacher’s verbal/non-verbal behavior reinforced desirable student behavior <span style="float: right;">10</span></li> <li>• Instructional materials, technology, and visuals were used appropriately <span style="float: right;">10</span></li> </ul>			
<b>Application:</b> <ul style="list-style-type: none"> <li>• Activities were utilized to improve student retention and learning <span style="float: right;">10</span></li> <li>• Activities were well organized and met desired outcomes <span style="float: right;">10</span></li> </ul>			
<b>Evaluation/Summary:</b> <ul style="list-style-type: none"> <li>• The lesson was summarized in a clear manner <span style="float: right;">10</span></li> </ul>			



<ul style="list-style-type: none"> <li>Provides students with the opportunity to learn the objective(s)</li> </ul>	10		
<ul style="list-style-type: none"> <li>Demonstrates technical knowledge of the subject</li> </ul>	10		
<ul style="list-style-type: none"> <li>Provides students with specific evaluative feedback</li> </ul>	10		
<b>Students and the Learning Environment:</b>			
<ul style="list-style-type: none"> <li>Provides opportunities for individual differences</li> </ul>	10		
<ul style="list-style-type: none"> <li>Communicates with all students</li> </ul>	10		
<ul style="list-style-type: none"> <li>Creates a positive learning environment</li> </ul>	10		
<ul style="list-style-type: none"> <li>Manages student behavior in a constructive manner</li> </ul>	10		
Total Points			

**AGED 4010 Methods of Teaching in Agricultural Education  
 Self-Reflection  
 Lab 5 – Mixed Methods (STEM)**

Student \_\_\_\_\_ Date: \_ / \_\_\_ / \_\_\_ Unit: \_\_\_\_\_

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

INSTRUCTIONAL PROCESS	Reflection
<b>Preparation:</b> <ul style="list-style-type: none"> <li>An adequate lesson plan was developed</li> <li>All teaching materials and aids were assembled</li> <li>Essential question was appropriate for lesson</li> <li>Objectives were clear and appropriate for subject and level of students</li> <li>Interest was aroused early in the lesson</li> <li>Importance of lesson was clearly communicated</li> </ul>	<i>Consider my decisions in planning the lesson.</i>
<b>Presentation:</b> <ul style="list-style-type: none"> <li>Teaching method(s) employed was (were) appropriate</li> </ul>	<i>Consider the impact the lesson had on the students. Did my procedures seem effective?</i>



<ul style="list-style-type: none"> <li>• Demonstrates the ability to motivate students</li> </ul>		
<p><b>Task-oriented:</b></p> <ul style="list-style-type: none"> <li>• Uses instructional time effectively</li> <li>• Keeps students on task</li> </ul>		
<p><b>Opportunity to Learn:</b></p> <ul style="list-style-type: none"> <li>• Provides students with the opportunity to learn the objective(s)</li> <li>• Demonstrates technical knowledge of the subject</li> <li>• Provides students with specific evaluative feedback</li> </ul>		
<p><b>Students and the Learning Environment:</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for individual differences</li> <li>• Communicates with all students</li> <li>• Creates a positive learning environment</li> <li>• Manages student behavior in a constructive manner</li> </ul>		
<p><b>Reflection Comments:</b></p>	<p><i>What areas of my lesson were most effective?</i></p> <p><i>What areas would I like to improve when I teach again? Why?</i></p>	
<p><b>Observe your Teacher Immediacy Factors:</b></p> <p><b>Verbal Behaviors</b>  <i>What you SAY</i></p>	<p><i>Did I use personal examples?</i></p> <p><i>Did I ask questions or encourage students to talk to solicit their viewpoints and opinions?</i></p> <p><i>Did I call students by name?</i></p> <p><i>Do I use terms like “we” and “us” to refer to the class?</i></p> <p><b>Explain:</b></p>	

<p><b>Non-Verbal Behaviors</b>  <i>What you DO</i></p>	<p><i>Do I move around the classroom while teaching?</i></p> <p><i>Do I smile and make eye contact with students?</i></p> <p><i>Do I have a relaxed body posture while talking to the class?</i></p> <p><i>Do I use a variety of vocal expressions when talking to the class?</i></p> <p><b>Explain:</b></p>
<p><b>Goals:</b> <i>I set 3 goals I want to achieve the next time I teach.</i></p>	<p>1.</p> <p>2.</p> <p>3.</p>

**Guide for Reflection (After you teach this lesson)**

<p>What worked well?</p> <ul style="list-style-type: none"> <li>List what worked well here.</li> <li>What improvements can be made?</li> <li>Insert what could be improved here.</li> </ul>	<p>What did not work?</p> <ul style="list-style-type: none"> <li>List what did not work well here.</li> <li>Timing, Technology and Resources?</li> <li>How should the timing of the lesson/unit be adjusted? What resources are needed? Comment on the effectiveness of the technology you integrated into the lesson.</li> </ul>
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**AGED 4010/6010 Methods of Instruction in Agricultural Education**

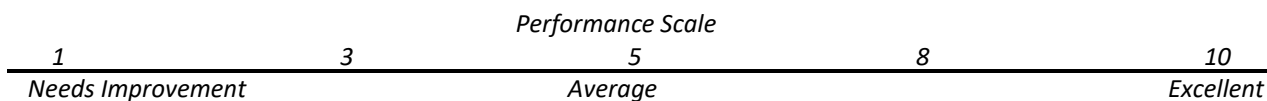
***Lab 5 –Mixed Methods (STEM)***

Plan and present a lesson that incorporates science, technology, engineering, and math (STEM). The lesson content should focus on cross-curricular connections.

Student \_\_\_\_\_ Date: \_ / \_\_\_ / \_\_\_

Observer: \_\_\_\_\_

Lesson/Objective:





INSTRUCTIONAL PROCESS	Points Possible	Points Awarded	Suggestions / Comments
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• An adequate lesson plan was developed</li> <li>• All teaching materials and aids were assembled</li> <li>• Essential question was appropriate for lesson</li> <li>• Objectives were clear and appropriate for subject and level of students</li> <li>• Interest was aroused early in the lesson</li> <li>• Importance of lesson was clearly communicated</li> </ul>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p>		
<b>Presentation:</b> <ul style="list-style-type: none"> <li>• Teaching method(s) employed was (were) appropriate</li> <li>• Each idea or step was developed in a logical sequence</li> <li>• Questioning techniques were used effectively</li> <li>• The teacher’s verbal/non-verbal behavior reinforced desirable student behavior</li> <li>• Instructional materials, <b>technology</b>, and visuals were used appropriately.</li> </ul>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p>		
<b>Application:</b> <ul style="list-style-type: none"> <li>• Activities were utilized to improve student retention and learning, <b>STEM</b> emphasized in lesson content.</li> <li>• Activities were well organized and met desired outcomes</li> </ul>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p>		
<b>Evaluation/Summary:</b> <ul style="list-style-type: none"> <li>• The lesson was summarized in a clear manner</li> <li>• Student had an opportunity to show how well they had learned</li> <li>• The objectives of the lesson were accomplished</li> </ul>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p>		
Instructional Process Points Points Awarded (Page 1) ____ / 160 * 75			
Effective Teaching Points Points Awarded (Page 2) ____ / 150 * 20			
Self-Evaluation and Reflection ____/5 * 5			

Points Awarded (100 points possible)		
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PERFORMANCE CRITERIA	Points Possible	Points Awarded	Suggestions/Comments
<b>Clarity:</b> <ul style="list-style-type: none"> <li>• Explains concepts in a concise and clear manner</li> <li>• Provides clear directions for activities and assignments</li> </ul>			
<b>Variety:</b> <ul style="list-style-type: none"> <li>• Implements a variety of teaching methods/techniques</li> <li>• Uses a variety of instructional materials</li> </ul>			
<b>Enthusiasm:</b> <ul style="list-style-type: none"> <li>• Displays enthusiasm for the subject and for teaching</li> <li>• Demonstrates the ability to motivate students</li> </ul>			
<b>Task-oriented:</b> <ul style="list-style-type: none"> <li>• Uses instructional time effectively</li> <li>• Keeps students on task</li> </ul>			
<b>Opportunity to Learn:</b> <ul style="list-style-type: none"> <li>• Provides students with the opportunity to learn the objective(s)</li> <li>• Demonstrates technical knowledge of the subject</li> <li>• Provides students with specific evaluative feedback</li> </ul>			
<b>Students and the Learning Environment:</b> <ul style="list-style-type: none"> <li>• Provides opportunities for individual differences</li> <li>• Communicates with all students</li> <li>• Creates a positive learning environment</li> <li>• Manages student behavior in a constructive manner</li> </ul> <p style="text-align: right;">Total Points</p>			



**AGED 4010**  
**Lab 6 – Clinical Teaching Experience**  
**Clinical Teaching Experience-Student Choice of Method(s) for Final Exam**

Plan and present a lesson to showcase your effective teaching methods. Include a written rationale with your lesson for the strategies you selected while planning. This lesson will be taught off campus at your cooperating school or in a local high school agriscience classroom. Provide a copy of this rubric for your CT to evaluate your lesson and upload to Canvas.

Student \_\_\_\_\_ Date: \_ / \_\_\_ / \_\_\_\_

Observer: \_\_\_\_\_

Lesson/Objective:

	<i>Performance Scale</i>			
<u>5</u>	<u>10</u>	<u>15</u>	<u>18</u>	<u>20</u>
<i>Needs Improvement</i>		<i>Average</i>		<i>Excellent</i>

INSTRUCTIONAL PROCESS	Points Possible	Points Awarded	Suggestions / Comments
<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• An adequate lesson plan was developed <span style="float: right;">20</span></li> <li>• All teaching materials and aids were assembled <span style="float: right;">20</span></li> <li>• Essential question was appropriate for lesson <span style="float: right;">20</span></li> <li>• Objectives were clear and appropriate for subject and level of students <span style="float: right;">20</span></li> <li>• Interest was aroused early in the lesson <span style="float: right;">20</span></li> <li>• Importance of lesson was clearly communicated <span style="float: right;">20</span></li> </ul>			
<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Teaching method(s) employed was (were) appropriate <span style="float: right;">20</span></li> <li>• Each idea or step was developed in a logical sequence <span style="float: right;">20</span></li> <li>• Questioning techniques were used effectively <span style="float: right;">20</span></li> <li>• The teacher’s verbal/non-verbal behavior reinforced desirable student behavior <span style="float: right;">20</span></li> <li>• Instructional materials, technology, and visuals were used appropriately <span style="float: right;">20</span></li> </ul>			

<b>Application:</b>			
• Activities were utilized to improve student retention and learning	20		
• Activities were well organized and met desired outcomes	20		
<b>Evaluation/Summary:</b>			
• The lesson was summarized in a clear manner	20		
• Student had an opportunity to show how well they had learned	20		
• The objectives of the lesson were accomplished	20		
Instructional Process Points Points Awarded (Page 1) ____ / 320) * 150			
Effective Teaching Points Points Awarded (Page 2) ____ / 300) * 40			
Self-Evaluation and Reflection ____/10 * 10			
Points Awarded (200 points possible)			

*Performance Scale*

5	10	15	18	20
<i>Needs Improvement</i>		<i>Average</i>		<i>Excellent</i>

PERFORMANCE CRITERIA	Points Possible	Points Awarded	Suggestions / Comments
<b>Clarity:</b>			
• Explains concepts in a concise and clear manner	20		
• Provides clear directions for activities and assignments	20		
<b>Variety:</b>			
• Implements a variety of teaching methods/techniques	20		
• Uses a variety of instructional materials	20		
<b>Enthusiasm:</b>			
• Displays enthusiasm for the subject and for teaching	20		
• Demonstrates the ability to motivate students	20		
<b>Task-oriented:</b>			
• Uses instructional time effectively	20		

<ul style="list-style-type: none"> <li>Keeps students on task</li> </ul>	20		
<b>Opportunity to Learn:</b> <ul style="list-style-type: none"> <li>Provides students with the opportunity to learn the objective(s)</li> <li>Demonstrates technical knowledge of the subject</li> <li>Provides students with specific evaluative feedback</li> </ul>	20 20 20		
<b>Students and the Learning Environment:</b> <ul style="list-style-type: none"> <li>Provides opportunities for individual differences</li> <li>Communicates with all students</li> <li>Creates a positive learning environment</li> <li>Manages student behavior in a constructive manner</li> </ul>	20 20 20 20		
Total Points			

**AGED 4060 Directed Teaching  
 UNIT PLAN SPECIFIC REQUIREMENTS**

The student teacher will prepare one unit plan in a subject area selected with the approval of the CT & US. You may use any format you choose or recommended by your CT, however it is highly recommended that you use the Understanding by Design (UbD) Unit Plan template from AGED 4230-Curriculum. The following components must be addressed and are the specific requirements to be included in the unit plan. Note that a pre-test must be developed and administered prior to the start of the Unit, with a post-test following the completion of the Unit.

**I. UNIT TOPIC:**

**II. GRADE LEVEL:**

**III. RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:** How does the unit relate to instructional goals, needs of students, prior units? Explain your answers. Be specific. Also describe the contextual factors (including the relevant student characteristics from key elements of your long-range plan as well as any other factors related to the community, district, school, classroom or students) that are likely to impact instruction and/or student learning with regard to the selected unit. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

**IV. OBJECTIVES:** Describe the unit objectives and their correlated standards or expectations. Identify the priority content and learning that is expected. These objectives should be broad enough that they capture the breadth and depth of content of the unit, but focused enough that they can be measured.

**V. CONTENT:** In addition to the content taught in your unit, describe the key instructional activities and strategies you will use to teach this unit. Also describe how you will organize and teach the content so

that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness.

**VI. REFERENCE/RESOURCE MATERIALS:** Describe the materials and resources you will use to teach this unit. Include how you will use multimedia and digital tools and resources (web sites and applications, for example) in instruction. Attach or have available copies of supplemental materials, poems, songs, activity sheets, etc.; list suggested book titles. You may want to categorize materials to show how materials address student needs--interests, abilities, culture.

**VII. DAILY LESSON PLANS:** Attach extended lesson plans for a **minimum of five daily** lessons. Use the Sample Lesson Plan Format from AGED 4010- Methods as a guide. Remember to write reflections after each lesson.

**VIII. ANALYSIS OF STUDENT LEARNING:** Collect value-add and/or other student growth data related to your content from your cooperating teacher and describe patterns/trends of student learning and growth as a whole class and as clusters of students within the classroom. Information should also include number of students in class, students with exceptionalities and/or academic supports provided to students, for example. Also identify any school and district goals related to student learning and describe how these goals relate to your classroom analysis.

**IX. PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA:** Create your assessments for each unit objective for the pre and post assessment of student learning. Identify the assessments for each unit objective and describe how the assessments are aligned to your objectives. Include descriptions of any necessary student accommodations. Pre-assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.

**Include the following in your information:**

1. How did you decide on the assessment?
2. How does the assessment accommodate the needs and interests of ALL students?
3. How does your evaluation criteria clearly differentiate learning?
4. How will the results of pre-assessment be used for instruction?

Attach each assessment and also include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights, and the like).

## **X. INTERPRETATIONS AND DECISIONS –**

### **Pre and Post Assessment of Unit: Pre-assessment**

1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment(s) and describe the implications of these results on the instruction for all learners.
3. Create growth targets for unit outcomes to be measured in post assessment. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

### **Post-unit-assessment**

Once you have completed the unit, analyze all of your pre and post assessments and determine your students' progress relative to unit objectives.

1. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class, groups

of students, and for at least two students with individual needs. For each visual representation, provide a descriptive narrative that summarizes your analysis of student learning progress and growth.

2. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

**XI. REFLECTION AND SELF-ASSESSMENT:**

1. Describe the impact of the unit on the learning of ALL students including students with individual needs. Reflect on and describe the relationship between your students’ learning progress and growth and your teaching performance based on the criteria included in this assignment for the instructional unit.

2. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

3. As a result of teaching this unit, how could you as an in-service classroom teacher collaborate and communicate student progress with parents/families to positively impact student learning? How and what could you communicate with school instructional staff, team leaders and school principals to engage in a school climate of student learning?

**APS 2: RUBRIC**

<u>Domain 1: Planning</u>	Unsatisfactory 1	Needs Improvement 2	Proficient 3	Rationale
<b>APS 2: SHORT-RANGE PLANNING OF INSTRUCTION (Domain 1)</b>				
2 A. Develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.				
2 B. Develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.				
2 C. Routinely uses student performance data to guide short-range planning of instruction.				
<b>STRENGTHS and RECOMMENDATIONS:</b>				
<b>APS3: Planning Assessment and Using Data (Domain 1)</b>				
3 A. Develops/selects and administers a variety of appropriate assessments.				
3 B. Gathers, accurately analyzes, and uses				



assessment data to guide instructional planning.				
3 C. Uses assessment data to assign grades that accurately reflect student progress and achievement.				
<b>STRENGTHS and RECOMMENDATIONS:</b>				
<p>The student teacher demonstrated knowledge of how to use formal and informal assessments for all students          The student teacher demonstrated an ability to evaluate pre and post assessment data          The student teacher is able to plan lessons as a result of the evaluation of pre and post assessment data.          Units clearly indicate the student teacher is able to positively impact student learning.          Student teacher is able to reflect on students' progress and achievement and identify how to teach the unit differently as a result.</p>				

ADEPT Performance Standards 1-3 Rubric

- 3 Proficient:** Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning.
- 2 Needs Improvement:** Component parts may be represented but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented but may require clarification as to the value to the learner and the criteria for assessing learning.
- 1 Unsatisfactory:** Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.

