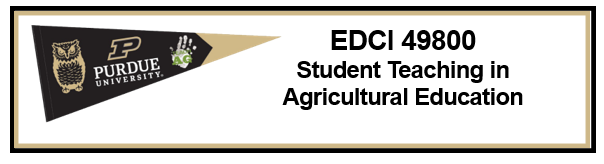
***AGRICULTURAL EDUCATION STUDENT TEACHING MANUAL:   
2024 Edition***



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Purdue University: Developed by Dr. Jerry L. Peters, Professor, 1/8/96; Revised by Dr. Kirk A. Swortzel, Visiting Assistant Professor, 12/17/96; Revised by Dr. B. Allen Talbert, Professor; Revised by Dr. Sarah E. LaRose, Assistant Professor, Latest Version 12/13/2023

# **Expectations for EDCI 49800 (12 credits), SPRING / FALL 2024**

## Requirements for a grade of "A":

* Is **outstanding or strong** in the domains of: Purposeful Planning, Effective Instruction, Assessment, Teacher Leadership and Professionalism, and Technical Agriculture Ability/Knowledge including FFA/SAE. Demonstrate sound classroom management including appropriately handling disciplinary issues.
* Complete and Document **Student Teaching Requirements (**[**pages 5-6**](#REQUIRED_ASSIGNMENTS)**)** completing all items in Tables 1-3**.** Your University Supervisor will review and approve requirements and indicate such on pages 5-6.
* **At least 3 days prior to observation days, provide your university supervisor with your lesson plans for that day using the Daily Lesson Plan template.**
* You are encouraged to experiment with different teaching methodologies and strategies.
* Final grade determined by the university supervisor in consultation with the cooperating teacher.

## Requirements for a grade of "B":

* Is **strong** in the domains listed under “A.” May have an area of inconsistency and/or needs improvement.
* Complete requirements in Table 1, but two or three items are not completed on time or not to the level of “A” work.

## Requirements for a grade of "C":

* Is **strong or satisfactory** in the domains listed under “A.” Several areas of inconsistency and/or needs improvement.
* Does not use different teaching methodologies and/or does not match teaching methodologies to learning needs of students and/or teaching methodologies are a mismatch with SLOs.
* Complete 70-99% of requirements in Table 1, or three to four items are not completed on time.

## Requirements for a grade of "D":

* Is **weak or not satisfactory** in the domains listed under “A.”.
* Complete 60-69% of requirements in Table 1, or more than four items are not completed on time.

**Grades of +/- may be awarded based upon Teacher Candidate performance.**

**Student teaching is the entire semester including 70 days of in-school M-F teaching. Counted in these 70 days are:**

* Professional development days, both those put on by your school corporation and any put on by IAAE;
* The Purdue On-campus AgEd Teacher Candidate Meetings;
* Fog/Flood/Snow days with the provision if more than 3 days in a row we'll need to discuss making it up;
* e-Learning days, you must be in charge of lessons and responding to students throughout the day.

**Days that do not count toward the 70 days:**

* Sick days and other absences **are to be made up**. Anytime you will be absent from school, you must inform your cooperating teacher(s) and your university supervisor.
* Weekend FFA CDE/LDE days only count to replace days you are out sick, etc. Otherwise, they do not count.
* You are encouraged to schedule job interviews to miss the least amount of teaching as possible. For example, maybe the interview can be at 4 p.m. Given the tight job market for Agricultural Education, you can miss 1-2 days for interviews without making them up. Otherwise, you need to make them up.

**You are expected to participate in the CDE/LDE days that your FFA chapter does.**

**Complete and submit required artifacts to Purdue Brightspace.** This is a completion requirement to obtain a grade higher than “F” in EDCI 49800.

EDCI 49800 *Manual for Student Teaching in Agricultural Education*. EDCI 49800 Purdue Brightspace (syllabus)

Purdue Teacher Education Program Resources (Brightspace) <https://purdue.brightspace.com/d2l/home/100536>

edTPA resources. <https://social.education.purdue.edu/edit/edtpa/>: *edTPA: Making Good Choices, edTPA: Agricultural Education Assessment Handbook, edTPA: Understanding Rubric Level Progressions for Agricultural Education*

IN DOE. (n.d.). *State Evaluation Model Resources.* <https://www.in.gov/doe/educators/educator-evaluations/>

Talbert, B. A., Croom, B., LaRose, S. E., Vaughn, R., & Lee, J. S. (2022). *Foundations of Agricultural Education* (4th Ed.). Purdue University Press.