**AGED 4060Agricultural Education Lesson Planning**

**Due to CT 1 Week in Advance**

**Due to US 2 Days Before Scheduled Visit**

**Requirements for Lesson Plans**

As you learned in AGED 4010, lesson plans are essential for effective classroom instruction.

**Daily plans:** The student teacher (ST) writes daily lesson plans for every lesson the ST is teaching. The ST must obtain cooperating teacher (CT) approval for these plans. The ST must plan ahead so the CT can go over lesson plans a **week in advance**. The plans should be presented no later than Thursday for CT approval and

return on Friday (unless CT has another schedule that he/she wishes the ST to follow). Please use CT's preferred format for daily lesson plans.

**Detailed plans:** The student teacher should **write at least five (5)** detailed lesson plans to accompany the written unit. The ST will provide detailed plans for the university supervisor (US) for four (4) formal lesson observations and provide detailed plans for the CT for two (2) formal lesson observations. Use of the Lesson Plan Template from AGED 4010 to develop your daily lesson plans is highly recommended. The short-range lesson plan template outlined below is also acceptable.

The ST should consult with the CT to determine approved lesson plan format for the assigned school and district and confirm this format with the US. Any lesson plan format used for formally evaluated lessons must include all of the elements in the lesson plan template shown below.

**Note:** While the ST should plan for 6 formal scheduled observations (4 by US and 2 by CT), one to two observations after the midterm could be unannounced and unscheduled. The minimal expectation for formal scheduled observations is 4 by US and 2 by CT, however more observations may be required depending on ST growth/progress and/or CT and US recommendation.

**Reflections of Formal Lessons:** The ST is required to write a reflection of teaching after each formally evaluated lesson; see reflection guidelines in the lesson plan template. This reflection should be included in the lesson plans for each formally evaluated lesson and submitted to the US and CT.

### **AGED 4060** **Short Range Lesson Plan Template (ADEPT APS 2 & 3)**

**Title of Lesson:**

**Subject:**

**Grade level:**

**Cooperating Teacher:**

**Student Teacher:**

**Objective(s):** (APS 4)

- o The purpose of a behavioral objective is to COMMUNICATE.
- o The objective clarifies the intent of the instruction for the teacher, and for all who have interest in the outcome of instruction
- o Ideally, all behavioral objectives should contain 3 elements:

**Conditions** (a statement that describes the conditions under which the behavior is to be performed)

**Behavioral Verb** (an action word that connotes an observable student behavior)

**Criteria** (a statement that specifies how well the student must perform the behavior)

**Curriculum Standard(s) Addressed:** (APS 4, 6)

**Rationale for Instruction:** Indicate why this instruction is appropriate based on student performance and data.

**Prerequisites:** Indicate what the student must know or be able to do in order to achieve the stated objective.

- o This section is necessary in considering the readiness state of your students.
- o Students cannot master the objective and teachers cannot duplicate your lesson without prerequisites
- o List one or two specific behaviors necessary to begin the lesson

**Materials/Preparation:** (APS 6)

- o List all materials/equipment to be used by the teacher and students
- o Include preparation considerations of the materials to ready them for the lesson.

**Procedures:** (APS 4, 5, 6, 7, 8, 9)

- o Describe what ST will do when teaching the lesson. Include how plan to introduce the lesson to the students, the instructional techniques to be used (to include the use of instructional technology and digital resources), and how the lesson will be summarized and provide closure.
- o Consider the following elements:

Introductory **Activity: Activating Strategy**

Provides FOCUS for the lesson, activates prior knowledge, and engages students in content.

Main **Activities (generally 2-3 per lesson):** Includes specific techniques used (e.g., input, demonstration, explanation, discussion, guided practice, check for understanding, independent practice)

Closure: **Summarizing Activity:** Pull the information together at the end of the lesson. Provide feedback to students as needed to reinforce the lesson. Make the connections from today to tomorrow.

**Assessment:** (APS 3)

- o Determine to what extent the students have attained the objective.
- o Specific behaviors and actions must be demonstrated by students to support the mastery of the objective

**Adaptations: Differentiated Instruction** (APS 6, 7)

- o This is a statement or two telling how all levels of ability and pace in the lesson will be included
- o Include modifications that will allow students of all cultures to participate and feel successful
- o Include modifications for English Language Learners (ELL) and special needs (IEP) students

**Follow-up Lessons/Activities:** (APS7)

- o Include suggested activities for enrichment or reinforcement of the lesson.
- o Include possible lessons that might follow.

**Reflection:** Complete separately after lesson is taught. Consider decisions made in planning the lesson (materials, procedures, strategies). Consider the impact the lesson had on the students (Did they achieve the objective(s)? Did your procedures seem effective?). Finally, consider areas for improvement if lesson were taught again, and what areas were most successful.

Assessment 3: Curriculum Map

**Description of Assessment**

In AGED 4230 candidates are required to develop a curriculum map for a course using the SC Agricultural Education Career Pathways. Candidates select one course to develop a curriculum map that includes: scope and sequence by breaking one of those courses into logical units, designating the number of days for each unit, and designating the order that the units would be taught. The focus is on the scope and sequence of the course and the ability to develop logical units for student teaching.

**Alignment with Standards**

The development of a curriculum map aligns with SC AGED Standard 2 Pedagogical Content Knowledge. Our teacher candidates will reveal their ability to use subject specific content knowledge to plan and build their own units that align with the curricular content/topic of the unit. Unit essential questions, lesson essential questions and learning objectives are developed for each planned unit of instruction. Summative assessments for each unit are also outlined and defined in the curriculum map. Candidates also include a written rationale statement that provides evidence of the curricular decisions they made while planning the scope and sequence of the units throughout the course. A summary of assessment strategies is listed below:

- AGED 4030: Curriculum Map Requirements and Rubric
- AGED 1000: IGP Written Research Report
- AGED 4010: Early Field Observation Report
- AGED 4010: Peer Teaching Presentation—Micro teaching lessons
- AGED 4230: Classroom Management Plan and Rubric

**AGED 4030: Curriculum  
Grading Rubric  
CURRICULUM MAP**

Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

Assignment: Curriculum Map (100 Points)

Description: Using the SC Agricultural Education Career Pathways in your School Instructional Program Plan, select one course to develop a curriculum map that includes: scope and sequence by breaking one of those courses into logical units, designating the number of days for each unit, and designating the order that the units would be taught. Provide a written summary that explains why you chose to plan things this way. Assume that there are 180 days in the school year and that 15 days will be allocated for miscellaneous school activities (testing, assemblies, etc.). Thus, you have 165 instructional days to use.  
\*NOTE: You may choose to develop your curriculum map for your student teaching experience (one semester). Upload to Canvas and bring a hard copy to class on the due date.

Dimension	Criteria	Comments	Points
Units (10 points)	<input type="checkbox"/> One course is broken down into units <input type="checkbox"/> The units cover an appropriate number of objectives		
Duration (10 points)	<input type="checkbox"/> The number of days (weeks) designated for each unit is specified <input type="checkbox"/> The duration for each unit is realistic		
Sequence (20 points)	<input type="checkbox"/> The sequence of units takes into consideration, school and State FFA activities, weather, and facilities required etc. <input type="checkbox"/> The sequence of units logically flows <input type="checkbox"/> The scope and sequence included 165 days (33 weeks) or *1 semester		
Essential Questions (25 points)	<input type="checkbox"/> Unit Essential Questions are broad, open-ended, and capture “big ideas” <input type="checkbox"/> Lesson Essential Questions are open-ended, content driven, and aligned with specific lesson concepts.		
Summative Assessment (10)	<input type="checkbox"/> An appropriate summative assessment is planned to evaluate students at the end of each unit of instruction		
Rationale (20 points)	A <u>justification</u> was provided for: <input type="checkbox"/> The breakdown of the objectives into these units (5 points) <input type="checkbox"/> The number of days (weeks) designated for each unit (5 points) <input type="checkbox"/> The order in which the units were taught (timing) (10 points)		
Writing and Grammar (5 points)	<input type="checkbox"/> Writing was clear and concise <input type="checkbox"/> Grammar and punctuation rules were followed		
<b>Total Points</b>			
<b>Overall Comments:</b>			

**AGED 1000: IGP Project**

**IGP Written Research Report** – Utilize the notes from the guest speaker’s comments and class discussion to write a report that provides evidence of your ability to define the purpose and identify major contents of the career guidance model and describe target participants for the Individual Graduation Plan (IGP).

Grading Rubric

<b>Ag Ed 1000- Early Field Experience</b> EEDA <i>Performance Standards-2 &amp; 3</i>		
<b>Grading Evaluation Criteria for the Individual Guidance Plan</b>	Possible Points	Points Achieved
Use of proper grammar and composition skills	25	
Defined the purposes of an I.G.P.	25	
Described the target participants for an I.G.P.	20	
List the major contents of a complete I.G.P.	20	
General Observations and Beliefs Regarding I.G.P.’s	10	
Total Points	100	

<b>AGED 4010 Methods of Teaching in Agricultural Education Early Field Observation Report</b>		
Date:	School:  Subject/Course:  Teacher:	Minutes/Hours Observed:
Demographic Population of Students: (#, gender, race/ethnicity, accommodations etc.)		Classroom/Laboratory Layout:
Topic/Lesson Taught: Essential Question: Objective(s):		
Learning Activities Used:		
Interactions (Student–Teacher and Student–Student):		
Effective Teaching Characteristics Observed/Classroom Management:		
Assessment Activities (Formative and Summative):		
Summary Observations: (Did learning occur? How do you know if learning did or did not occur? What strategies/best practices did you observe the instructor follow that were outlined in our class?)		
What topics of focus did you concentrate on today?		
Reflections: (What does today’s observation mean to you? What did you learn? What do you still need to learn?):		

**AGED 4010 Methods of Instruction in Agricultural Education**

Peer Teaching

**PEER TEACHING PRESENTATIONS- Micro teaching lessons**

The most valuable learning experience in this course is peer teaching. You will prepare complete lesson plans from a unit of instruction in your instructional program plan and present micro teaching presentations, “mini-lessons”, from that plan. You will be required to incorporate all of the effective teaching skills that are expected in a complete lesson but focus the content and learning activities on the selected teaching method, which can be accomplished in the time provided. During the micro teaching labs, you can anticipate some minor student misbehavior. We do this to provide realism and to provide you an opportunity to utilize effective classroom management techniques. You will be expected to respond in an appropriate manner to the misbehaviors, but everyone should understand that excessive misbehavior would inevitably detract from the overall peer teaching experience and course grades. The micro teaching lessons will be video recorded to provide you the opportunity to discuss, reflect and grow professionally from the experiences. Micro Teaching Presentations- For each micro teaching presentation, you will prepare a lesson plan (using the provided template). Instructor/TA feedback will be provided if the lesson plan is emailed to the instructor/TA no later than 9:00 am on the Thursday prior to your scheduled microteaching presentation. After your presentation you will review your video and submit a written reflection (using the provided guidelines) in Canvas within one week after your presentation. You will be required to meet with the instructor to discuss and reflect on your micro teaching experiences a minimum of two times during the semester.

**MY ASSIGNED LAB GROUP IS    A    or    B**

LAB	TEACHING METHOD	DESCRIPTION	TIME	POINTS	DATE of My Microteaching
1	Lecture with Questioning and Discussion	Plan and present a lesson using a lecture presentation designed to stimulate student discussion and teacher questioning. TOPIC_____	20 minutes	100	
2	Demonstration with Individualized Application	Plan and present a lesson that includes a demonstration with individualized student application. TOPIC_____	25 minutes	100	
3	Cooperative Learning	Plan and present a lesson designed to incorporate student cooperative learning. Consider strategies to differentiate instruction. TOPIC_____	25 minutes	100	
4	Inquiry-based Instruction	Plan and present a lesson focused on utilizing inquiry-based instruction. This lesson should be student-centered and	30		



		include higher level questioning. TOPIC _____	minutes	100	
5	Mixed-Methods STEM	Plan and present a lesson that incorporates science, technology, engineering, and math (STEM). The lesson content should focus on cross-curricular connections. TOPIC _____	30 minutes	100	
6	Clinical Teaching Experience- Student Choice of Method(s) for Final Exam	Plan and present a lesson to showcase your effective teaching methods. Include a written rationale with your lesson for the strategies you selected while planning. This lesson will be taught off campus in a local high school agriscience classroom. TOPIC _____	Full class period	200	

**AGED 4230 Curriculum (50 Points)**

**Your Mission:**

**Create a classroom management plan for your cooperating school classroom to have ready to use on the first day you begin teaching.**

- The Plan should include:
  - Procedures (consider safety in labs and classroom)
  - Steps for intervention
  - Consequences for inappropriate behavior- What happens when your students break rules?
  - Remember... School rules and discipline policy trump all other rules.

**DUE DATE: Hard copy of Classroom Management Plan will be due in class. Also, online submission in Canvas.**

**Things to consider:**

A. Check with your cooperating teacher to obtain a copy of their classroom management plan and get a copy of the school rules and discipline policy (may be available on the school website). Discuss your plan and your concerns for classroom management with your cooperating teacher.

B. Make this a useful and functional tool that will help you enter your cooperating school with an action plan to manage your classroom. Keep in mind your teaching philosophy and some concerns you may have, based on your classroom observations at your cooperating school.

C. Consider information in the textbook (Chapters 3 and 4) with regard to leadership styles, stages of group development, systems of classroom management, and culturally responsive classroom management.

D. Remember....

- o Discipline = Behavior Procedures = Doing
- o Effective Teacher = Manages a Classroom
- o Ineffective Teacher = Disciplines a Classroom

E. Be Creative and Fair!

F. Develop a plan to build a learning community to reach the Ultimate Goal..... Student Achievement!

Classroom Management Plan Rubric

Assignment Criteria	Point Value
Procedures are adequately outlined and clearly communicated (consider safety in labs and classroom)	15
Steps for intervention are reasonable and clearly defined (indicates teachers' ability to manage the classroom/lab)	10
Consequences for inappropriate behavior are reasonable and clearly defined (school rules apply)	10
Grammar and Written Expression	5
Document is Professionally Developed, Organized and Shows Creativity	10
Total Points (50)	

Assessment 4: Student Learning Objectives (SLO) Assignment

**Description of Assessment**

The purpose of the Student Learning Objectives (SLO) assignment is to help candidates determine particular needs of the 7-12 students and plan for instruction that will meet students' needs. Planning how to address 7-12 students' needs is an essential skill. Even though SLOs are used for teacher evaluation as part of South Carolina's Expanded ADEPT Support and Evaluation system, SLOs can enhance student learning and provide evidence of the candidate's instructional impact.

**Alignment with Standards**

The assignment aligns with SC AGED Standards 2 Pedagogical Content Knowledge and allows candidates opportunities to develop a pre-post plan to assess the impact of instruction on 7-12 student learning. In addition to the SLO assignments, candidates complete classroom management assessments. Field experiences provide opportunities for assessment of candidates' abilities to develop and implement SLOs. The following assessment strategies are used:

- AGED 4060 Student Learning Objectives (SLO) Assignment Description
- AGED 4060 SLO Template
- AGED 4060 SLO Rubric

**AGED 4060 Student Learning Objectives (SLO)  
 Assignment Description**

According to the *Student Learning Objectives (SLO) Guidebook* published by the South Carolina State Department of Education on March 2015 (p. 4),

Student learning objectives (SLOs) are teacher-driven, student-centered, data-informed, standards-based goals that measure an educator’s impact on student learning growth within a given interval of instruction. The use of SLOs promotes collaboration among teachers, administrators, and support staff to make data-informed academic decisions about students. SLO development is an iterative process that encourages teachers to identify the most important learning standards for the year or semester, review and analyze available student data, make informed decisions about instructional strategies, set academic goals for students, and evaluate student progress toward those goals. It also supports a mindset shift from focus solely on student proficiency towards emphasizing student growth.

The purpose of the Student Learning Objectives (SLO) assignment is to help you determine particular needs of your students and plan for instruction that will meet students’ needs. Planning how you will address students’ needs is an essential skill. Even though SLOs are used for teacher evaluation as part of South Carolina’s Expanded ADEPT Support and Evaluation system, SLOs can enhance student learning and provide evidence of your instructional impact. You will be required to work primarily with your teacher and also with your supervisor to determine your SLO objective(s) and a process for measuring student growth.