[Teacher Education Evaluation Resources](https://www.education.purdue.edu/resources/for-teachers-and-schools/p12-supervisor-resources/). (https://www.education.purdue.edu/resources/for-teachers-and-schools/p12-supervisor-resources/)

[Teacher Education Website](https://www.education.purdue.edu/teacher-preparation/). (https://www.education.purdue.edu/teacher-preparation/)

# **Meeting Dates and Topics and Special Dates to Remember**

## Spring 2024 Student Teachers

|  |  |  |
| --- | --- | --- |
| **Item** | **Date/Time/Location** | **Attendance** |
| Spring 2024 AgEd Teacher Candidate Orientation Meeting | 9/29/2023 - 1:30 – 3:20 pm, LILY 3-102 | Spring 2024 Student Teachers |
| Co-Teaching Seminar | TBD – Zoom | Spring 2024 Student Teachers AND Cooperating Teachers |
| Pick up iPad, SWIVL, & Tripod | 12/13/24 – 12 noon – LILY 3-102 | MANDATORY ATTENDANCE for Spring 2024 Student Teachers |
| CASE Animals Pre-Service Institute | 12/11 – 12/20/2023 – LILY 3-102 & 3-119 | Optional; Sign up using link Mrs. Fairchild sends via email |
| Meet with University Supervisor | Prior to beginning your student teaching experience; Varies |  |
| Student Teaching Begins | Varies – You begin the first day your cooperating teacher starts\* |  |
| IAAE Winter Workshop | 1/11/24 – All Day – FFA Leadership Center, Trafalgar, IN | MANDATORY ATTENDANCE for Spring 2024 Student Teachers |
| First On-Campus Student Teacher Meeting | 2/2/24 – 8:30 am – Noon, Purdue  Noon-4 Optional Mock Interviews | MANDATORY ATTENDANCE for Spring 2024 Student Teachers |
| Spring Break | **You get your host school breaks NOT Purdue’s breaks.** |  |
| IAAE-Purdue Spring Banquet | 4/6/24 – Time & Location TBD | MANDATORY ATTENDANCE for Spring 2024 Student Teachers |
| Final On-Campus Student Teacher Meeting; Return SWIVL technology | 4/26/24 – 8:30 am – Noon, Purdue | MANDATORY ATTENDANCE for Spring 2024 Student Teachers |
| CASE Intro to AFNR Pre-Service Institute | Week of Spring Final Exams 2024 | Optional; Sign up using link sent via email |
| College of Education Teacher Pinning Ceremony | Varies; Typically, Friday of Commencements | Optional; but a really special event to share with family and friends |
| Commencement for College of Agriculture | See schedule on Purdue [website](https://www.purdue.edu/commencement/schedule/schedule.html) |  |

## Fall 2024 Student Teachers

|  |  |  |
| --- | --- | --- |
| **Item** | **Date/Time/Location** | **Attendance** |
| Fall 2024 AgEd Teacher Candidate Orientation Meeting | 5/XX/24 – TBD | Fall 2024 Student Teachers |
| Co-Teaching Seminar | TBD – Zoom | Fall 2024 Student Teachers AND Cooperating Teachers |
| Pick up iPad, SWIVL, & Tripod | 7/XX/24 – Time & Location TBD | MANDATORY ATTENDANCE for Fall 2024 Student Teachers |
| Meet with University Supervisor | Prior to beginning your student teaching experience; Varies |  |
| Student Teaching Begins | Varies – You begin the first day your cooperating teacher starts\* |  |
| First On-Campus Student Teacher Meeting | 2/XX/24 – 8:30 am – Noon, Purdue  Noon-4 Optional Mock Interviews | MANDATORY ATTENDANCE for Fall 2024 Student Teachers |
| Fall Break | **You get your host school breaks NOT Purdue’s breaks.** |  |
| National FFA Convention | 10/23-26/2024 – Indianapolis | Not required, but a helpful experience |
| Final On-Campus Student Teacher Meeting; Return SWIVL technology | 11/XX/24 – 8:30 am – Noon, Purdue | MANDATORY ATTENDANCE for Fall 2024 Student Teachers |
| CASE Animals Pre-Service Institute | Week of Final Exams, Fall 2024 | Optional; Sign up using link sent via email |
| College of Education Teacher Pinning Ceremony | Varies; Typically, Friday of Commencements | Optional; but a really special event to share with family and friends |
| Commencement for College of Agriculture | See schedule on Purdue [website](https://www.purdue.edu/commencement/schedule/schedule.html) |  |

# **Frequently Asked Questions about Student Teaching Requirements**

## When do I start student teaching?

### For Fall Student Teachers:

Professional Development Days hosted by the school for teachers prior to the start of school

### For Spring Student Teachers:

The first day your school starts after winter break concludes in January, unless your school hosts Teacher Professional Development Days prior to students returning.

## How many days/weeks do I have to complete for student teaching?

* Student teaching is the entire semester including 70 days of in-school M-F teaching.

## What days count toward my student teaching requirements?

* Professional development days, both those put on by your school corporation and any put on by IAAE;
* The Purdue On-campus AgEd Teacher Candidate Meetings;
* Fog/Flood/Snow days with the provision if more than 3 days in a row we'll need to discuss making it up;
* e-Learning days, you must be in charge of lessons and responding to students throughout the day.
* For Fall Student Teachers: National FFA Convention, but only if you are chaperoning your students’ travel to convention and have planned educational activities as part of your experience there.

## What days do not count toward my student teaching requirements?

**Days that do not count toward the 70 days:**

* Sick days and other absences **are to be made up**. Anytime you will be absent from school, you must inform your cooperating teacher(s) and your university supervisor.
* Weekend FFA CDE/LDE days only count to replace days you are out sick, etc. Otherwise, they do not count.
* You are encouraged to schedule job interviews to miss the least amount of teaching as possible. For example, maybe the interview can be at 4 p.m. Given the tight job market for Agricultural Education, you can miss 1-2 days for interviews without making them up. Otherwise, you need to make them up.

## How many classes do I take over?

* Teach full load of classes (6 out of 7 periods) for at least 6 weeks, preferably for 8 weeks. Most of these are solo teaching experiences, but include other types of co-teaching as appropriate.
* Most AGED student teachers have 3-4 different courses (preps) to prepare for.
* If your cooperating teacher(s) has more than 4 preps, discuss with your university supervisor about those additional preps being co-planned/co-taught/co-assessed the entire student teaching experience.

## How is my involvement in FFA advisement assessed?

* You are expected to participate in the CDE/LDE days that your FFA chapter does.
* Specific items on the CPAST rubric for Agriculture Content Knowledge assess your ability to advise FFA chapters and integrate leadership instruction opportunities for all students in your classes.

## Why do I need to turn in so many items into my University Supervisor before I start?

* See [Table 1](#Table_1) for what items you need to submit to your University Supervisor prior to student teaching.
* These items help your University Supervisor better understand the context in which you are designing instruction, so that they can better give you feedback.
* Your Scope and Sequence, and Unit Plans will help you plan ahead and give yourself a structure to follow the first several weeks of your experience to help you have consistency and coherence between your individual classes. Remember what you learned in ASEC 34100: begin with the end in mind!

## Where can I find information on Co-Teaching?

* The workshop that you and your Cooperating Teacher attended before your student teaching began
* [Co-teaching](https://www.stcloudstate.edu/soe/coteaching/) (St. Cloud University, 2016, https://www.stcloudstate.edu/soe/coteaching/) involves the cooperating teacher and teacher candidate **co-plan, co-assess, and co-deliver instruction**. There are 8 strategies.

# **STUDENT TEACHING REQUIRED ASSIGNMENTS**

The items in Tables 1 - 3 **ARE REQUIRED** to be completed and approved by your University Supervisor. Failure to complete these items will result in a reduced grade for student teaching, or further action.

## Table 1: Required Items – Purposeful Planning

|  |  |  |  |
| --- | --- | --- | --- |
| Check | Item | Due Date | Notes |
|  | **Purposeful Planning:** |  |  |
|  | [Calendar of Events, Class Schedule, Discipline Plan, Grading Plan, School Info](#Initial_Info_to_US) | **12/22/23 or 7/31/24** to University Supervisor |  |
|  | Scope and Sequence for each course **entire student teaching time** (use template from “Scope and Sequence Template” and Unit Plans for first two units of each course “Unit Plan Template” from ASEC 34100). | **12/31/23 or 7/31/24** to University Supervisor |  |
|  | [Instructional Weekly Calendars](#Weekly_Plans) (1/week) (**Monday weekly to university supervisor**) | Monday each week by 6 a.m. |  |
|  | Daily Lesson Plan (Submitted 3 days prior to visit to university supervisor for all 3 visits) ([**use template on pages 12-13**)](#Lesson_Plan_Template) | **At least 3 days prior** to university supervisor visit |  |
|  | Teaching Experience Reflection  *Reflections in weeks after video submissions should focus on feedback from university supervisor.* [*For more detail, see section on Reflections.*](#Weekly_Reflections) | Monday each week |  |

## Table 2: Required Items – Evidence of Effective Instruction & Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Check | Item | Due Date | Notes |
|  | **Evidence of Effective Instruction and Assessment:** | |  |
|  | Three (3) videos of one class uploaded to Brightspace: Weeks 2, 5, and 7/8/9 | Friday of required weeks | NOT week of University Supervisor in-person visits |
|  | [SAE Instruction and Supervision](#SAE_Supervision) | Progress checks on Supervisor Visits |  |
|  | FFA Weekly Calendar (1/week) (**Monday each week to university supervisor**). [See section on FFA Weekly Participation.](#FFA_Weekly_Reflections) | Monday each week by 6 a.m. |  |
|  | 6 (minimum) [assessments of teaching performance](#Assessing_Lessons_Taught_By_TC) by Cooperating Teacher(s). **Copies to teacher candidate, university supervisor, and cooperating teacher(s)** | Friday of weeks 2, 4, 6, 8, 10, 12 |  |
|  | Midterm   * [Midterm CPAST](#Midterm_CPAST) * [Midterm Ag Ed Content Knowledge (KA 6)](#Midterm_KA6) | Complete your portion in advance of University Supervisor visit. Consensus form completed during University Supervisor visit. | Upload completed consensus forms to Brightspace/ Watermark |
|  | Final   * [Final CPAST](#Final_CPAST) * [Final Ag Ed Content Knowledge (KA 6)](#Final_KA6) |
|  | 3 [assessments](#Assessing_Lessons_Taught_By_TC) by University Supervisor. Copies to teacher candidate, cooperating teacher, and university supervisor. | After each visit | All 3 University Supervisor Visits are Face-to-Face |