Consulting with your teacher, you will identify a particular learning target (area of improvement) based on student need that you will address over the course of a semester. The learning target you select should be something you can assess using a valid and reliable measure. Depending on your particular students, and with the advice of your teacher who is familiar with students’ needs, you are to choose a learning target, select and administer an appropriate assessment, and write a SLO designed to address the targeted need. In conjunction with your teacher, you will set either a tiered growth target, a targeted growth target, or an individual growth target. An explanation of each type of growth target is represented in the below table. In many cases, the growth targets should be tiered or individual to be rigorous and attainable for students with varying degrees of skills and abilities.

Tiered Growth Targets	Targeted Growth Targets	Individual Growth Targets
Appropriate for the class approach to SLOs, tiered growth targets include all students but at varying degrees of expected growth.	Appropriate for course approach as a second SLO when the first includes all students. Sub population(s) of students are the focus of the SLO goal.	Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.

Suggested timeline for SLO assignment during student teaching semester (adapted from Interval Timeline, *Student Learning Objectives (SLO) Guidebook*, March 2015, pages 23-24):

ST=Student Teacher; CT=Cooperating Teacher; US=University Supervisor

Suggested Timeline	Student Teacher Responsibilities	Cooperating Teacher and University Supervisor Responsibilities
January-February	<ul style="list-style-type: none"> <li>Analyze baseline or trend data for students.</li> <li>Identify student populations, appropriate standards, and appropriate assessments.</li> <li>Administer baseline assessments (e.g., pretest or beginning-of-year performance task) and set SLO growth targets.</li> <li>Submit completed SLO Template and selected assessment to CT and US for review.</li> <li>Meet with CT for SLO review meeting, and revise SLO if needed. Send revised SLO Template to CT and US.</li> <li>Complete Professional Growth and Development (PG&amp;D) Planning, including plans for Action Research.</li> </ul>	<ul style="list-style-type: none"> <li>CT/US: Review the ST's SLO submission using the SLO Rubric and prepare feedback for the review meeting. CT must attend review meeting; US may not attend and may only provide feedback virtually (phone, email, etc.).</li> <li>CT: Meet with ST for SLO review meeting and set a deadline for the submission of any revisions.</li> </ul>
Beginning of February	<ul style="list-style-type: none"> <li>Engage in Preliminary Conference* with CT for a final review and approval of the SLO prior to implementation in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>CT/US: Ensure all SLOs are reviewed and approved. CT and US collaboratively complete SLO Rubric; US submits SLO Rubric in CANVAS.</li> <li>CT/US: Coordinate resources to ensure PG&amp;D plans support quality instruction and student growth.</li> </ul>
February – March	<ul style="list-style-type: none"> <li>Monitor student progress using formative assessments.</li> <li>Adjust instruction and interventions as needed.</li> <li>Implement PG&amp;D plan.</li> </ul>	<ul style="list-style-type: none"> <li>CT/US: Review ST's teaching practices and support ST in meeting SLO objective.</li> </ul>
March - April	<ul style="list-style-type: none"> <li>Administer summative assessment (e.g., post-assessment, portfolio, or performance task).</li> <li>Record and analyze data on student performance.</li> <li>Conduct initial analysis of rating based upon standards set in the initial SLO Preliminary Conference*.</li> <li>Submit SLO documentation to CT and US, and prepare for Summative Conference**.</li> <li>Summative Conference**: Meet with CT and US to discuss assessment outcomes, SLO growth target success, and SLO scoring.</li> <li>Use SLO results and feedback as part of next year's professional growth planning, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>CT/US: Review submitted SLO documentation and scoring; prepare feedback for Summative Conference**.</li> <li>CT/US: Meet with ST to discuss assessment outcomes, SLO growth target success, and SLO scoring. Complete SLO Rubric. US: Submit SLO Rubric to CANVAS.</li> </ul>

**\*Preliminary Conference**

At least 2 days prior to the Preliminary Conference, the ST should submit the SLO Template to the CT and the US. The CT and ST will meet for the Preliminary Conference; the US is not required to attend but should provide feedback to the ST on the SLO Template virtually (email, phone, etc.). During the Preliminary Conference, the ST and CT discuss and review baseline and trend data, assessments used, and plan for monitoring and formatively assessing students and growth targets. If adjustments to the SLO Template are

needed, the ST should make revisions and send the revised SLO Template to the CT and US within one week of the Preliminary Conference. The final SLO Template should be uploaded to CANVAS by the ST. The US is responsible for uploading the SLO Rubric to CANVAS and sharing the completed rubric with the ST and CT.

**\*\*Summative Conference**

This meeting should be scheduled after the final assessment data has been collected, scored, and analyzed. During the meeting, the ST will present evidence of students’ progress and attainment of growth targets. Because the conversation that occurs during the Summative Conference is a reflection on the ST’s practices during their student teaching semester, the Summative Conference can be held in conjunction with the Final Evaluation conference. The ST, CT, and US should be present at this meeting.

**Reference**

Expanded ADEPT Support and Evaluation System Student Learning Objectives (SLO) Guidebook, March 2015.  
<https://ed.sc.gov/scdoe/assets/file/agency/ee/Educator-Evaluation-Effectiveness/documents/slo/SLOGuidebook.pdf>

**AGED 4060 Student Learning Objective (SLO) Template**

Student Teacher Name:	
Cooperating Teacher Name:	
School District, School Name:	
University Supervisor:	
Content Area for SLO:	
Grade Level for SLO:	
School Year:	
Type of Growth Target (tiered, targeted, or individual)	
SLO Objective Statement:	
Pre-assessment date:	
Post-assessment date:	
Beginning instruction date:	
Ending instruction date:	
Rationale: Provide a basis for the work to be accomplished. Why is this the focus for the SLO selected? What background work has been done in this area? How does this target align with the school and/or district	

<p>goals? What is the expected outcome? Is the objective broad enough to capture the major content but focused enough to be measurable?</p> <p>Provide details related to assessment analysis and how that relates to the student population within the SLO.</p>	
<p>Baseline and Trend Data:          Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.</p> <p>Include information about students' level of performance prior to the start of the interval of instruction. How was the assessment done? When was the assessment conducted? The baseline data should be used to establish SLO growth targets.</p>	
<p>Growth Targets:          The growth targets for set for this SLO must be rigorous, yet attainable, for all students. Connect the baseline data that you collected at the beginning of the learning interval to your target data. Be sure to tier your growth targets so that you are able to demonstrate growth for students that perform various levels. Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points? Explain how these targets were determined.</p>	
<p>Student Population:          Provide an in-depth description of the student population included in the SLO. A minimum of six students should be selected for the SLO. Describe any exceptionalities and special needs of the student group.</p>	
<p>Standards/Content and Interval of Instruction:          Describe the content and content</p>	

<p>standards that are address by the SLO. Refer to the state content area standards to complete this section. Provide a data-driven explanation for the focus of the SLO. Also, describe the instruction period for this SLO.</p>	
<p>Assessment (Pre- and Post-) and Scoring: Describe the assessments (pre- and post0) that will be used to determine student growth. How do they measure the identified content/skills of the SLO? How will they be administered and by whom? Include information on how the assessment(s) will be scored. Assessments reviewed and discussed by a school team will verify the appropriateness of the instrument. Consider state, district, school, and individual teacher-created assessments. Will these assessments be tied to grades, and if so, how?</p>	
<p>Instructional Strategies: Describe the instructional practices and/or grouping strategies you will use to teach this content to students. Discuss the varying baseline data of your students. How ill instruction be differentiated based on data? Are other teachers linking their SLOs? What interventions will be used if more assistance is needed during the learning process?</p>	
<p>Progress Monitoring: How frequently will you monitor students' mastery of standards taught? How and with what instruments will you assess students to measure their progress over time toward the learning goals? What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period?</p>	
<p>Teacher Professional Growth and Development Plan and action Research (S.C. Code Ann. Section 59-26-30): Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add</p>	

to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project?	
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Conference	Date	Signatures (ST, CT)
SLO Preliminary Conference (ST and CT; US not required to attend)		
SLO Summative Conference (ST, CT, and US)		

**AGED 4060 Student Learning Objectives (SLO) Rubric**

SLO Section	SC Teaching Standard Domain: Indicator	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
Rationale  Score: ____	Teacher Knowledge of Students; Instructional Plans	Instructional plans include evidence that the plan is appropriate for the age, knowledge, and interest of most learners	Instructional plans include some evidence that the plan is appropriate for the age, knowledge, and interests of most learners	Instruction plans include little evidence that the plan is appropriate for the age, knowledge, or interests of the learners	Instructional plans include little evidence that the plan is appropriate for the age, knowledge, or interests of the learners
Baseline and Trend Data  Score: ____	Teacher Knowledge of Students; Assessment	Assessment plans include descriptions of how assessment results will be used to inform future instruction	Assessment plans include performance checks throughout the year	Assessment plans include performance checks but may not be monitored consistently	Assessment plans include performance checks, although the purpose of these checks is not clear
Growth Target  Score: ____	Grouping Students; Instructional Plans	Expectations for each student's performance are clear, demanding, and high	Expectations for student's performance are clear, demanding, and high	Expectations for student's performance are clear	Expectations for student's performance are vague
Student Population  Score: ____	Teacher Knowledge of Students	A minimum of six students are selected. An in-depth description of the student population is included, and	A minimum of six students are selected. A description of the student population is included, and exceptionalities and	A minimum of six students are selected. A description of the student population is vague and my not included	A minimum of six students are not selected. The description of the student population is missing or is



		exceptionalities and special needs of students are addressed.	special needs of students are addressed.	exceptionalities and special needs of all students.	vague.
Standards/Content and Interval of Instructions Score: ____	Instructional Plans	Instructional plans include measurable and explicit goals aligned to state content standards	Instructional plans include goals aligned to state content standards	Instructional plans include some goals aligned to state content standards	Instructional plans include few goals aligned to state content standards
Assessment (Pre- and Post-) and Scoring Score: ____	Assessment	Assessment plans have clear, appropriate measurement criteria	Assessment plans have measurement criteria	Assessment plans have ambiguous measurement criteria	Assessment plans have no measurement criteria
Instructional Strategies Score: ____	Presenting Instructional Content; Instructional Plans	Instructional plans include evidence that the plan provides regular opportunities to accommodate individual student needs	Instructional plans include evidence that the plan provides some opportunities to accommodate individual student needs	Instructional plans include evidence that the plan provides some opportunities to accommodate individual student needs	Instructional plans include little evidence that the plan provides some opportunities to accommodate individual student needs
Progress Monitoring Score: ____	Academic Feedback; Questioning; Assessment	Assessment plan include descriptions of how assessment results will be used to inform future instruction	Assessment plans include performance checks throughout the year	Assessment plans include performance checks but may not be monitored consistently	Assessment plans include performance checks, although the purpose of these checks is not clear
Total Score: ____					

Assessment 5: Evaluation of Field Experiences and Directed Teaching

**Description of Assessment:** Agricultural Education Teacher Certification: Clinical Experience

Guided clinical practice experience in secondary School-based Agricultural Education (SBAE) programs, county extension offices, and adult education settings where candidates observe and interact with professionals to progressively develop and demonstrate their knowledge, skills, and dispositions. Observations are conducted throughout the state of South Carolina. Assessment 5 comprehensively evaluates candidates’ learning process throughout field and clinical experiences. During the directed teaching experience candidates are truly able to evidence target level work by applying the practices and methods they learned throughout the program. Assessment 5 is purposefully designed to offer evaluative feedback on the candidate’s progress toward excellence based on the standards. The curricular components of our program align assessment with the required standard elements that provide feedback on key dimensions each element. The results of this assessment influence student teaching evaluations during the last spring semester and provide opportunities to reflect and discuss major implications for ongoing program.

**Alignment with Standards**

Assessment 5 aligns with all SC AGED Program Standards and allows for the candidate to demonstrate his/her ability to be a successful 7-12 Agricultural Education teacher. The following assessment strategies are provided:

- Summary Table of Agricultural Education Teacher Certificate Clinical Experience and Directed Teaching
- Summary Table of Agricultural Education Criteria for Field & Clinical Experiences
- AGED 1000: Visitation Documentation Sheet
- AGED 4000: Field Experience II Visitation Documentation Sheet
- AGED 4000 Final Semester Power Point Presentation
- AGED 4010: Early Field Observations
- AGED 4060: Agricultural Education Weekly Reflection Journal Instructions
- AGED 4060: Supervised Experience Plan Requirement
- AGED 4060: Experience Plan Agreement for Student Teaching
- SC Teaching Standards Rubric
- AGED 4060: Midterm Evaluation and Student Teacher Self-Assessment
- AGED 4060: Final Summary Evaluation

**Agricultural Education Teacher Certificate Clinical Experiences and Directed Teaching**

Course	Clinical Experience	Hours	Description/Assessments
AGED 1000	Orientation and Field Experience	40	Students are required to select a representative high school or agricultural agencies for obtaining 40 hours of field experience, jointly plan experiences with the local agricultural teacher, agricultural agency Director and university professor. Prepare a written plan for obtaining field experience and secure approval from appropriate personnel prior to beginning the experience(s). Students will be required to systematically plan for obtaining a minimum of 40 hours of field experience in representative high schools or agricultural agencies to acquire practical high school pre-professional experience while serving as a teacher’s assistant and/or assisting the Extension Agent/Specialist to understand the Cooperative Extension Service/agricultural agency mission and structure. Students will interview a current student intern during their second half of their experience and attend at least three Collegiate FFA Meetings/Events.
AGED 4000	Supervised Field Experience II	40	This course is designed to provide supervised observations and gather practical information in students assigned Agricultural Education program or agricultural agency. Its aim is to meet the accreditation standards of CAEP, which requires in-school laboratory experiences prior to student teaching in Agricultural Education. Students that are not seeking certification will spend time with the Cooperative Extension Service or other agricultural agency as approved by the instructor. Students are required to secure pertinent information at the assigned high school or agricultural agencies for obtaining field experience, jointly plan the student teaching experience with the

			cooperating teacher and secure a minimum of 25 hours of observation and required data before August 15. Much of the information secured prior to the beginning of the fall semester will greatly assist in the development of the School and Community Profile which is the first assignment conducted in AGED 4230/6230 Curriculum. Students are required to prepare written documentations and discuss summaries of experience and required data, complete a total (minimum) of 40 hours of observation/cooperative visits with your assigned school and conduct a final comprehensive oral presentation during the last class meeting of the fall semester.
AGED 4010/6010 Methods of Instruction	Teaching Effectiveness Observations	10	One way to improve our own teaching is to watch others. Based on the topics of discussion in AGED 4010/6010 and AGED 4230/6230 students are required to conduct a minimum of 10 hours of observation to assist in developing and identifying characteristics of an effective teacher. Students document their observations using the form provided by the instructor. Class discussions related to ten major topic areas occur throughout the semester. In addition to the minimum 10 hours of observation, students plan and conduct a Clinical Teaching Experience with their cooperating teacher. Students are required to plan and teach a full lesson to demonstrate their ability to teach a variety of instructional methods while showcasing their growth related to characteristics of effective teachers. Students are required to include a rationale with the lesson plan for the strategies they selected while planning. The lesson is taught off campus in the cooperating school. Students are required to video record, watch the recording three times and complete a written reflection on the lesson. This experience serves as the final exam for AGED 4010/6010.
AGED 4030 Adult Education	Adult Education Observations	10	Each student is expected to visit various adult education programs throughout the semester. These meetings could include programs provided by Young Farmer and Agribusiness Association chapters, Cooperative Extension, Cattleman's Associations, etc. A double-spaced written reflection paper (12-point type) is expected, to summarize the experience and student perceptions of the meeting. Each student will need to observe at least 10 hours of adult education programs, with a minimum of two different programs being observed. For those students in the teaching emphasis, one of the observations must be of a Young Farmer program.
AGED 4060 Directed Teaching	14-week Student Teaching Experience	1 Semester 12 credit course  60 days	Students are guided through experiences that help to develop deep concern for the social, economic, and spiritual tensions of the surrounding cultures, which affect the development of educational, social, and career development of adolescents and adults. Progressively complex assignments and responsibilities are planned to allow testing and adjustment of students' individual philosophies and techniques for professional and personal success in solving problems related to content, organization, pedagogy, evaluation, and guidance. Comprehensive responsibilities spanning the entire instructional environment of the agricultural education