## Table 3: Required Items - edTPA

|  |  |  |  |
| --- | --- | --- | --- |
| Check | Item | Due Date | Notes |
|  | [**edTPA Requirements:**](#edTPA) | | 20% of Final Grade |
|  | Context For Learning Information; includes students with IEP, 504 Plan, ELL, etc. | End of Week 3; upload to Brightspace |  |
|  | 3-5 Days of Instructional Lesson Plans. Lessons must show (1) developing student understanding of agricultural-related concepts, relevant skills, or problem-solving strategies, and (2) using representations or realia to deepen student understanding of agricultural-related concepts and procedures. | End of Week 6; upload to Brightspace |  |
|  | Assessment of individual students learning | End of Week 10; upload to Brightspace |  |
|  | Planning Commentary | End of Week 14, upload to Brightspace |  |
|  | Instruction Commentary |  |
|  | Assessment Commentary |  |
|  | edTPA completed. [Submit to Pearson ePortfolio System.](https://www.edtpa.com/PageView.aspx?f=GEN_SubmittingTheAssessment.html) | End-of-day Monday of Quiet Period Week. |  |

## Student Teaching: OPTIONAL ITEMS

The items in Table 2 **ARE OPTIONAL**. These will be helpful when building your own department and for additional documentation of your student teaching experience.

### Table 4: Optional Items.

COMPLETED (Recorded by Teacher Candidate)

YES NO

1. Observe cooperating teacher and another highly effective teacher.  
   Discuss with them their approach to planning, instruction, assessment. \_\_\_ \_\_\_
2. Meet with superintendent and principal \_\_\_ \_\_\_
3. Attend school functions (athletics, plays, PTO, etc.) \_\_\_ \_\_\_
4. Obtain copies of Faculty Handbook & Student Handbook for the School \_\_\_ \_\_\_
5. Documentation of ability to use Indiana’s FFA roster system \_\_\_ \_\_\_
6. Local program philosophy goals and objectives \_\_\_ \_\_\_
7. Local FFA Program of Activities \_\_\_ \_\_\_
   1. procedures for electing officers \_\_\_ \_\_\_
   2. Training plan for FFA officers \_\_\_ \_\_\_
   3. FFA chapter point system \_\_\_ \_\_\_
8. Adult and/or Young Farmer Program of Work \_\_\_ \_\_\_
9. Student FFA Trip Agreement (contract) (i.e., state contests, state   
   leadership conference, National FFA Convention) \_\_\_ \_\_\_
   1. Activity bus training (as appropriate) \_\_\_ \_\_\_
10. Media/Social Media concerning the Agricultural Science and Business  
    program or FFA published during student teaching \_\_\_ \_\_\_
11. Pictures of students and classroom activities (permission required) \_\_\_ \_\_\_
12. Agricultural Science and Business Program   
    Course of Study/Course Frameworks \_\_\_ \_\_\_
    1. Curriculum Maps, Pathway Guides for   
       Agricultural Science and Business Classes \_\_\_ \_\_\_
    2. Review reports required by school, DOE, others \_\_\_ \_\_\_
13. Inventory of instructional resources, tools, equipment \_\_\_ \_\_\_
    1. procedures and forms for purchasing  
       tools, equipment, teaching aids, and supplies \_\_\_ \_\_\_
    2. Review organizational system for instructional materials  
       and resources \_\_\_ \_\_\_
    3. safety plan, fire/tornado/shelter-in-place plans,   
       fire extinguisher requirements, safety tests, other safety materials \_\_\_ \_\_\_
14. Meet with Extension Educators in your student teaching county \_\_\_ \_\_\_
15. Attend an Advisory Committee meeting and/or meet with  
    advisory committee members \_\_\_ \_\_\_

# **Guidelines for Student Teaching (Full Semester)**

The Teacher Candidate is expected to attend all faculty meetings, SAE supervisory visits, FFA meetings, and FFA activities of your cooperating teacher. If possible, attend FFA activities of other agriculture teachers at your school and adult classes or young farmer classes.

**Week 1**:

Visit school principal.

**Identify students to work with on their SAEs. Fall student teachers are encouraged to do this during summer prior to beginning student teaching. Spring student teachers are encouraged to do this during fall semester prior to student teaching.**

Two days of observation of cooperating teacher, touring facilities, and observe academic or CTE teacher. Continue development of lesson plans---OVER-PLAN.

Third day - begin co-teaching one or more classes with cooperating teacher.

Fourth and Fifth day – continue co-teaching; purposeful debriefing/discussion with cooperating teacher.

**Weeks 2 -3**:

Begin co-teaching additional classes. Week 2 record video of one class and upload to Brightspace.

**Weeks 4-12**:

Teach full load of classes (6 out of 7 periods) for at least 6 weeks, preferably for 8 weeks. Most of these are solo teaching experiences, but include other types of co-teaching as appropriate. Most AGED student teachers have 3-4 different courses (preps) to prepare for. If your cooperating teacher(s) has more than 4 preps, discuss with your university supervisor about those additional preps being co-planned/co-taught/co-assessed the entire student teaching experience.

Week 5 and week 7/8/9 record one different class each time and upload to Brightspace.

Conduct and complete working with five (5) students on their SAEs. This can be done prior to week 4.

Complete required edTPA assignments that must be done during student teaching (complete 3-5 day lesson plan, videos, work samples with your feedback).

Make sure all information needed for edTPA has been gathered and assignments completed. If have not started earlier, begin commentaries for edTPA.

**Weeks 13-14**:

Finish Student Teaching assignments.

Transition back to co-teaching. Return classes to cooperating teacher as appropriate.

Fourth day of Week 14 visit principal, counselor, and other administrative staff.

Fifth day of Week 14 exit interview with cooperating teacher, provide cooperating teacher with exam questions, requested teaching materials.

**Weeks 15-16**:

**Complete and submit edTPA to Pearson ePortfolio System by beginning of Week 15.**

Participate in CASE Preservice Institute.

The above are recommended guidelines for a traditional, 50-minute period, 7 period schedule. Block and trimester schedules should be adjusted accordingly. Exam schedules and weather-related school closings may necessitate adjustments. The specific activities of individual Teacher Candidates may vary according to their preparedness and the needs of the local program.

[Co-teaching](https://www.stcloudstate.edu/soe/coteaching/) (St. Cloud University, 2016, https://www.stcloudstate.edu/soe/coteaching/) involves the cooperating teacher and teacher candidate **co-plan, co-assess, and co-deliver instruction**. There are 8 strategies.

# **Calendar of Events, Class Schedule, Discipline Plan, Grading Plan, Parent Communication**

The following four exercises are provided to you as an aid in planning your overall student teaching experience. Share these with your university supervisor and cooperating teacher.

## I. Calendar of Events

Develop a calendar with all the important school activities: FFA activities at the local, district, and state levels; important instructional events (trips, resource persons, etc.); nonteaching days (holidays, teacher workdays, etc.). Include teacher professional development. Your cooperating teacher and/or school may already have this calendar. If so, turn this in – no need to recreate one.

## II. Prepare Your Class Schedule

The class schedule gives you and your university supervisor important information. Complete the information block at the top. Write the class names in the left-most column in the order they are taught DURING THE SCHOOL DAY. Next, write in the beginning and ending times for each class. Make sure to include in the times when your lunch break begins and ends. Days of the week are included in the table for weekly activity days, block schedules, etc. For example, your school may have an alternate schedule every Wednesday so you would write the alternative schedule under Wednesday. For Block Schedules, you may use the days of the week columns to write the schedule for “Red/Blue” days or you may have to use multiple sheets to show your Block Schedule.

Your university supervisor may or may not have been to your school before and even if they have been before, roads may have changed or detours may need to be taken. Please draw a map (or use MapQuest or another web-based mapping system) from Purdue University (LILY Hall, 915 W. State Street, West Lafayette, IN 47907) to your school and put the driving time (driving the speed limit). **Include instructions on where to park at the school, what entrance to use to enter the building, and location of the main office.**

## III. Discipline Plan

In ASEC 44000 you discussed discipline and classroom management as well as experienced discipline situations in your peer teaching. Chapter 14 of Talbert et al. (2022) is also a reference on classroom management. In consultation with your cooperating teacher, prepare a discipline/classroom management plan for each of your classes (no specific format required).

## IV. Grading Plan

In previous courses, such as ASEC 31900 and ASEC 34100, you discussed evaluating student learning and grading student assignments. Chapter 19 of Talbert et al. (2022) is also a reference on evaluating learning. In consultation with your cooperating teacher, prepare a grading plan for your classes (no specific format required). You must include how often graded checks for understanding are given, types of assessments used, and the process for entering grades into the gradebook.

## V. Parent Communication

One aspect of professionalism in teaching is communication with parents/guardians. Although it may be necessary to communicate with parents about negative academics/behavior of their student, it is helpful to provide positive communications. This positive communication may include notes home, emails, phone calls or face-to-face contacts. Additionally, grades must be current in the school’s gradebook system. This requirement directly addresses CPAST letter O.

# **School Information**

Teacher Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If sharing documents on the cloud (e.g. Google Drive), provide link AND **confirm with University Supervisor they can access documents no later than 12/16/22 (7/31/23)**. Make sure to use the email address University Supervisor provides as it may be a Gmail one. Must have University Supervisor confirmation to begin student teaching!

Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Spring/Fall Break Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Break Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School’s Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ag. Dept. Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Teaching Class Schedule**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CLASS NAME (Put in order occurs during the day) | TIME  Beginning and ending times | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Please note any alternate schedule days such as club days, SRT, etc. Include a map from Purdue to your student teaching site with instructions on where to park, what entrance to enter, and location of the main office. Also, include an estimate of time required to drive (based on following the speed limit).**

Driving time is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours and minutes

# **Your Instructional Weekly Calendar and Lesson Plan Requirements**

## I. Instructional Weekly Calendar Due: Monday 6 a.m. each week

For student teaching, **you are to stay at least one week ahead in your planning**.

Write the Instructional Weekly Calendar information electronically making sure to **include all required information: Course Name, Day of Week, Topic/SLOs, Primary Teaching Strategies/Labs, Overall Check for Understanding.** For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Period** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1st Hour  Intro AFNR  8:05-8:55  IAFNR-4.1 | Intro to plant asexual reproduction  8:05-8:10 Bell Ringer, SLOs  8:10-8:25 PowerPoint w/Checks for Understanding  8:25-8:50 Demo of types of cutting  8:50-8:55 Exit Ticket | Continue plant asexual reproduction  8:05-8:10 Bell Ringer, SLOs  8:10-8:25 PowerPoint w/Checks for Understanding  8:25-8:50 Lab on leaf and stem cuttings  8:50-8:55 Lab sheet due | Continue plant asexual reproduction  8:05-8:10 Bell Ringer, SLOs, Lab instructions  8:10-8:50 Lab on tissue culture using African Violet leaf  8:50-8:55 lab sheet due | Intro to plant sexual reproduction  8:05-8:10 Bell Ringer, SLOs  8:10-8:20 Video on pollination pausing at key points for checks for understanding  8:20-8:50 Build the perfect flower activity  8:50-8:55 Exit Ticket | Continue Intro to plant sexual reproduction  8:05-8:10 Bell Ringer, SLOs  8:10-8:35 Activity listing plants using asexual or sexual reproduction  8:35-8:55 Jeopardy review game for quiz on Monday. |