		<p>program: classroom, laboratory, home, community, occupational placement centers and regular extracurricular activities are outlined to guide and develop the students' instructional and supervisory competence in a variety of diverse learning environments. A cooperating teacher (CT) and a supervising teacher educator (US) are assigned to each student teacher (ST) to secure professional guidance in determining future programs for professional development and growth and to provide preservice teachers formal and informal feedback, supervision and evaluation.</p> <p><b>ASSESSMENT:</b>        Student teachers are evaluated by the cooperating teacher and/or university supervisor for levels of proficiency and growth throughout the student teaching experience in meeting South Carolina's ADEPT teaching standards and EEDA standards, CAEP professional standards, and professional dispositions for teaching. Evaluations include the following components.</p> <p>Observation/Evaluation Requirements: Student teachers will be observed using the SC Teaching Standards Rubric as follows:        CT- minimum of 2 Formative Observations and 1 Summative Observation        US- minimum of 3 Formative Observations and 1 Summative Observation</p> <p>Evaluations include the following components:</p> <ol style="list-style-type: none"> <li>1. Fourteen-Week Plan- Evaluation by US</li> <li>2. Experience Plan - by US &amp; CT consensus</li> <li>3. Long Range Plan/SLO- Evaluation by US</li> <li>4. Unit Plan- Evaluation by US</li> <li>5. Weekly Plans- Evaluation by US</li> <li>6. Weekly Reflection Logs- Evaluation by US</li> <li>7. Lesson Plans and Reflections- Evaluation by US</li> <li>8. Midterm Evaluation- by US &amp; CT consensus</li> <li>9. Video Lesson and Self-Assessment- Evaluation by US</li> <li>10. Professionalism/Disposition Reflection - Evaluation by US</li> <li>11. Electronic Portfolio and Presentation - Evaluation by US</li> <li>12. Final Summary Evaluation- by US &amp; CT consensus</li> </ol> <p>The Agricultural Education program is housed in the College of Agriculture; however, Agricultural Education is still a part of the College of Education for purposes of assessment of student teachers (ST) and licensure requirements. Therefore, we also strive to achieve the mission and commitment to diversity as stated by the Clemson COE.</p>
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**Agricultural Education Criteria for Field & Clinical Experiences**

Agricultural Education Teacher Certificate					
AGED 1000 Orientation and Field Experience					
Hours in & Setting Requirements	What should candidates know and be able to do as a result from placement	The Role of Field Supervisor/ Instructor	What is the role of the Cooperating Teacher	Brief description of assignments & evaluations	Identify elements of SC Teaching Standards observational rubric addressed
40 hours Any middle or secondary (6-12) Agricultural Education or Science program. Or County Extension Office, or AG Agency (NRCS, FSA, etc.)	Observe daily duties of the Agricultural Educator or STEM teacher or extension agent.	Assist in identifying and arranging visits.  Review criteria for visits. Oral discussions of visits.  Documentation and reporting of 40 hours of visits.	Provide a model teaching/advising setting.  Document C.U. student visitation.	Reading assignments and reports.  IGP report.  Midterm and Final summative report.	Instructional Plans: ADEPT 1 A, B, C; 2 A, B  Student work: ADEPT 1 C, D; 2C; 3B  Assessment: ADEPT 2C; 3 A, B, C
AGED 4000 Supervised Field Experience II					
Hours in & Setting Requirements	What should candidates know and be able to do as a result from placement	The Role of Field Supervisor/ Instructor	What is the role of the Cooperating Teacher	Brief description of assignments & evaluations	Identify elements of SC Teaching Standards observational rubric addressed
40 hours At assigned student teaching site. (semester prior)  Middle or secondary Agricultural Education program.  6-12 grades	Understand daily duties of the Cooperating Teacher including instructional long-range plan, SLO, classroom management, FFA advising, and other extra duties.	Assist in identifying and arranging on-site program visits.  Review criteria for visits.  Oral group discussions of visits.  Documentation and reporting of 40 hours of visitation with cooperating teacher.	Provide a model teaching/advising setting.  Document C.U. student visitation.	A. Teaching course load for your experience period B. Exact name and content of the courses you will be teaching C. List the duties of the teacher during that time period (hall, cafeteria, bus, parking lot, etc.) D. Determine the type of school schedule you will be teaching under	Instructional plans: ADEPT 1 A, B, C; 2 A, B  Teacher Knowledge of Students: ADEPT 5A, 6B  Expectations: ADEPT 4 A, B; 8C; 9B  Managing Student Behavior: ADEPT 1E; 8B  Environment: ADEPT 8 A, B  Respectful Culture: ADEPT 8

				<p>(number of periods, length of periods, 4 X 4 block, etc.)</p> <p>E. FFA activities during the student teaching experience</p> <p>F. Adult education responsibilities</p> <p>G. Inventory the resources (mechanics laboratory, greenhouse, land laboratory, equipment available, videos, LCD projector, community resources, name and edition of textbooks, etc.)</p> <p>H. Other pertinent information related to your expected experience at the host school</p> <p>I. To understand the Cooperative Extension Service/agricultural agency mission and structure for those not student teaching.</p> <p>Construction of a professional resume.</p>	B, C; 9A
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				<p>Midterm Report/Summary: Covers the first 25 hours observed</p> <p>Final Report/Summary: Narrative Report covering the total 40 hours observed. Also includes an Illustrative Report/Presentation given in class.</p>	
AGED 4010 Instructional Methods in Agricultural Education					
Hours in & Setting Requirements	What should candidates know and be able to do as a result from placement	The Role of Field Supervisor/ Instructor	What is the role of the Cooperating Teacher	Brief description of assignments & evaluations	Identify elements of SC Teaching Standards observational rubric addressed
<p>10 hours</p> <p>At assigned cooperating school/assigned student teaching site.</p> <p>Middle or secondary agricultural education program.</p> <p>6-12 grades</p>	<p>Proper planning and construction of a lesson plan.</p> <p>Identify proper instructional methods for a lesson.</p> <p>Identify characteristics of effective teaching.</p>	<p>Assist in identifying and arranging visits.</p> <p>Oral discussions of visits.</p> <p>Assist with development of lesson plan for Clinical Teaching Experience.</p> <p>Evaluate Clinical Teaching Experience and provide feedback to student.</p> <p>Documentation and reporting of 10 hours of visitation with cooperating teacher.</p>	<p>Provide a model teaching/advising setting.</p> <p>Assist in planning and scheduling of clinical teaching lesson taught by the student.</p> <p>Document C.U. student visitation.</p>	<p>Evaluation of lesson plan.</p> <p>Presentation of Lesson/Clinical Teaching Experience</p> <p>Evaluation of Clinical Teaching lesson by C.T.</p> <p>Reflection by student on clinical teaching experience lesson.</p>	<p>Instructional plans: ADEPT 1 A, B, C; 2 A, B</p> <p>Teacher Knowledge of Students: ADEPT 5A, 6B</p> <p>Standards and Objectives: ADEPT 1B; 2A; 4A; 7A</p> <p>Presenting Instructional Content: ADEPT 5 A, C; 6 B, C</p> <p>Lesson Structure and Pacing: ADEPT 6C; 9 B, C</p> <p>Activities and Materials: ADEPT 2B; 5 B, C; 6 B, C</p> <p>Questioning: ADEPT 5C; 7A</p>

					Content Implementation: ADEPT 5A; 6 A, B, C
AGED 4030 Principles of Adult/Extension Education					
Hours & Setting Requirements (be specific about grade levels of settings and type of schools)	What should candidates know and be able to do as a result from placement	The Role of Field Supervisor/ Instructor	What is the role of the Cooperating Teacher	Brief description of assignments & evaluations	Identify elements of SC Teaching Standards observational rubric addressed
10 hours  At selected adult education programs	Properly plan for adult educational activities.  Properly advise and/or maintain a successful adult education program.	Assist in identifying and arranging visits. Oral discussions of visits.  Guide and evaluate the student teacher in regards to planning, preparation, teaching strategies, adult advising, Adult education, evaluation of performance during adult education programs.	Provide a model teaching/advising setting for adult education.  Allow the student teacher to assist in the preparation and planning of adult education opportunities.  Document C.U. student visitation.	Reflection by student on the adult education opportunities they experienced.	Instructional plans: ADEPT 1 A, B, C; 2 A, B  Teacher Knowledge of Students: ADEPT 5A, 6B  Expectations: ADEPT 4 A, B; 8C; 9B  Managing Student Behavior: ADEPT 1E; 8B  Environment: ADEPT 8 A, B Respectful Culture: ADEPT 8 B, C; 9A
AGED 4060 Student Teaching					
Hours & Setting Requirements	What should candidates know and be able to do as a result from placement	The Role of Field Supervisor/ Instructor	What is the role of the Cooperating Teacher	Brief description of assignments & evaluations	Identify elements of SC Teaching Standards observational rubric addressed
60 days  At assigned student teaching site/cooperating school.  Middle or secondary	Properly plan for teaching a middle or secondary agricultural education course.  Properly advise	Assist in identifying and arranging visits. Oral discussions of visits.  Documentation of formal lesson	Guide and evaluate the student teacher in regards to lesson planning, preparation, teaching strategies, FFA	Daily Lesson Plans Weekly Reflection Experience Plan Long-Range Plan/SLO Unit Plan & Reflection Formal Lesson Observations &	ADEPT STANDARDS 1-10



<p>agricultural education program.</p> <p>6-12 grades</p>	<p>and maintain a successful FFA chapter.</p> <p>Properly create and/or maintain adult education opportunities for the community.</p>	<p>observations.</p> <p>Guide and evaluate the student teacher in regards to lesson planning, preparation, teaching strategies, FFA advising, Adult education, evaluation of performance during student teaching</p>	<p>advising, Adult education, evaluation of performance during student teaching, assessment of student (6-12) learning.</p> <p>Communicate with US and ST as needed throughout the semester. Utilize the SCTSR to conduct one formative and two summative lesson observations.</p>	<p>Reflection Professionalism/D ispositions Plan &amp; Evaluation Consensus mid-term &amp; final evaluation Portfolio Evaluation &amp; Reflection Final Oral and Visual Presentation</p>	
<p>TOTAL HOURS: 100 + 60 days student teaching (540 hours for student teaching)</p>					

**Ag Ed 1000 Field Experience  
Visitation Documentation Sheet**  
~This form must be completed in ink~

School/activity visited \_\_\_\_\_

Instructor/Coordinator's name \_\_\_\_\_

Direction to the school/activity from Clemson University:

Date of visit \_\_\_\_\_ Day of the week \_\_\_\_\_

Specific times the observations were made:

Arrived \_\_\_\_\_ Departed \_\_\_\_\_

Instructor/Coordinator's Signature \_\_\_\_\_

Total time visiting the school/activity: \_\_\_\_\_ hours \_\_\_\_\_ minutes.

Class(s)/activity(s) observed:

Lesson(s)/topic that were taught/presented (describe):

Additional Notes on Back:

**Ag Ed 4000**  
**Field Experience II**  
**Visitation Documentation Sheet- 2018**  
***(for spring 2019 student teaching)***

**School visited:** \_\_\_\_\_

**Instructor's Name:** \_\_\_\_\_

Direction to the school/agency from Clemson University (attach a Map Quest set of directions for the First visit)

**Date of visit:** \_\_\_\_\_

**Day of the week:** \_\_\_\_\_

**Instructor's Initials:** \_\_\_\_\_ **Arrival:** \_\_\_\_\_ **Departed:** \_\_\_\_\_

**Total time visiting the school:** \_\_\_\_\_ hours \_\_\_\_\_ minutes

**Accomplishments of the visit:**

**Class(s)/activities/facilities observed: (use the back if necessary) Data, textbook, teaching calendar, etc. collected:**

**Individual presentation:**

**Ag Ed 4000 Final Semester Power Point Presentation**

Name \_\_\_\_\_ Date \_\_\_\_\_

- A. Title slide- your name, your host school
- B. Location and photo of your school
- C. Name and photo of your cooperating teacher
- D. The type of school schedule you will be teaching under (number of periods, length of periods, 4 X 4 block, etc.)
- E. Teaching course load for your experience period (exact names of your courses)
- F. Content (units) for each course you will be teaching (E & F can be combined)
- G. The duties of the teacher (hall, cafeteria, bus, parking lot, etc.)
- H. FFA activities you will be involved with during the student teaching experience
- I. Adult education responsibilities you will conduct
- J. Inventory of the resources (mechanics laboratory, greenhouse, land laboratory, equipment available, videos, LCD projector, community resources, name and edition of textbooks, etc.)
- K. Other pertinent information related to your expected experience at the host school
- L. A clear, legible, and interesting Power Point presentation.
- M. A printed, hard copy of this completed report, appropriate cover sheet, stapled in the upper left hand corner and provided to the instructor prior to the actual presentation. The printed copy, single sided, must include no more than three (3) slides per printed page.

**NOTES:**

**Grade:** \_\_\_\_\_

**AGED 4060 Agricultural Education Weekly Reflection Journal**

The purpose of the weekly reflection journal is to provide an opportunity for the student teacher to reflect on his/her growth over the course of each week, while developing reflective practices to self-evaluate performance over time. In addition, the weekly reflection journal will assist in keeping the University Supervisor apprised of the progress of the student teacher in completing assignments and required activities. Weekly reflection journals should be completed each week and uploaded to CANVAS by 4:00 pm on Fridays along with the weekly plan for your US to review. The US may request a different day and time and may require you to email the documents to them in addition to uploading in CANVAS.

Follow the format below to complete your weekly reflection journal.

**Student  
 Teacher:**

<b>Report for week of:</b> Month/Day/Year through Month/Day/Year
--

**Cooperating School:**

Topic for Reflection	Reflective Thoughts
This week I taught the following lessons in _____ class (select one course for focus):	
Challenges I experienced this week:	
Best instructional experience of the week:	
Best non-instructional experience of the week (SAE, FFA, student interaction, other):	
Progress I have made on my experience plan and assignments for my electronic portfolio and oral presentation:	
Overall, I am feeling the following about my student teaching experience so far and these are the reasons I feel that way:	
Next week I plan to try the following to improve some aspect of	

my work or focus on one area of the SC teaching standards:	
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Other topics/information I would like to note or reflect upon this week:

**AGED 4060**

**EXPERIENCE PLAN REQUIREMENTS- AGRICULTURAL EDUCATION**

Select a minimum of 25 experiences by bolding OR highlighting the activities you plan to complete. You are expected to keep an accurate record of your student teaching experiences. It is recommended that you review and update this experience plan each week during the meeting with your CT. Have your CT verify your completion of each activity by initialing and dating the activity in the spaces provided.

Keep an accurate on-going record of the supporting artifacts that document each experience plan activity. You are required to have one artifact for each activity (total of 25). Scan and upload all 25 artifacts as one PDF document. Keep hard copies for your portfolio.

**Artifact Examples:**

**Activity**

Utilize a calendar or appointment book to schedule classes and activities.

**Artifact Example** –share the actual book and discuss how you are using it as a resource with your CT and US as requested. Include a picture of the book with your portfolio.

**Activity**

Meet with advisory council/committee.

**Artifact example-** your written reflection of the meeting and a copy of the meeting agenda.

**AGED 4060 SUPERVISED EXPERIENCE PLAN**

**CHECKED BY University Supervisor DURING EACH VISIT**

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

School: \_\_\_\_\_

CT: \_\_\_\_\_

Select a **minimum of 25 experiences** by bolding the activities you plan to complete. You are expected to keep an accurate record of your student teaching experiences. It is recommended that you review and update this experience plan each week during the meeting with your CT. Have your CT verify your completion of each activity by initialing and dating the activity in the spaces provided.