## II. Lesson Plan Requirements Provide that day’s lesson plans to University Supervisor at least 3 days prior to their visits. Use the provided template.

Lesson plans are a mark of a professional teacher. You are required to have and use lesson plans. You are encouraged to use all lesson planning resources available to you. However, plagiarism is NOT tolerated at Purdue University, so **you must properly cite all lesson plans that you did not develop**. **This includes the use of any Artificial Intelligence to generate lesson materials**. For any lesson plans that you did not create from scratch yourself (i.e., Ag Ed Discussion Lab, CASE, MyCAERT, etc.), you will need to add how you localized and individualized the lesson. Your units of instruction should generally be 3-5 daily lessons; however, additional days can be devoted to projects, labs, or other extended student activities. Standards, SLOs, instructional strategies, and assessments need to all align.

Sequence of daily plans is logical with the next day building on the previous day. Concepts, skills, and problem-solving strategies are explicitly connected across the daily plans for each unit. In addition to learning facts and procedures, lessons are designed for students to learn concepts, skills, and problem-solving strategies.

Supports for learning include those for the whole class and for students with IEPs, 504 plans, and English Language Learners.

Planning includes connecting to students’ prior academic knowledge and their assets (personal, cultural, community). Research and theory are used to support planning decisions.

Daily plans require students to apply language demands (function, vocabulary and/or symbols, syntax, discourse). Teacher candidate modeling, student practice, and student application are all included.

Daily plans include multiple formative/informal assessments and unit has a summative assessment. Assessments cover conceptual understanding, relevant skills, and problem-solving strategies. Modifications from IEPs and 504 plans are explicitly included.

## Lesson Plan Template for University Supervisor Visits

**Lesson Topic: Grade Level:**

**Course: Length of Class Period: minutes**

**Unit: Prepared by:**

|  |
| --- |
| **Desired Results** |
| Indiana CTE Agriculture Content Standards Addressed by this Lesson: |
| What key problem(s) or question(s) are students investigating during this lesson? |
| Key Vocabulary Terms Used in this lesson: |

|  |  |  |
| --- | --- | --- |
| **Student Learning Objectives and Associated Assessments** | | |
| **Objective**  Students will be able to: | **Formative Assessment(s)** | **Summative Assessment(s)** |
|  |  |  |
|  |  |  |

\*Attach all formative assessments and student handouts to this lesson plan. Include an answer key.

|  |
| --- |
| **Learner Background & Lesson Sequencing** |
| Prior to this lesson students have learned: |
| Description of student grade level, interests, unique community characteristics which contribute to student engagement: |
| What misunderstandings do you anticipate your learners may have about the content of the unit/lesson? How will you uncover these misunderstandings and address them? |
| Future lessons following this lesson will require students to: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Accommodations for Learners with Special Needs** | | | |
| **(Check all that apply)** | | | |
|  | Provide extended time |  | Visual aids/Graphic Organizer |
|  | Reduced reading |  | Provide Word Banks |
|  | Text reader |  | Highlight key vocabulary |
|  | Hearing device/Listening center |  | Provide a copy of the teacher’s notes |
|  | Small group setting |  | One-on-one instruction |
|  | Preferential Seating near Teacher |  | Limit visual distractions |
|  | Hard copies of electronic texts |  | Other: |

|  |
| --- |
| **Differentiation** |
| How will you differentiate the content of your lesson? |
| How will you differentiate the learning process of your lesson? |
| How will you differentiate the expected learning products of your lesson? |
| How will you differentiate the learning environment of your lesson? |

|  |  |  |
| --- | --- | --- |
| **Materials and Resources Needed** | | |
| **Source** | **Material** | **Quantity** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Technology Needs** | | | |
| **(Check all that apply)** | | | |
|  | Teacher Laptop |  | Webcam |
|  | SMART Board |  | Digital Camera |
|  | Projector |  | Document Camera |
|  | One-to-One iPads or Chromebooks or Laptops |  | Digital Microscope |
|  | Video Camera |  | Scanner |
|  | Color Printer |  | Calculators |
|  | FM System |  | Headset with microphone |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Segment** | **Agriculture Terms/Concepts/Skills Content Outline**  *(What ag knowledge/skills are students learning in this segment of the lesson? BE SPECIFIC)* | **Activity to engage learners in the content**  *(What are the students doing?)* | **Anticipated Management Strategies**  *(What is the teacher doing?)* |
| **Lesson Initiation**  **(est. time)** |  | Students will be… | The teacher will… |
| **Transition**  **(est. time)** | *What will you say to cue desired behavior and link the initiation to the next segment?* | | |
| **Activity 1**  **(est. time)** | Students will learn and know… | Students will be… | The teacher will… |
| **Transition**  **(est. time)** | *What will you say to cue desired behavior and link this activity to the next segment?* | | |
| **Activity 2**  **(est. time)** | Students will learn and know… | Students will be… | The teacher will… |
| **Transition**  **(est. time)** | *What will you say to cue desired behavior and link this activity to the next segment?* | | |
| **Activity 3**  **(est. time)** | Students will learn and know… | Students will be… | The teacher will… |
| **Transition**  **(est. time)** | *What will you say to cue desired behavior and link the learning from today to the closing activity?* | | |
| **Lesson Closure**  **(est. time)** |  | Students will be… | The teacher will… |