A. Planning Instruction		Cooperating Teacher Verification		Supporting Artifact
		Initials	Date	Type
Activity	Finish Date			
Include a copy of your cooperating teacher's course outlines, description, or syllabus.				
Utilize a calendar or appointment book to schedule classes and activities (include with portfolio)				
Review and demonstrate proper safety procedures in the school agriscience or ag. mechanics lab				
Develop learning experiences for students with special needs along with the special education teacher (copy of a sample IEP as artifact). Note: Follow school policy and procedure particularly related to confidentiality				
Identify and follow procedures for purchasing tools, equipment, teaching materials, and supplies				
Identify and follow school policies and procedures for handling FFA and other organization accounts				
Meet with the advisory council/committee about the local agriculture program				
Inventory the agriculture facilities to determine the quantity and quality of tools and equipment by instructional areas				

B. Teaching		Cooperating Teacher Verification		Supporting Artifact
		Initials	Date	Type
Activity	Finish Date			
Plan, organize, conduct, and evaluate a field trip (copy of plan as artifact)				
Review discipline policies and procedures with the cooperating teacher and prepare written classroom and laboratory rules that you will enforce (copy as artifact)				
Prepare lesson plans for a substitute teacher				

Use reference and resource materials (e.g., AET, Internet, extension, community colleges, My CAERT, iCEV)				
Team teach a lesson with your cooperating teacher or another teacher in the school.				
Evaluate your cooperating teacher's teaching performance using the SC Teaching Standards Rubric				
<b>C. Supervised Agricultural Experience – SAE</b>		<b>Cooperating Teacher Verification</b>		<b>Supporting Artifact</b>
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>	<b>Type</b>
Help students with SAE plans and agreements				
Direct students in keeping records of their SAE				
Conduct an SAE visit				
Discuss SAE with the cooperating teacher and/or administrator				
Guide students in the selection and/or expansion of their SAE				
Work with employers and/or parents to develop students' SAE programs				
Help students understand how SAE relates to tasks performed by people in agricultural occupations				
<b>D. FFA Activities</b>		<b>Cooperating Teacher Verification</b>		<b>Supporting Artifact</b>
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>	<b>Type</b>
Serve as an FFA Advisor for at least one chapter meeting				
Supervise one FFA activity other than a regular meeting (agenda and written summary as artifact)				
Help officers plan an agenda and serve as FFA advisor for one or more FFA meetings (meeting agenda as artifact)				



Discuss with the cooperating teacher how to appropriately integrate FFA into classroom instruction				
Assist Chapter FFA officers with their duties as needed				
Assist a committee in planning and conducting an event (event plan as artifact)				
Obtain and review a copy of the FFA chapter's program of activities (POA as artifact)				
Assist a member in applying for an award or scholarship (copy as artifact)				
Prepare a team (or individual) for a CDE event.				
Discuss fund-raising activities with the cooperating teacher (materials as artifacts)				
Assist the chapter reporter in developing and submitting a press release to appropriate media sources.				
<b>E. School-Community Relations</b>		<b>Cooperating Teacher Verification</b>		<b>Supporting Artifact</b>
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>	<b>Type</b>
Confer with administrators about the qualities they want to see in a good teacher and go over important points in interviewing for a teaching position (written summary report as artifact). in portfolio)				
Participate in parent-teacher and/or IEP conferences				

Develop correspondence for teachers, administrators, and parents to inform and secure permission for field trips and/or overnight trips (copy in portfolio)				
Visit one or more other classes (written reflection as artifact)				
Attend school related meetings such as faculty meetings, parent's association, school board, etc. (agenda as artifact)				
Attend or assist with a school function or athletic event				
Have a school district administrator who is responsible for teacher evaluation observe you teaching and provide suggestions for improvement (report as artifact)				
Attend at least one community related meeting such as civic organizations, garden clubs, Farm Bureau, Young Farmer etc.				
Visit the county extension office to gather information about agriculture in the community				
Visit other rural and/or agricultural businesses in the community				
Visit with agribusiness leaders about the local agriculture program				
Visit with other community leaders about the local agriculture program				

F. Adult Education		Cooperating Teacher Verification		Supporting Artifact
		Initials	Date	Type
Activity	Finish Date	Initials	Date	Type
Review past adult education activities conducted by the cooperating teacher				
Participate in adult education activities				

Plan, conduct, and/or coordinate an adult education activity (copy in portfolio)				
List procedures used by the cooperating teacher in planning, conducting, and evaluating adult education activities (copy in portfolio)				
Meet with an advisory committee to plan adult education activities				

G. The Teaching Profession		Cooperating Teacher Verification		Supporting Artifact
		Initials	Date	Type
Activity	Finish Date			
Become familiar with the S.C Teaching Standards. (Written summary of discussion as artifact)				
Discuss with the cooperating teacher the appropriate balance between personal and professional responsibilities				
Discuss professional organizations (SCAAE, NAAE, SCACTE ACTE, SCEA, etc.) with the cooperating teacher				
Attend a regional SCAAE meeting with your cooperating teacher				
Review and discuss with cooperating teacher their teaching and extended contract including salary schedule				

**AGED 4060 Experience Plan Agreement for Student Teaching –  
 To Be Discussed at 1<sup>st</sup> Visit between ST, CT, and US**

Teaching students in classroom and laboratory settings is the primary responsibility of each student teacher. At the same time, the responsibilities of successful agricultural educators go far beyond classroom and laboratory instruction. This Experience Plan Agreement is designed to assure that the student teacher gains experience in a wide range of those areas of responsibility that are typically included in the 3-circle model and the regular duties of the AGED teacher to develop a successful school-based agricultural education program.

Select at least 25 activities from the list in the next section and record them on the pages in this agreement form. You

must complete and document the activities selected during your student teaching internship. At least two activities must be selected from each general area (A, B, C, etc.).

Your cooperating teacher will supervise your accomplishment of the selected activities. Accomplishments from the list of activities will be recorded and described in the student teacher's journal (weekly logs). Artifacts should be collected and included with the experience plan. When an activity has been completed successfully, your cooperating teacher will date and initial beside that activity on the list. Once the cooperating teacher has indicated approval of the activity, no further formal documentation is required for your university supervisor.

We discussed and agree to the list of activities selected in the Experience Plan: (Signatures)

**Student Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Cooperating Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**University Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### ***South Carolina Teaching Standards***

The South Carolina Teaching Standards are used for Observations, Midterm and Final Evaluations for students. Because of the details and length of the document provided here, the charts provided in the following pages and the reader is referred to these tables for the expanded list of standards and rating rubrics (exemplary, proficient, needs improvement, unsatisfactory) used in midterm and final evaluations.

### ***AGED 4060***

#### ***South Carolina Teaching Standards Lesson Observation Form***

Teacher Candidate:	Date:	Lesson #:
Classroom Teacher:	School:	
University Supervisor:	Grade/Subject:	
Evaluator:	Date of Conference:	

### South Carolina Teaching Standards Rubric

Instruction				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
<b>Standards and Objectives</b>  ADEPT 1B; 2A; 4A; 7A  Score: ____	<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson’s major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for each student’s performance are clear, demanding, and high.</li> <li>State standards are displayed,</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson’s major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear, demanding and high.</li> <li>State standards are displayed and referenced in the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Some learning objectives and state content standards are communicated.</li> <li>Sub-objectives are sometimes aligned to the lesson’s major objective.</li> <li>Learning objectives are not clearly connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are appropriately displayed</li> <li>There is evidence that some of the</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and state content standards are not communicated.</li> <li>Sub-objectives are rarely aligned to the lesson’s major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are not appropriately displayed.</li> </ul>
<b>Evidence Notes:</b>				
<b>Motivating Students</b>  ADEPT 1E; 4B,C; 6C; 8B; 9A  EEDA 5	<ul style="list-style-type: none"> <li>The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher consistently reinforces</li> </ul>	<ul style="list-style-type: none"> <li>The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students.</li> <li>The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher regularly reinforces and</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher sometimes reinforces</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.</li> </ul>

<b>Evidence Notes:</b>				
<b>Presenting Instructional Content</b>  ADEPT 5A,C; 6B,C          Score: ____	Presentation of content always includes: <ul style="list-style-type: none"> <li>• visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</li> <li>• Explicit examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.</li> <li>• concise communication.</li> </ul>	Presentation of content most of the time includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> <li>• concise communication.</li> </ul>	Presentation of content sometimes includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> <li>• concise communication.</li> </ul>	Presentation of content rarely includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> </ul>
<b>Evidence Notes:</b>				
<b>Lesson Structure and Pacing</b>  ADEPT 6C;9B,C          Score: ____	<ul style="list-style-type: none"> <li>• The lesson starts promptly.</li> <li>• The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.</li> <li>• Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> <li>• Routines for distributing materials are seamless.</li> <li>• No instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson starts promptly.</li> <li>• The lesson's structure is coherent, with a beginning, middle, and end and reflection.</li> <li>• Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are efficient.</li> <li>• Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson starts somewhat promptly.</li> <li>• The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>• Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are efficient.</li> <li>• Instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson does not start promptly.</li> <li>• The lesson has a structure but may be missing closure or introductory elements.</li> <li>• Pacing is appropriate for few students and does not provide opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are inefficient.</li> <li>• Considerable time is lost during transitions.</li> </ul>

**Evidence Notes:**

<p><b>Activities and Materials</b></p> <p>ADEPT 2B; 5B,C; 6C</p> <p>Technology</p> <p>EEDA 5, 6, 7</p> <p><b>Score:</b> ____</p>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students’ attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students’ lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology which enhances student learning and thinking.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</li> <li>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li> </ul>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students’ attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students’ lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</li> </ul>	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students’ attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students’ lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</li> </ul>	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students’ attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students’ lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).</li> </ul>
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<b>Evidence Notes:</b>				
<p><b>Questioning</b></p> <p>ADEPT 5C; 7A</p> <p><b>Score:</b> ____</p>	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are consistently purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are consistently sequenced with attention to the instructional goals.</li> <li>• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is consistently provided.</li> </ul>	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are usually purposeful and coherent.</li> <li>• A moderate frequency of questions asked.</li> <li>• Questions are often sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is often provided.</li> <li>• The teacher calls on volunteers and</li> </ul>	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are sometimes purposeful and coherent.</li> <li>• A moderate frequency of questions asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> </ul>	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> </ul>
<b>Evidence Notes:</b>				

<p><b>Academic Feedback</b></p> <p>ADEPT 7B,C</p> <p><b>Score:</b> ____</p>	<ul style="list-style-type: none"> <li>• Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>• Feedback is frequently given during guided practice and homework review.</li> <li>• The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.</li> <li>• Feedback from students is consistently used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>• Feedback is often given during guided practice and homework review.</li> <li>• The teacher circulates regularly during instructional activities to support engagement, and monitor student work.</li> <li>• Feedback from students is regularly used to monitor and adjust instruction.</li> <li>• Teacher engages students in giving</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.</li> <li>• Feedback is sometimes given during guided practice and homework review.</li> <li>• The teacher circulates sometimes during instructional activities to support engagement, and monitor student work.</li> <li>• Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and timeliness of feedback is inconsistent.</li> <li>• Feedback is rarely given during guided practice and homework review.</li> <li>• The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>• Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>
<p><b>Evidence Notes:</b></p>				

<p><b>Grouping Students</b></p> <p>ADEPT 5B,C</p> <p>EEDA 6</p> <p>Score: ____</p>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>All students in groups know their roles, responsibilities, and group work expectations.</li> <li>All students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</li> <li>Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>Most students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.</li> <li>Some students in groups know their roles, responsibilities, and group work expectations.</li> <li>Some students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.</li> <li>Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>Few students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.</li> </ul>
<p><b>Evidence Notes:</b></p>				

<p><b>Teacher Content Knowledge</b></p> <p>ADEPT 5A; 6A,B,C</p> <p>Score: ____</p>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.<sup>2</sup></li> <li>The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> <li>Limited content is taught in sufficient depth to allow for the development of</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays adequate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Teacher Knowledge of Students<sup>3</sup></b></p> <p>ADEPT 5A; 6B</p> <p>EEDA 7</p> <p>Score: ____</p>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of each student’s anticipated learning difficulties.</li> <li>Teacher practices consistently incorporate student interests and cultural heritage.</li> <li>Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of most student anticipated learning difficulties.</li> <li>Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of some student anticipated learning difficulties.</li> <li>Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</li> <li>Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>
<p><b>Evidence Notes:</b></p>				

<p><b>Thinking</b></p> <p>ADEPT 5B</p> <p>EEDA 5</p> <p>Score: ____</p>	<p>The teacher thoroughly teaches <u>three</u> types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.<sup>4</sup></li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.<sup>5</sup></li> <li>creative thinking where students create, design, imagine and suppose.<sup>6</sup></li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.<sup>7</sup></li> <li>instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.</li> </ul> <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher thoroughly teaches <u>two</u> types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.</li> <li>creative thinking where students create, design, imagine and suppose.</li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> <li>instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.</li> </ul> <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher attempts to teach <u>one</u> type of thinking but does not thoroughly teach at least one type of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.</li> <li>creative thinking where students create, design, imagine and suppose.</li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> <li>instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.</li> </ul> <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>
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**Evidence Notes:**

<p><b>Problem Solving</b></p> <p>ADEPT 5B</p> <p>Score: ____</p>	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Overall Evidence Notes - Instruction:</b></p>				

<sup>4</sup> Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.

	Planning			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
<b>Instructional Plans</b>  ADEPT 1A,B,C; 2A,2B          Score: ____	Instructional plans include: <ul style="list-style-type: none"> <li>• measurable and explicit goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.</li> <li>○ provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge.</li> <li>○ provide appropriate time for student work, and lesson and unit closure.</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of most learners.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• some goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are sometimes aligned to state standards.</li> <li>○ are sometimes sequenced from basic to complex.</li> <li>○ Sometimes build on prior student knowledge.</li> <li>○ Sometimes provide appropriate time for student work, and lesson and unit closure.</li> </ul> </li> <li>• Some evidence that plan is appropriate for the age, knowledge,</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• few goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are rarely aligned to state standards.</li> <li>○ are rarely logically sequenced.</li> <li>○ rarely build on prior student knowledge</li> <li>○ inconsistently provide time for student work, and lesson and unit closure</li> </ul> </li> <li>• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.</li> </ul>
<b>Evidence Notes:</b>				

<p><b>Student Work<sup>1</sup></b></p> <p>ADEPT 1C,D;2C; 3B</p> <p><b>Score:</b> ____</p>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing.</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>interpret and analyze information rather than reproduce it.</li> <li>draw conclusions and support them through writing.</li> <li>connect what they are learning to prior learning and some life experiences.</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>interpret information rather than reproduce it.</li> <li>Sometimes draw conclusions and support them through writing.</li> <li>Sometimes connect what they are learning to prior learning</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>mostly reproduce information.</li> <li>rarely draw conclusions and support them through writing.</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Assessment</b></p> <p>ADEPT 2C; 3A,B,C; 7B</p> <p><b>Score:</b> ____</p>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are consistently aligned with state content standards.</li> <li>have clear appropriate measurement criteria.</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require extended written tasks.</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards.</li> <li>include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are aligned with state content standards.</li> <li>have clear measurement criteria.</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require written tasks.</li> <li>include performance checks throughout the school year.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are sometimes aligned with state content standards.</li> <li>have measurement criteria.</li> <li>measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require limited written tasks.</li> <li>include performance checks but may not be monitored consistently.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are rarely aligned with state content standards.</li> <li>have ambiguous measurement criteria.</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>



**Evidence Notes:**

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**Overall Evidence Notes - Planning:**

Environment				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
<p><b>Expectations</b></p> <p>ADEPT 4A,B;8C; 9B</p> <p><b>Score:</b> ____</p>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for most students.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where some students can experience success.</li> <li>Teacher expectations for</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Evidence Notes:</b>				

<p><b>Managing Student Behavior</b></p> <p>ADEPT 1E; 8B</p> <p>Score: __</p>	<ul style="list-style-type: none"> <li>Students are consistently well-behaved, and on task.</li> <li>Teacher and students establish clear rules and expectations for learning and behavior.</li> <li>The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly, firmly and consistently with no interruptions to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly well-behaved, and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>The teacher attends to disruptions firmly and</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior is inconsistent with several students off task, minor learning disruptions are frequent.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>The teacher inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Students are not well-behaved and are often off-task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher does not distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Environment</b></p> <p>ADEPT 8A,B</p> <p>Score: _____</p>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all members and guests</li> <li>is organized and understandable to all students and encourages student collaboration .</li> <li>supplies, equipment, and resources are easily and readily accessible for all students.</li> <li>displays student work that frequently changes.</li> <li>is consistently arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> <li>supplies, equipment, and resources are accessible for most students.</li> <li>displays student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes some members and guests.</li> <li>is organized and understandable to some students.</li> <li>supplies, equipment, and resources are accessible.</li> <li>Displayed student work is not updated regularly.</li> <li>is sometimes arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>

**Evidence Notes:**

<p><b>Respectful Culture<sup>9</sup></b>                  ADEPT8B,C;9A                    Score: ____</p>	<ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.</li> <li>Students exhibit respect for the teacher, and are often polite to each other.</li> <li>Teacher is often receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher, and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>
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**Evidence Notes:**

**Overall Evidence Notes - Environment:**

**Technology**

	Performance Standard	Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
<p><b>Use of Technology</b>                  Score: ____</p>	<p>Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, iPad).</p>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>

<b>Use of Technology Score: ____</b>	Candidate uses web sites and web applications in the design and implementation of lessons.	Always	Often	Sometimes	Rarely
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**Evidence Notes:**

<b>Planning</b>				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Description of Qualifying Measures</b>	<b>Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.</b>	<b>Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</b>	<b>Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.</b>	<b>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</b>
<b>Instructional Plans</b>  ADEPT 1A,B,C; 2A,2B  <b>Score: ____</b>	Instructional plans include: <ul style="list-style-type: none"> <li>• measurable and explicit goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.</li> <li>○ provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards.</li> <li>○ are sequenced from basic to complex.</li> <li>○ build on prior student knowledge.</li> <li>○ provide appropriate time for student work, and lesson and unit closure.</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of most learners.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• some goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are sometimes aligned to state standards.</li> <li>○ are sometimes sequenced from basic to complex.</li> <li>○ Sometimes build on prior student knowledge.</li> <li>○ Sometimes provide appropriate time for student work, and lesson and unit closure.</li> </ul> </li> <li>• Some evidence that plan is appropriate for the age, knowledge,</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• few goals aligned to state content standards.</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are rarely aligned to state standards.</li> <li>○ are rarely logically sequenced.</li> <li>○ rarely build on prior student knowledge</li> <li>○ inconsistently provide time for student work, and lesson and unit closure</li> </ul> </li> <li>• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.</li> </ul>

**Evidence Notes:**

<p><b>Student Work<sup>1</sup></b></p> <p>ADEPT 1C,D;2C; 3B</p> <p>Score: ____</p>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing.</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>interpret and analyze information rather than reproduce it.</li> <li>draw conclusions and support them through writing.</li> <li>connect what they are learning to prior learning and some life experiences.</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>interpret information rather than reproduce it.</li> <li>Sometimes draw conclusions and support them through writing.</li> <li>Sometimes connect what they are learning to prior learning</li> </ul>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> <li>mostly reproduce information.</li> <li>rarely draw conclusions and support them through writing.</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Assessment</b></p> <p>ADEPT 2C; 3A,B,C; 7B</p> <p>Score: ____</p>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are consistently aligned with state content standards.</li> <li>have clear appropriate measurement criteria.</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require extended written tasks.</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards.</li> <li>include descriptions of how</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are aligned with state content standards.</li> <li>have clear measurement criteria.</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require written tasks.</li> <li>include performance checks throughout the school year.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are sometimes aligned with state content standards.</li> <li>have measurement criteria.</li> <li>measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require limited written tasks.</li> <li>include performance checks but may not be monitored consistently.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>are rarely aligned with state content standards.</li> <li>have ambiguous measurement criteria.</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Overall Evidence Notes - Planning:</b></p>				

Environment				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Description of Qualifying Measures</b>	<b>Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.</b>	<b>Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</b>	<b>Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.</b>	<b>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</b>
<b>Expectations</b> ADEPT 4A,B;8C; 9B  <b>Score: ____</b>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for most students.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where some students can experience success.</li> <li>Teacher expectations for</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Evidence Notes:</b>				

<p><b>Managing Student Behavior</b></p> <p>ADEPT 1E; 8B</p> <p>Score: __</p>	<ul style="list-style-type: none"> <li>• Students are consistently well-behaved, and on task.</li> <li>• Teacher and students establish clear rules and expectations for learning and behavior.</li> <li>• The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>• The teacher overlooks inconsequential behavior.</li> <li>• The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>• The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are mostly well-behaved, and on task, some minor learning disruptions may occur.</li> <li>• Teacher establishes rules for learning and behavior.</li> <li>• The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>• The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>• The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent.</li> <li>• Teacher establishes rules for learning and behavior.</li> <li>• The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>• The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>• The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not well-behaved and are often off-task.</li> <li>• Teacher establishes few rules for learning and behavior.</li> <li>• The teacher uses few techniques to maintain appropriate student behavior.</li> <li>• The teacher does not distinguish between inconsequential behavior and inappropriate behavior.</li> <li>• Disruptions frequently interrupt instruction.</li> </ul>
<p><b>Evidence Notes:</b></p>				

<p><b>Environment</b></p> <p>ADEPT 8A,B</p> <p>Score: _____</p>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all members and guests</li> <li>is organized and understandable to all students and encourages student collaboration .</li> <li>supplies, equipment, and resources are easily and readily accessible for all students.</li> <li>displays student work that frequently changes.</li> <li>is consistently arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> <li>supplies, equipment, and resources are accessible for most students.</li> <li>displays student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes some members and guests.</li> <li>is organized and understandable to some students.</li> <li>supplies, equipment, and resources are accessible.</li> <li>Displayed student work is not updated regularly.</li> <li>is sometimes arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>
<p><b>Evidence Notes:</b></p>				
<p><b>Respectful Culture<sup>9</sup></b></p> <p>ADEPT8B,C;9A</p> <p>Score: ____</p>	<ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.</li> <li>Students exhibit respect for the teacher and are often polite to each other.</li> <li>Teacher is often receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>
<p><b>Evidence Notes:</b></p>				



**Overall Evidence Notes - Environment:**

Technology					
	Performance Standard	Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
<b>Use of Technology</b> Score: ____	Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, iPad).	Always	Often	Sometimes	Rarely
<b>Use of Technology</b> Score: ____	Candidate uses web sites and web applications in the design and implementation of lessons.	Always	Often	Sometimes	Rarely
<b>Evidence Notes:</b>					

Professionalism					
	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Unsatisfactory 1
<b>Advocate for Students</b> ADEPT 10A Score: ____	<ul style="list-style-type: none"> <li>Candidate is committed to treating students and others with kindness, fairness, patience, dignity, and respect.</li> <li>Candidate advocates for ALL students and exhibits belief that ALL students can learn.</li> <li>Candidate collaborates with teachers, school personnel, and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments.</li> </ul>	Always	Often	Sometimes	Rarely

<p><b>Professional &amp; Ethical Demeanor &amp; Behavior</b> ADEPT 10D Score: _____</p>	<ul style="list-style-type: none"> <li>• Teacher is prompt, exhibits professional appearance and dress, responsibility, and initiative.</li> <li>• Candidate complies with professional, school and district rules, policies, and procedures. Candidate is cognizant of policies set forth in Standards of Conduct for SC.</li> <li>• Candidate performance is characteristic of ethical standards and quality of work (completing tasks in a timely, accurate and effective manner).</li> <li>• Candidate does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only.</li> </ul>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p><b>Effective Communicator</b> ADEPT 10C Score: _____</p>	<ul style="list-style-type: none"> <li>• Inside and outside of classroom candidate’s spoken and written language is clear, correct, and appropriate for each target audience.</li> <li>• Candidate communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, through technology, etc.) to maintain effective and ongoing communication.</li> <li>• Concerns and questions are communicated in a professional manner with teachers, school personnel, and university faculty and staff.</li> <li>• Candidate demonstrates understanding of an engagement in maintaining a positive collaborative relationship with families, school colleagues, and agencies.</li> </ul>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p><b>Active Learner/Engagement</b> ADEPT 10A, 10B, 10E Score: _____</p>	<p>For continual professional growth and enhancement of student learning:</p> <ul style="list-style-type: none"> <li>• Candidate is a reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning.</li> <li>• Candidate seek out and participates in professional growth activities such as conference, presentations, and school professional development offerings.</li> <li>• Candidate attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after school care programs/tutoring.</li> <li>• Candidate attends parent planning meetings, open house, IEP/504 planning meetings as appropriate.</li> </ul>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p><b>Evidence Notes</b></p>					
<p><b>Technology (Do not add to total points)</b></p>					

	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Unsatisfactory 1
<b>Use of Technology</b> Score: ____	Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, iPad).	Always	Often	Sometimes	Rarely
<b>Use of Technology</b> Score: ____	Candidate uses web sites and web applications in the design and implementation of lessons.	Always	Often	Sometimes	Rarely
<b>Evidence Notes</b>					

**AGED 4060- Directed Teaching**

**Midterm Evaluation and Student Teacher Self-Assessment**

The purpose of the midterm evaluation is to gauge progress in student teaching. The student teacher will complete a midterm self-assessment to share with the cooperating teacher and the supervisor. The cooperating teacher and university supervisor will collaborate and reach a consensus on the midterm evaluation and conference with the student teacher. Since the ADEPT Performance Standards are the guides used to measure effective SC public school instruction, the student teacher will be evaluated on performance related to these standards and the SC Teaching Standards rubric domains. Additionally, the student teacher will be evaluated on the use of instructional technology for teaching and learning. The midterm evaluation also provides the candidate feedback on their potential to successfully complete student teaching. (Please refer to pages 99-120 for expanded rubrics.)

**AGED 4060-  
 MIDTERM SELF-ASSESSMENT**

The purpose of the midterm evaluation is to gauge progress in student teaching. The student teacher will complete a midterm self-assessment to share with the cooperating teacher and the supervisor. The cooperating teacher and university supervisor will collaborate on the midterm evaluation and conference with the student teacher. Since ADEPT standards are the guides used to measure effective SC public school instruction, the student teacher will be evaluated on performance related to these standards and the SC Teaching Standards rubric domains.

Student Teacher	Date
Cooperating Teacher	School
University Supervisor	Grade/Subject

<p><b>DOMAIN: Instruction</b>          Indicators:</p> <ul style="list-style-type: none"> <li>• Standards &amp; Objectives</li> <li>• Motivating Students</li> <li>• Presenting Instructional Content</li> <li>• Lesson Structure &amp; Pacing</li> <li>• Activities &amp; Materials</li> <li>• Questioning</li> <li>• Academic Feedback</li> <li>• Grouping Students</li> <li>• Teacher Content Knowledge</li> <li>• Teacher Knowledge of Students</li> <li>• Thinking</li> <li>• Problem Solving</li> </ul>	<p>Self-assessment of growth toward proficient performance levels</p>
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<p><b>DOMAIN: Planning</b>          Indicators:</p> <ul style="list-style-type: none"> <li>• Instructional Plans</li> <li>• Student Work</li> <li>• Assessment</li> </ul>	<p>Self-assessment of growth toward proficient performance levels:</p>
<p><b>DOMAIN: Environment</b>          Indicators:</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Managing Student Behavior</li> <li>• Environment</li> <li>• Respectful Culture</li> </ul>	<p>Self-assessment of growth toward proficient performance levels:</p>
<p><b>DOMAIN: Professionalism</b>          Indicators:</p> <ul style="list-style-type: none"> <li>• Advocate for Students</li> <li>• Professional &amp; Ethical Demeanor &amp; Behavior</li> <li>• Effective Communicator</li> <li>• Active Learner/Engagement</li> </ul>	<p>Self-assessment of growth toward proficient performance levels:</p>
<p><b>Technology</b>          Indicators:</p> <ul style="list-style-type: none"> <li>• Use of instructional technology in the classroom (e.g. smartboards, laptops, iPads).</li> <li>• Use of web sites and web applications in the design and implementation of lessons.</li> </ul>	<p>Self-assessment of growth toward proficient performance levels:</p>

### AGED 4060 Final

#### Summary Evaluation

The ADEPT/South Carolina Teaching Standards final summary evaluation is similar to the midterm evaluation in structure and content. The intent is for the CT, US, and ST to meet and discuss the growth of the student teacher as a professional educator during the semester, discuss the student teacher's performance for each evaluated standard and provide the student teacher with a final grade for his/her student teaching course. The South Carolina Teaching Standards Rubric is used for observations in field courses and as part of the midterm and final evaluations in AGED 4060 Directed Teaching. (Please refer to pages 99-120 for expanded rubrics.)

## Assessment 6: School and Community Profile

### **Description of Assessment**

A series of activities reflecting the three circle model of a school-based agricultural education program (classroom/laboratory, FFA leadership, and Supervised Agricultural Experience Projects (SAEP)) are required for candidates to demonstrate their ability to create environments that build positive relations with students, parents, stakeholders, and community members. Candidates work with diverse students to engage in a variety of learning experiences related to the career clusters in Agriculture, Forestry and Natural Resources (AFNR).

### **Alignment with Standards**

The following assessment are aligned with SC AGED Professional Standard 3: Leadership and Career Development, SC AGED Professional Standard 4: Adult Education: Lifelong Learning and Community Engagement and Professional, and SC AGED Professional Standard 5: Diversity and Inclusivity and are assessed in AGED 2010 Introduction to Agricultural Education and AGED 4030 Principles of Adult/Extension Education and candidates are assessed on the EEDA Performance Standards: 1-7. The following projects are used to assess the candidates on these standards.

AGED 4230: School and Community Profile  
AGED 4030 Adult Agriculture Education Program Creation and Rubric  
AGED 4030: Adult Education Observation Assignments and Rubric  
AGED 2010: Career Development Event Presentation  
AGED 2010: FFA Banquet Planning, Presentation, and Evaluation with Rubrics  
AGED 2010: POA Presentation Rubric: Division I—Growing Leaders  
AGED 2010: POA Presentation Rubric: Division II—Building Communities  
AGED 2010: POA Presentation Rubric: Division III—Strengthening Agriculture  
AGED 2010: Self-Evaluation Form of CDE Presentation Video

### **AGED 4230/6230: Curriculum Development School and Community Profile (100 Points)**

#### **Grading Rubric**

**Name:**

**DUE Date:**

**Assignment:** School and Community Profile (100 Points)

**Description:** Using all available resources, you will develop a profile for your school and its community that can be used to assist in the curriculum development process. This profile will be the foundation upon which all future assignments will be built. The profile should contain: (a) school enrollment and demographic data; (b) school grade and state test results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural statistics, and (h) teaching facilities/resources available to the agriculture program. The format is flexible and should be dictated by your preferred style for future usefulness.

Dimension	Criteria	Comments	Points
School enrollment and demographic data (12 points)	<input type="checkbox"/> School enrollment by grade level. <input type="checkbox"/> Gender breakdown of students. <input type="checkbox"/> Ethnic breakdown. <input type="checkbox"/> Free and reduced lunch data.		
School grade and state test results (8 points)	<input type="checkbox"/> School grade for the last 3 years. <input type="checkbox"/> State test scores for reading, science, and math. <input type="checkbox"/> Reflection of areas of potential need.		
City Demographics (10 points)	<input type="checkbox"/> Population statistics. <input type="checkbox"/> Age breakdown. <input type="checkbox"/> Gender breakdown. <input type="checkbox"/> Ethnic data. <input type="checkbox"/> Economic profile.		
County Demographics (10 points)	<input type="checkbox"/> Population statistics. <input type="checkbox"/> Age breakdown. <input type="checkbox"/> Gender breakdown. <input type="checkbox"/> Ethnic data. <input type="checkbox"/> Economic profile.		
General description of the community and county (6 points)	Other pertinent data is provided such as: <input type="checkbox"/> Is the community considered rural, urban, or suburban? <input type="checkbox"/> Is there any meaningful history the community is a part of or has had? <input type="checkbox"/> Is this a commuter community for a larger city? <input type="checkbox"/> Is the community famous for anything? <input type="checkbox"/> Is the community growing or shrinking?		
Local industries and employers (8 points)	<input type="checkbox"/> Major employers identified. <input type="checkbox"/> Major industries identified. <input type="checkbox"/> Several smaller employers identified. <input type="checkbox"/> Recent trends or changes in industry or employers.		
County agricultural statistics (10 points)	<input type="checkbox"/> Commodities for county. <input type="checkbox"/> Farm size data. <input type="checkbox"/> Number of farms.		
Implications (30 points)	<input type="checkbox"/> Identifies important information <input type="checkbox"/> Explains implications of important information		

	<input type="checkbox"/> Explains how information gathered in each of the three sections can impact the local program		
Writing and Grammar (6 points)	<input type="checkbox"/> Writing was clear and concise <input type="checkbox"/> Sources are identified <input type="checkbox"/> Format is professional and useful		
Total Points			

**Adult Agricultural Education Program Creation & Assessment Assignment  
 AGED 4030**

Each student will be expected to create a Program of Activities for a local Adult Agricultural Education Program based on the sample Needs Assessment given to you. Based on the needs assessment you will have to create a detailed description of demographics for the locality and a top 10 list of needs/topics for the local adult constituents. From the list of needs you will provide 10 meetings. Each meeting will need a title, an objective, projected time required, possible sponsors, and possible guest speakers/experts. Using the example Program Review you will need to analyze the document and create a detailed rationale about if the program objectives were met. Also create a list of suggestions for the following year’s program and why they are needed. Grammar is part of the grade.

Please refer to the following rubric when preparing your written assignment:

Adult Agricultural Education Program Creation & Assessment Rubric (100pts)					
Criteria	0-1 points	2-4 points	5-7 points	8-10 points	Points earned
Demographic Description of Locality	No description or only one descriptor was given.	Little description of locality is given. (2-3 descriptors)	Some description of locality is given (4-5 descriptors)	Fully detailed description is given of locality. (6+ descriptors)	
List of topics/needs (Ranked from highest to lowest)	No list given or only 1 topic/need	Incomplete list (2-4 topic/needs)	Incomplete list (5-7 topic/needs).	Complete list or only 8-9 of topics/needs	
Program Objectives (title, an objective, projected time required, possible sponsors, and possible guest speakers/experts)	No program objectives are given or only 1 objective is given.	Only 2-4 complete program objectives are given.	Only 5-7 complete program objectives are given.	Complete list of program objectives or only 8-9 complete program objectives are given.	
Program Assessment	No determination of success or list of suggestions are given, or only 1 of either is given	Only the determination of success or list of suggestions are given with some detail.	Both determination of success and list of suggestions are given with good	Both determination of success and list of suggestions are given with	



	with little detail		detail.	great detail.	
Written expression and grammar.	There are numerous grammatical errors are present and written expression is very lacking.	There are six to eight grammatical errors are present and written expression is lacking.	There are three to five grammatical errors are present and written expression is good.	There are none to two grammatical errors are present and written expression is strong.	
Points _____/50pts Points X 2 _____/100pts					

### Adult Education Observation Assignment

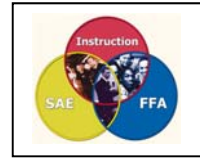
#### AGED 4030

Each student will be expected to visit various adult education programs throughout the semester. These meetings could include programs provided by Young Farmer and Agribusiness Association chapters, Cooperative Extension, Cattleman’s Associations, etc. If you are planning on another event not listed check with your professor to ensure it will count for this assignment. A double-spaced written reflection paper (12-point type) is expected, covering what took place and your perceptions of the meeting. Each student will need to observe at least 10 hours of adult education programs, with a minimum of two different programs being observed. For those students in the teaching emphasis, one of the observations must be of a Young Farmer program.