# **Supervised Agricultural Experience (SAE) Participation b****y Teacher Candidate**

Supervised Agricultural Experience/SAE is the work-based learning component of a total agricultural education program. Being an SAE supervisor and instructing students on career-readiness is one of the three major responsibilities (classroom/laboratory instruction, FFA, SAE) of an agriculture teacher. During your student teaching experience, you are expected to actively participate in the SAE program of your school. In consultation with your cooperating teacher(s):

1. **Teach lesson(s) about SAE**. Typically this is in Principles of AFNR, Intro AFNR, or Middle School Exploratory Ag but can be in any Agriculture course. Document through cooperating teacher assessing the lesson.
2. **Work with a student or group of students on their Career Plan** (*SAE for All – Teacher Guide* template pages 25-26). This should be with student(s) for Foundational SAE. Documentation is copy of student(s) plans with identification removed.
3. **Complete a minimum of two (2) meetings with two (2) students about their Immersion SAE**. Meeting can be an SAE visit to their home/place of work as applicable/appropriate. One or both meetings may be at school as applicable/appropriate. Documentation is form on next page modified as necessary and any accompanying screenshots, etc.

## Things to be done before interviewing and visiting the student.

1. Discuss the teacher’s and school’s philosophy about foundational and immersion SAEs. Are immersion SAEs required or optional for students? FFA members? Primarily conducted in summer? Does the teacher teach SAE as a summer course? How do students keep their SAE records (AET, Excel, paper-based, other system)?
2. Determine how the cooperating teacher evaluates students’ SAE programs and student progress in the SAE. How does the cooperating teacher grade SAE programs?
3. How does the cooperating teacher plan student visits? Communicate with parents/guardians/employers about the visit? Ensure they are not alone with the student?

## Things to be done during the student interview and visit:

1. What are the student’s career goals? Does the SAE match these? Have the student complete **SAE Explorer** <http://www.exploresae.com/> and **Ag Explorer** <https://agexplorer.ffa.org/>
2. Does the student have an SAE Training Plan and Training Agreement? If not, work with your cooperating teacher and the student to develop one.
3. Review the student’s SAE records. Ask clarifying questions. Give the student opportunities to talk about why and how they do the SAE. What are their goals? What are their plans for growth? What skills and experiences are they gaining? What opportunities exist to gain new skills and experiences?
4. Assist the student in evaluating their progress to date.
5. Meet each student's parents or employer and become acquainted with them.
6. Do not make the visit too long. Stay long enough to get the job done, but do not be abrupt.

## Things to be done after an SAE visit:

1. Record events that occurred during the visit. Note methods that worked for you and those that did not. Note any changes you should make going on another visit.
2. Discuss the visit with your cooperating teacher. Be sure to keep them informed of the events occurring. Seek their professional opinions and advice.
3. Meet with the student. Discuss the interview and visit. What should be done as a follow-up?

## SAE PROGRAM SUPERVISION REPORT (Use One Form Per Student)

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_ Year in School \_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zip Code \_\_\_\_\_\_\_

Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone ( )

Employer (if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone ( )

Student’s Occupational Goal

Discuss with the cooperating teacher the personal background of the student. Know, as well as possible, the home or work situation.

Write a short report using the questions on the previous page, your interview with the student, and the visit (if conducted).

# **FFA Weekly Participation**

Being an FFA advisor and CDE/LDE coach is one of the three major responsibilities (classroom/laboratory instruction, FFA, SAE) of an agriculture teacher. During your student teaching experience, you are expected to actively participate in the FFA program of your school. In consultation with your cooperating teacher(s) determine your responsibilities in leading and coaching FFA activities, CDE/LDE individuals/teams, executive committee/FFA chapter meetings, and other FFA activities as appropriate. If you are student teaching in a one-teacher program, you will typically do everything your cooperating teacher does. If you are student teaching in a multi-teacher program, you and the agriculture teachers will need to decide what you are to do as you cannot physically do what two, three, or more agriculture teachers do collectively.