Please refer to the following rubric when preparing your written adult education observation reflection:

Adult Education Observation Reflection Rubric (100pts)					
Criteria	0-1 points	2-4 points	5-7 points	8-10 points	Points earned
How many hours did you observe? (i.e. did you attend just for the meeting; did you arrive early or stay late to setup or put things away?)	Hours observed were not reported.	n/a	n/a	Hours observed were reported.	
Describe the program setting and participants (i.e. program host, venue, number of participants, meal, sponsor, etc.)	The program setting was not described or only one aspect was described.	The program setting included two to three aspects.	The program setting included four to five aspects.	The program setting describes at least six different aspects.	
What was the intended goal of the Adult Education meeting/program event? Was it	The program goal, if it was achieved, or improvements were not	Only two of the following are described program goal, if it was achieved,	All three of the following are described program goal, if it was achieved,	All three of the following are described program goal, if it was achieved,	

achieved? What could be done to improve the program?	described or only one aspect was described.	or improvements.	or improvements.	or improvements in great detail and in relation to adult education concepts.	
What type of adult learning methods were used? What type of adult learners did the program target?	Adult learning methods or types of adult learners targeted were not described.	One of the following areas are described: adult learning methods and types of adult learners targeted.	Both of the following areas are described: adult learning methods and types of adult learners targeted.	Both of the following areas are described and related to adult education concepts: adult learning methods and types of adult learners targeted.	
What are your perceptions of the meeting/program event in terms of conducting adult education? (i.e. Is it evident that the program was planned, etc.)	Student opinions of the adult education observation are not stated or only one opinion is provided.	Student opinions are expressed and are related to two to three concepts of adult education program planning.	Student opinions are expressed and are related to four or five adult education program planning.	Student opinions are articulated thoroughly and related to the concepts of program planning for adult education.	
Written expression and grammar.	There are numerous grammatical errors are present and written expression is very lacking.	There are six to eight grammatical errors are present and written expression is lacking.	There are three to five grammatical errors are present and written expression is good.	There are none to two grammatical errors are present and written expression is strong.	
Total Points _____/60pts					



**Ag Ed 2010 Career Development Event Presentation-**

Name of the CDE \_\_\_\_\_

Group members: \_\_\_\_\_, \_\_\_\_\_

Possible	Earned	Criteria
10 Points	_____	Attractive CDE Title Slide and overall CDE purpose clearly introduced. (a local, state, or national event?)
Notes:		
10 Points	_____	Student learning objectives and career skills offered by the CDE.
Notes		
10 Points	_____	Description, rules, dress, and event format was clearly explained.
Notes:		
10 Points	_____	Materials/resources/manpower necessary <b>to conduct</b> the event.
Notes:		
10 Points	_____	How to conduct the event- getting started, group rotations, etc.
Notes:		
10 Points	_____	CDE scoring procedures, scoring matrix, and tie breaker procedure was covered.
Notes:		
10 Points	_____ A	wards needed and the budget for these expenses provided.
Notes:		
10 Points	_____	Training resources available for the coach and team listed.
Notes:		
10 points	_____	Was the CDE described adequately, illustrated and covered in sufficient detail?
Notes:		
10 points	_____	Presentation skills of the members: did not read from notes, eye contact, dressed properly, loud and clear, mannerisms, etc.
Notes:		
Total	_____ of 100	

**Comments:**

**AG ED 2010: FFA BANQUET PLANNING PRESENTATION EVALUATION**

- **STUDENT NAME:** \_\_\_\_\_
- **STUDENT NAME:** \_\_\_\_\_
- **STUDENT NAME:** \_\_\_\_\_

**GROUP** \_\_\_\_\_

**Organization (10 points)** \_\_\_\_\_

- Comprehensive Title Slide with Member's Names
- Presentation's Main Points Arranged in Logical Order
- Presentation Interesting and Easy to Follow and Understand

**Quality of Presentation (10 points)** \_\_\_\_\_

- Introduction and Overview
- Speakers Neat and Appropriately Dressed
- Speakers Talk Directly to Audience
- Speakers Relaxed and at Ease
- Speakers Have Appropriate Voice Control
- Words Pronounced Correctly
- Use of Notes Did Not Distract from Presentation

**Clear Explanation of Concepts (35 total points)**

- Printed Banquet Program (complete, logical, reasonable order, etc.- inserted in the P Point) \_\_\_\_\_
- Invitation Letter (completeness, quality, original- inserted in the P. Point) \_\_\_\_\_
- Guests List (comprehensive and realistic) \_\_\_\_\_
- Menu (appropriate, cost per person reasonable, appealing, balanced meal, etc.) \_\_\_\_\_
- Delegated List of Duties with Calendar Deadlines \_\_\_\_\_
- Materials needed for the Entire Event (comprehensive) \_\_\_\_\_
- Itemized Budget for Banquet & how you will cover it (clearly included in the Power Point) \_\_\_\_\_

**Completeness of Total Plan (10 points)** \_\_\_\_\_

- Enough Information Presented On Each Phase of Plan

**Caring Beliefs (5 points)** \_\_\_\_\_

- Plan Shows a Commitment to Recognize All Students
- Speakers Show an Awareness of and Value for Individual Differences
- Plan Demonstrates Legal/Ethical Standards Applied in Decision Making

<b>Caring Actions</b>	<b>(5 points)</b>	_____
<ul style="list-style-type: none"><li>• Presentation Demonstrates Students/Guests Will be Treated with Respect</li><li>• Presentation Demonstrates FFA Member Engagement in the Banquet Program</li><li>• Speakers Demonstrate Concern for Student Motivation/Enthusiasm for Program</li><li>• Speakers are Sensitive to Student’s Cultural/Developmental Differences</li></ul>		
<b>Quality of Visuals- clear &amp; attractive slides</b>	<b>(20 points)</b>	_____
<b>Resources Listed with Proper Citation (APA)</b>	<b>(5 points)</b>	_____
	<b>TOTAL POINTS</b>	_____

**CF ELEMENTS SCORING KEY**

*Caring Beliefs and Caring Actions*

UNSATISFACTORY (1) (Below 60)	DEVELOPING (2) (60 – 79)	PROFICIENT (3) (80 – 99)	DISTINGUISHED (4) (100)
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**AGED 2010 POA Presentation Rubric (3)**

**Division I -GROWING LEADERS**

100 POINTS

STUDENTNAME: -----  
STUDENTNAME: -----  
STUDENTNAME: -----

STUDENTNAME:-----  
STUDENTNAME: -----

TOPIC: Program of Activities

I. Comprehensive Introductory Slide (10 points) \_\_\_\_\_

II. Quality of Presentation (15 points) \_\_\_\_\_  
Main Points Arranged in the Best Order  
Speakers Neat and Appropriately Dressed  
Speakers Talk Directly to Audience  
Speakers Relaxed and at Ease  
Speakers Have Appropriate Voice Control  
Words Pronounced Correctly  
Use of Notes Did Not Distract from Presentation

III. Clear Explanation of Committees Involved within the Specific POA Division (50 points)

5- Committees	Budget	4--Activities	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. Completeness of Division (15 points) \_\_\_\_\_  
Enough Information Presented Concerning Each Phase of Plan  
Each Member of the Group Contributed a Significant Role

V. Quality of the Visuals \_\_\_\_\_

Total Points \_\_\_\_\_

**Division II- BUILDING COMMUNITIES**  
 100 POINTS

STUDENTNAME: ----- STUDENTNAME:-----  
 STUDENTNAME: ----- STUDENTNAME:-----  
 STUDENTNAME: -----

TOPIC: Program of Activities

I. Comprehensive Introductory Slide (10 points) \_\_\_\_\_

II. Quality of Presentation (15 points) Main Points Arranged \_\_\_\_\_  
 in the Best Order Speakers Neat and Appropriately  
 Dressed Speakers Talk Directly to Audience Speakers  
 Relaxed and at Ease  
 Speakers Have Appropriate Voice Control  
 Words Pronounced Correctly  
 Use of Notes Did Not Distract from Presentation

III. Clear Explanation of Committees Involved within the Specific POA Division ( 50 points)  
 5- Committees Budget 4--Activities


IV. Completeness of Division (15 points) \_\_\_\_\_  
 Enough Information Presented Concerning Each Phase of Plan  
 Each Member of the Group Contributed a Significant Role

V. Quality of the Visuals \_\_\_\_\_

Total Points \_\_\_\_\_

**Division III- Strengthening Agriculture**  
 100 POINTS

STUDENTNAME: ----- STUDENTNAME:-----  
 STUDENTNAME: ----- STUDENTNAME: -----  
 STUDENTNAME: -----

- I. Comprehensive Introductory Slide (10 points) \_\_\_\_\_
- II. Quality of Presentation (15 points) Main Points Arranged \_\_\_\_\_  
 in the Best Order Speakers Neat and Appropriately \_\_\_\_\_  
 Dressed Speakers Talk Directly to Audience Speakers  
 Relaxed and at Ease  
 Speakers Have Appropriate Voice Control  
 Words Pronounced Correctly  
 Use of Notes Did Not Distract from Presentation
- III. Clear Explanation of Committees Involved within the Specific POA Division ( 50 points)  
 5- Committees Budget 4--Activities
- |       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
- IV. Completeness of Division (15 points) \_\_\_\_\_  
 Enough Information Presented Concerning Each Phase of Plan  
 Each Member of the Group Contributed a Significant Role
- V. Quality of the Visuals \_\_\_\_\_  
 \_\_\_\_\_

Total Points



**Ag Ed 2010/2011                      2018**  
**Self-Evaluation Form of CDE Presentation Video (*due the following day*)**

**Presenter's Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

Please share your thoughts and self-evaluation of the video recorded during your classroom/laboratory presentation.

**Video Date:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

Topic Objectives:

Evaluation of the materials/environment created/provided to the students by the presenter:

Strengths viewed in the Video:

Areas for improvement:

As a result of this video, I plan to:

Rate your group partner on a scale of 1-10, with one being "no help" and 10 being "100%" cooperative and helpful:  
\_\_\_\_\_ (confidential)

Presenter's Signature:

Date:

Instructor's Comments:

## Assessment 7: ADEPT Portfolio APS 10

### **Description of Assessment**

Portfolio documentation of professional activities

The mission and vision of Clemson emphasizes connections with communities and professional responsibilities beyond the classroom. ADEPT APS 10 (Assisting, Developing and Evaluating Professional Teaching, Performance Standard 10) is especially important to candidate assessment and aligns well with the South Carolina Agriculture Education (SC AGED) Program Standard 6, Professional Dispositions. There is a common form/rubric that measures initial certification candidates' performance in this area during the student teaching semester. Since this data is collected during the student teaching experience, APS 10 score is offered through a consensus conversation among the university supervisor, cooperating teacher and teacher candidate. The cooperating teacher, in particular, documents evidence that professional activities occurred on the required form. He or she also observes the professional behavior and reflecting planning of the teacher candidate. The cooperating teacher knows how the candidate has advocated for students with special needs and for the classes as a whole. It is the cooperating teacher, too, who can best describe the candidate's ongoing collaborative efforts with various personnel.

### **Alignment with Standards**

The following assessments align with SC AGED Program Standards 3, 4, and 6 and allows candidates to demonstrate their professional dispositions through a series of activities culminating in the evidence of their professional roles and responsibilities.

Alignment to EEDA Program Standards

AGED 4060: ADEPT APS 10: Fulfilling Professional Responsibilities Rubric

AGED 4060: Guidelines for Electronic Portfolio and Presentation for Agricultural Education

AGED 4060: Reflection Prompts for Portfolio

AGED 4060: Electronic Portfolio Evaluation Rubrics

AGED 4060: Format for Student Teaching Oral Presentation

AGED 4060: Video Recorded Lesson Self-Evaluation Rubric

### **Agricultural Education Teacher Certificate**

#### **Alignment to EEDA Program Standards**

Student teacher performance on the South Carolina Education and Economic Development Act (EEDA) Performance Standards are shared below and alignment to specific coursework for assignments and assessment.

**Performance Standard 1** – SC-EEDA-PS-2008.1: Teacher candidates will explain the career guidance process.

**DEFINITION:** Career Guidance is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities.

**Course:** AGED 4010- Teaching Methods in Agricultural Education

**Assignment:** Teacher candidates will utilize the Unit Plan developed in the AGED 4230 - Curriculum course to design a daily lesson plan directly related to the unit objectives. The lesson plan should include activities that introduce students to the world of work, provide opportunities for career exploration, and assist in preparing them for potential post-secondary opportunities.

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 1 SC-EEDA-PS-2008.1	Daily lesson plan is aligned with the unit objectives outlined in the SC AGED secondary Agricultural Science and Technology course.		
	Learning activities clearly introduce and reinforce the development of career skills, career exploration, and assist in preparing students for potential post-secondary opportunities.		
	Daily lesson plan indicates the teacher candidate possesses the knowledge and resources to explain the career guidance process.		

**Performance Standard 2- SC-EEDA-PS-2008.2:** Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).

**DEFINITION:** The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences.

**Course:** AGED 1000 – Orientation and Field Experience

**Assignment:** Given the current educational focus on College and Career Readiness. K-12 students need to be prepared for post-secondary opportunities as well as the 21st century workplace. After exploring the South Carolina Agricultural Education Career Clusters (<http://www.scaged.org/Pathways.htm>). Teacher candidates will develop an understanding of the SC AGED curriculum framework for career clusters of study that aligns with the written assignment in Standard 3 below. The following objectives are aligned with the South Carolina secondary Agricultural Science and Technology course:

1. Explain the importance of goals and career ladders.
2. Identify career interest areas in agriculture.
3. Identify skills needed for career success.

The Agricultural Science and Technology course is the introductory course in each of the SC AGED Agriculture, Food, and Natural Resources Career Cluster Pathways.

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.2	Research paper indicates teacher candidate has defined the purpose and identified major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).		

**Performance Standard 3-** SC-EEDA-PS-2008.3: At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the *South Carolina Comprehensive Guidance and Counseling Program Model*.

**DEFINITION:** The elements of the Career Guidance Model are awareness, exploration, and preparation

**Course:** AGED 1000 – Early Field Experience

**Assignment:** During the early field experience teacher candidates meet with a high school career guidance counselor and discuss the career guidance model and the Individual Graduation Plan (IGP). After the meeting with the guest speaker, students are required to write a paper that defines the purpose and major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.3	Research paper indicates teacher candidate has defined the purpose and identified major contents of the career guidance model, and target participants for the Individual Graduation Plan (IGP).		

**Performance Standard 4-** SC-EEDA-PS-2008.4: Teacher candidates will identify instructional strategies that promote core values, as specified in 59-17-135 in the school community.

**DEFINITION:** Character education encompasses the identification, understanding, and performance of core values that enhance citizenship, relationships, and quality of life.

**Course:** AGED 4230 Curriculum

**Assignment:** School and Community Profile- Using all available resources including their personal observations, teacher candidates will develop a profile for their assigned cooperating school and community. The profile should contain: (a) school enrollment and demographic data; (b) school grade results; (c) city demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural statistics, and (h) implications.

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.4	The school and community profile outlines the required elements that will assist the teacher candidate in the identification and development of instructional strategies to promote core values that enhance citizenship, relationships and general quality of life in the school and community.		

**Performance Standard 5-** SC-EEDA-PS-2008.5: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

**DEFINITION:** Contextual teaching is a concept that refers to methodologies used by teachers that focus on concrete hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

**Course:** AGED 4060 Directed Teaching

**Assignment:** Student teaching internship

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.5	Lesson plans and instruction show evidence that teacher candidate incorporates concrete hands-on learning experiences that emphasize real-world application and problem solving.		

**Performance Standard 6-** SC-EEDA-PS-2008.6: Teacher candidates will implement learning strategies that promote cooperation.

**DEFINITION:** Cooperative learning is an instructional technique where students interact collaboratively to complete a task.

**Course:** AGED 4060 Directed Teaching

**Assignment:** Student teaching internship

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.6	Lesson plans and instruction show evidence that teacher candidate incorporates cooperative learning activities where students interact to collaboratively complete a task.		

**Performance Standard 7-** SC-EEDA-PS-2008.7: Teacher candidates will implement strategies to accommodate the needs of diverse learners.

**DEFINITION:** Learning style is a concept that refers to methodologies intended to accommodate diversity in student learning.

**Course:** AGED 4060 Directed Teaching

**Assignment:** Student teaching internship

STANDARD	CRITERIA	MET	NOT MET
EEDA PS 2 SC-EEDA-PS-2008.7	Lesson plans and instruction show evidence that teacher candidate differentiates instruction to accommodate for diversity in student learning.		

**ADEPT APS-10: Fulfilling Professional Responsibilities**

ADEPT APS 10 Professionalism standards are evaluated on the final summary evaluation and provide evidence of candidate’s Professionalism/Dispositions standards (SC AGED Program Standard 6).

Professionalism					
	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Unsatisfactory 1
Advocate for Students ADEPT 10A Score:	<ul style="list-style-type: none"> <li>• Candidate is committed to treating students and others with kindness, fairness, patience, dignity, and respect.</li> <li>• Candidate advocates for ALL students and exhibits belief that ALL students can learn.</li> <li>• Candidate collaborates with teachers, school personnel, and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments.</li> </ul>	Always	Often	Sometimes	Rarely
Professional & Ethical Demeanor & Behavior ADEPT 10D Score:	<ul style="list-style-type: none"> <li>• Teacher is prompt, exhibits professional appearance and dress, responsibility, and initiative.</li> <li>• Candidate complies with professional, school and district rules, policies, and procedures. Candidate is cognizant of policies set forth in Standards of Conduct for SC.</li> <li>• Candidate performance is characteristic of ethical standards and quality of work (completing tasks in a timely, accurate and effective manner).</li> <li>• Candidate does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only.</li> </ul>	Always	Often	Sometimes	Rarely

<p>Effective Communicator          ADEPT 10C          Score:</p>	<ul style="list-style-type: none"> <li>• Inside and outside of classroom candidate’s spoken and written language is clear, correct, and appropriate for each target audience.</li> <li>• Candidate communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, through technology, etc.) to maintain effective and ongoing communication.</li> <li>• Concerns and questions are communicated in a professional manner with teachers, school personnel, and university faculty and staff.</li> <li>• Candidate demonstrates understanding of an engagement in maintaining a positive collaborative relationship with families, school colleagues, and agencies.</li> </ul>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p>Active Learner/Engagement          ADEPT 10A, 10B, 10E          Score:</p>	<p>For continual professional growth and enhancement of student learning:</p> <ul style="list-style-type: none"> <li>• Candidate is a reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning.</li> <li>• Candidate seek out and participates in professional growth activities such as conference, presentations, and school professional development offerings.</li> <li>• Candidate attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after school care programs/tutoring.</li> <li>• Candidate attends parent planning meetings, open house, IEP/504 planning meetings as appropriate.</li> </ul>	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p>Evidence Notes</p>					

## AGED 4060

### ELECTRONIC PORTFOLIO AND PRESENTATION FOR AGRICULTURAL EDUCATION

All STs must complete a portfolio. Please refer to guidelines for developing an electronic portfolio and presentation as well as the Electronic Portfolio Evaluation form.

#### GUIDELINES FOR DEVELOPING AN ELECTRONIC PORTFOLIO

Your electronic teaching portfolio provides a way to present yourself as a thoughtful, competent professional and documents your growth in teaching. It should include carefully selected evidence of your performance as a Student Teacher and of your ability to analyze your teaching.

The size of the portfolio is not as important as the content. A portfolio is not just a collection of products. Although you may choose certain products as examples, it is the way you analyze and present yourself that is critical. The portfolio should be a clear, concise, understandable, and an effective portrayal of yourself as a beginning teacher. The rating scale is located on the Electronic Portfolio evaluation form.

**Your portfolio and presentation will count as a major piece (18 points) of your final grade. Therefore, the quality of your portfolio/presentation can have a significant impact on your final grade for student teaching.** Turn your portfolio in to your US on the assigned date. **Points will be deducted from your final score for the portfolio/portfolio presentation assignment for each day the assignment is turned in after the due date established by the university supervisor.**

- 1) Create a cover page that is unique and professional. Begin with an introductory section that includes your teaching schedule and 14-week plan and/or curriculum map.  
Next include a copy of your **resume** and **your philosophy of education** (1-3 pages). Your philosophy of education must include how you will incorporate multicultural education and diversity into your curriculum and how you will promote cultural sensitivity, inclusiveness and equity into your classroom activities. Update what you drafted in AGED 4010 in the fall.  
Include sections for your Long-Range Plan, Unit Plan, Mid-Term Self-Assessment, Video Recorded Lesson Reflection, and Weekly Plans and Weekly Reflection Log, and summary of teaching report (signed to document minimum of 60 days completed).
- 2) Provide a **narrative summary with reflection** for each ADEPT Performance Standard justifying how you have met the standard and give evidence of reflection and self-evaluation (1 or 2 pages for each standard). This narrative summary must include a reflection statement for each artifact. The reflection statement should cover an evaluation of the artifact and the experience that it documents. Consider what you learned from the experience and how you might do things differently in the future. Address how the experience contributed to your development as a professional educator, consider what steps you might need to take for future growth. Use the reflection prompts below for each standard to assist in developing the narrative.
- 3) Select **one artifact** for each standard that **best represents your growth and competency** in that area. Deciding what items of evidence to use and how to present them throughout the various sections of your portfolio will be a challenge. In fact, throughout the semester, an important activity for you will be to refine your techniques of describing, portraying, and presenting what you are doing successfully and analytically as



an aspiring professional teacher. As you work with your CT and US, you should seek feedback on your presentation of evidence of your success as a Student Teacher. **Your unit plan and associated assessments/analyses are required artifacts for APS 2 & 3.**

- 4) In another section, include your experience plan and the artifacts you selected to highlight those experiences throughout the semester.
- 5) There is no prescribed format for organizing your electronic portfolio. However, it is your responsibility for arranging all of the required content (philosophy of teaching, resume, reflections and artifacts for APS 1-10) in a manner that is easily accessible to your US.
- 6) Please remember that you will be assessed a five-point penalty for each day your portfolio is submitted after the due date.**
- 7) Prepare a 20 to 30-minute **oral/electronic presentation** of yourself as a developing professional teacher. A presentation date and location will be announced, and more details will be provided. The presentation will be made to a panel of professionals, which may include your CT, US, principal, teachers at your school, a fellow student teacher, etc. This is not just an exercise in presenting each ADEPT APS, it should be an analytical and reflective journey through your semester of becoming a teacher.
- 8) You are highly encouraged to work on your portfolio and presentation throughout the 14-week student teacher experience and especially during the final three weeks while you are decreasing your teaching load.
- 9) In addition to your portfolio, you are encouraged to maintain notebooks for each Unit of Instruction that you teach throughout the 14-week student teaching experience. Your US will want to review your units of instruction on each visit.

### REFLECTION PROMPTS FOR PORTFOLIO

In your reflections for your portfolio, make sure that you address all or nearly all of the questions listed below. The evidence you provide must support your responses.

#### **Performance Standard 1: Long-Range Planning**

- How well does your long-range plan capture the big ideas of the course?
- Have you included meaningful affective goals for the course?
- To what degree have you developed a plan for managing behavior?
- How well have you planned for non-instructional routines?

#### **Performance Standard 2: Short-Range Planning of Instruction**

- To what extent have your plans been designed to improve students' process standards?
- To what extent have your plans used the process standards to help students understand important ideas?
- To what extent have your plans incorporated technology as a learning tool?

- How successful have you been at planning lessons that capture students' interest?

**Performance Standard 3: Planning Assessments and Using Data**

- To what degree have your assessments been aligned with your instruction and your goals?
- How have you used strategies other than quizzes and tests to provide authentic assessment of student achievement?
- How successful have you been at providing meaningful feedback to students?
- How successful have you been at maintaining accurate records?

**Performance Standard 4: Establishing and Maintaining High Expectations for Learners**

- Did you set and maintain high expectations for everyone?
- Did students understand what they were supposed to learn?
- Did you have high expectations for everyone, both cognitively and affectively?

**Performance Standard 5: Using Instructional Strategies to Facilitate Learning**

- Did you use instructional strategies that were appropriate for the objectives?
- Did you build toward, rather than from, abstract ideas?
- Did you use strategies that actively engaged students?
- Did you use strategies that promoted the process standards?
- Did you use a variety of strategies?

**Performance Standard 6: Providing Content for Learners**

- How accurate were you in teaching content?
- How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
- Did you emphasize big ideas?
- Were skills taught with understanding?
- Did students see the purpose for the skills they were learning?

**Performance Standard 7: Monitoring, Assessing, and Enhancing Student Learning**

- How effective was the feedback you provided to students in helping them learn?
- Did you summarize frequently and emphasize big ideas?
- Did you extend or enrich the learning for every student?

**Performance Standard 8: Maintaining an Environment that Promotes Learning**

- How engaging and interesting was the environment in your classroom?
- Did students feel free to take risks and make mistakes?
- Did the environment promote cooperation and respect?
- Did students accept responsibility for their own learning?

**Performance Standard 9: Managing the Classroom**

- Did you have an effective management plan?
- Did you enforce your rules fairly and consistently?
- Did you manage time effectively, including transitions between activities?

**Performance Standard 10: Fulfilling Professional Responsibilities**

- Comment on the goals you created for Professionalism and how you met these goals.

**AGED 4060**

**Format for Student Teaching Oral Presentation**

At the conclusion of your student teaching experience, you will be required to orally and with the visual aid of Power Point make a 15-minute presentation to your peers and faculty on the Clemson University campus. Your cooperating teacher will be invited to attend.

**The format for the presentation should include the following:**

- A. Title slide- your name, your school.
- B. Location and photo of your school.
- C. Photo of you and your cooperating teacher together.
- D. The type of school schedule you taught under (number of periods, length of periods, 4 block, etc.).
- E. Teaching course load for your experience period (exact names of your courses).
- F. Content (units) for each course you taught (E & F can be combined).
- G. How you made modifications for special needs and diverse populations
- H. Evidence of S.A. E.
- I. FFA activities you were involved with during the student teaching experience.
- J. Adult education responsibilities you conducted.
- K. Other pertinent information and action shots (not the back of student's heads) related to your experiences at the host school.
- L. All on a clear, legible, professional and interesting PowerPoint presentation.

**GENERAL NOTES for a Successful Presentation:**

- Be at the presentation location no later than 7:30am. Be ready to start by 8:00am. If you need a parking pass, factor that in when planning your arrival time.
- Dress professionally as your official group photograph will be taken that day and school district administrators may be present to observe you and recruit you for open positions.
- Please follow the guidelines regarding expectations and evaluation of your oral and visual presentation. Select high quality photos/images.
- The presentation must be meaningful. It must follow a logical order- start to finish. Focus on the positive aspects of your 14-week experience to describe what you and your students learned together.
- You have 15 minutes to present. Be sure to rehearse and practice it for length
- Your presentation must be placed on a memory stick/flash drive that the computer will read without difficulty.
- It is suggested you email yourself a copy of your presentation as a back-up.
- The FFA and SAE components should be included, but the main focus of your experience must be your instructional program.
- Make sure your pictures and text font are large enough for folks to read and see in the back of the auditorium.
- Do not plan to read to us from your slides. You need to know your presentation well enough to speak to us, not read to us. Showcase your “teacher talents” and use educational language (STEM, College and Career Readiness, Differentiated Instruction, Curriculum, SAE, FFA etc.)
- Minimal wording on your slides. Captions are fine. Talk to the audience, do not read to them.
- Highlight your cooperating teacher and program.
- Describe the community you worked within.
- Highlight how you worked to provide accommodations for students with IEP’s/504 plans
- Refer to your students as “students” **NOT** “kids”.
- Emphasize your technical knowledge and skills.
- Omit mentioning what you do not know.
- Show your growth throughout the 14-week experience.
- Include behavior management techniques and safety management.
- If you mention and have pictures from field trips or FFA activities, connect those experiences back to the curricula in the SBAE program.
- Be prepared for informal interviews from prospective employers representing districts with open teaching positions.

**BE SURE THAT A COPY OF THIS PRESENTATION GOES IN YOUR E-PORTFOLIO!**

**AGED 4060  
 TEACHER EDUCATION PROGRAM – CLEMSON UNIVERSITY  
 ELECTRONIC PORTFOLIO EVALUATION**

Student Name	Date
Cooperating Teacher	School
University Supervisor	Semester
Evaluator	

1                                      2                                      3  
Unsatisfactory      Needs Improvement      Proficient

Please place an **X** in the box next to the student’s score. The student can earn a maximum of 18 points on the portfolio assignment. Points will be added to the final summary evaluation form to calculate the student teacher’s final grade.

**Artifact Representation of ADEPT Standards (all items weighted X 1, maximum score 3 points)**

<b>1</b>	Items not included for all standards or items chosen to support standards were inappropriate or were one dimensional; with little or no evidence of creativity.
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<b>2</b>	Items chosen to support standards were adequate. Most items selected were appropriate with evidence of creativity.
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<b>3</b>	Items chosen to support standards were appropriate and reflected uniqueness and creativity.
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Evaluator Comments:
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**Portfolio Organization and Writing Quality (all items weighted X 1, maximum score 3 points)**

<b>1</b>	Overall portfolio material poorly organized, numerous errors in grammar and spelling.
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<b>2</b>	Portfolio showed continuity and organization. Errors, if present, are few and do not detract from the reader’s overall impression of the portfolio or the content of writing and reflective thought.
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<b>3</b>	Portfolio showed excellent continuity and organization, exactness, and clarity of thought with evidence of originality and creativity. No errors were present.
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Evaluator Comments:

**Evidence of Reflection and Self- Evaluation: Written Portfolio (all items weighted X 2, maximum score 6 points)**

1	Very little or no evidence of reflection and self-evaluation was present on the standards and/or revealed little or no awareness of integration among standards; awareness of present development as a professional educator was limited; and no awareness of needs for future personal growth.
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2	Evidence of reflection and self-evaluation was adequate on all or most standards and revealed adequate awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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3	Evidence of reflection and self-evaluation was present on all standards and revealed an excellent awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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Evaluator Comments:

**Evidence of Reflection and Self- Evaluation: Oral/Electronic Presentation and Panel Questions (all items weighted X 2, maximum score 6 points)**

1	Very little or no evidence of reflection and self-evaluation was present on the standards and/or revealed little or no awareness of integration among standards; awareness of present development as a professional educator was limited; and no awareness of needs for future personal growth.
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2	Evidence of reflection and self-evaluation was adequate on all or most standards and revealed adequate awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
---	--

3	Evidence of reflection and self-evaluation was present on all standards and revealed an excellent awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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Evaluator Comments:

Total Points Earned: \_\_\_\_\_/18

EVALUATOR

DATE

**AGED 4060**

**VIDEO RECORDED LESSON – DUE ONCE COMPLETED to University Supervisor**

**VIDEO-RECORDED LESSON- Student Self-Evaluation**

(Please use this evaluation form. Give examples and be specific.)

NAME \_\_\_\_\_ GRADE Level \_\_\_\_\_

Course/Subject \_\_\_\_\_ DATE \_\_\_\_\_

**Objectives and Expectations:**

What were your objectives and how did you communicate your expectations to the class?

**Materials:**

What types of materials/resources were used? How did you plan ahead? Were all necessary materials accessible and adequate?

**Strategies and Content:**

How did you focus the students' attention (introduction)? What was your motivator?

How was new information presented?

How did you model or demonstrate knowledge or skills?

List the variety of instructional strategies used? Did you use concrete hands-on instruction?

How did the strategies actively engage all students and accommodate the needs of diverse learners? What opportunities were included for guided practice and independent application?

How did strategies promote varied levels of thinking and problem-solving skills?

Was content current, accurate, and logically sequenced? Explain.

Was content appropriate for all learners? Was the content relevant to real life problem solving situations? What provisions were made for rates? for enrichment? for remediation?

Identify the levels of questions used in the lesson to monitor student understanding.

How did you bring closure to the lesson?

**Class Management:**

How did you establish clear and appropriate rules for student behavior?

Were you fair and impartial in enforcing rules for student behavior?

How did you maximize student involvement in productive learning? How was the pace appropriate?

How transitions, classroom routines, and instructional materials were effectively managed?

**Classroom Environment:**

How was the learning environment engaging and interesting to students?

How did you promote positive and productive interactions among students; cooperative learning, teamwork, respect?

**Reflection:**

What were the strengths of the lesson?

What were the weaknesses of the lesson?

What changes would you make if you taught the lesson again?



**E. Planned Use of Assessment Results to Improve Candidate and Program Performance**

Data will be collected by program faculty and reviewed and discussed in program area meetings. Data will also be reviewed and maintained by the College of Education Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. The departmental faculty will review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we will engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.