## Your FFA Weekly Calendar Requirements

**FFA Weekly Calendar template is below.** For the previous week record your involvement in FFA. **Due: Monday 6 a.m. each week.**

Make sure to **include all required information: Time, Activity Name and description, Day of Week, your role.** For example, entries for 1 week might be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Before School | 7-7:45 a.m. FFA Executive Committee meeting to plan FFA week activities for next week. I assisted the sub-committee on Teacher Appreciation Breakfast. |  |  |  |  |
| Activity Period |  | 10:15-10:45 a.m. FFA Chapter Meeting. Most of meeting was instructions, discussion, sign-ups for FFA week. I observed. |  |  |  |
| Lunch |  |  | 11:50-12:20. Livestock Judging team members were in ag room viewing classes online taking notes for reasons. I provided feedback. |  |  |
| After School |  |  | 4-6 p.m. Livestock Judging Practice at school. Students gave reasons to ag teacher and me. I helped critique reasons. |  | 7-9 p.m. FFA runs concession stand at basketball game. I helped make sure activity ran smoothly. |
| **Saturday** | 6 a.m. – 4 p.m. Livestock Invitational at Clinton Central. I drove the mini-bus. I talked with ag teachers during the contest. Our team placed 5th! | | | | |
| **Sunday** |  | | | | |

**Remember on each Monday by 6 a.m. to email/upload the calendar to your university supervisor.**

# **Teaching Experiences Reflection**

Kolb (1984) proposed that we learn through experience and developed a 4-step process to explain what is required for genuine learning (see figure below). In general terms, the four steps are as follows: Have an Experience, Reflect on that Experience regarding what worked and what can be improved, Think about what can be done next time to improve, Put into practice the improvement. As a cycle, the process starts over after trying out the improvement.

Each week choose a classroom experience for which you want to reflect. Describe the experience. Write down your reflections on what worked and what did not work including using references to research/theory. Write down what you can do next time to improve including using references to research/theory to explain why it should be an improvement. Commit to trying out the improvement the next time this experience occurs.

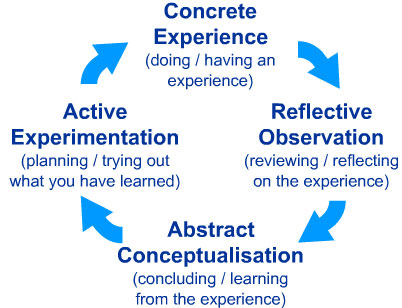


Image of the Kolb Experiential Learning Model from: McLeod, S. A. (2017, Oct 24). *Kolb - learning styles*. Simply Psychology. https://www.simplypsychology.org/learning-kolb.html

*NOTE: For the three times you receive University Supervisor feedback on your uploaded videos to Brightspace you are required to reflect on the feedback your University Supervisor has provided to you.*

**Remember on each Monday by 6 a.m. to email/upload the summary to your university supervisor.**

# **ASSESSING LESSONS TAUGHT BY TEACHER CANDIDATES**

Cooperating Teacher Complete for at least one class observation every two weeks (e.g., weeks 2, 4, 6, 8, 10, 12).   
University Supervisor Complete for each class on observation days.

Class Period/Course Title/Lesson

Teacher Candidate Date

Discuss your observations with the Teacher Candidate, keep a copy yourself, provide one to the teacher candidate, and have the student teacher provide one to the university supervisor.

**Beginning of Class Session / Lesson Initiation:**

What were the student teacher and students doing prior to start of class bell? What was the Bell Ringer or how was class started? How were learning objectives presented to students? Did lesson align to state standards?

How did the Teacher Candidate develop student interest in the lesson? Evidence students were interested in the lesson?

How did the Teacher Candidate guide students to surface prior knowledge and make connections with today’s learning?

How did the teacher candidate transition from lesson initiation to the content delivery?

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Student Engagement in the Lesson:**

How many students were engaged/participated in the lesson? Strategies teacher used to engage students?

Teacher Candidate asked how/why/application/analysis questions? What scaffolding techniques were used? What checks for understand were used?

**End of Class Session / Lesson Review, Conclusion, Assessments:**

What evidence was there the teacher was well prepared?

How did class/lesson end? Were the objectives accomplished? What review/summary/assessment/preview of next day was used?

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Accommodating Learning Needs of Students -   
*(IEPs, 504 Plans, High Ability, ELL) (Differentiation – implemented supports for individuals, groups, and whole class)***

Observations:

Strong Points:

Suggestions for Improvement:

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Teaching Techniques that Encourage On-Task Behavior, Maximize Instructional Time, and Maximize Learning Opportunities   
*(i.e., classroom management, class routines/transitions/procedures, culture of respect established, etc.)***

Observations:

Strong Points:

Suggestions for Improvement:

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Teaching Techniques *(i.e., teaching methods used, use of instructional technology/media, checks for understanding, stimulus variation, depth of knowledge level achieved by students, connections to students prior academic knowledge used)***

Did the teacher deliver accurate content within appropriate time-frame? Explain.

What instructional media/models/technology were used? Was it effective? Explain.

What student activities were used? Were they effective? Explain.

Observations:

Teacher Candidate’s Appropriate Use of and Student Application of Academic Language for Agricultural Education:

Strong Points:

Suggestions for Improvement:

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Instructor Characteristics and Behavior (effective use of class time, appearance, demeanor, poise, mannerisms, speaking qualities, enthusiasm, verbal communication, written communication):**

Overall for this category: Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

**Overall Comments, Observations, Suggestions:**

Describe how the teacher candidate provides an environment that is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context.

Describe the strong points of the lesson and how the Teacher Candidate can best improve his/her teaching:

General effect of the lesson: (circle one)

Does not Meet (1) Emerging (2) Meets expectations (3) Exceeds expectations (4)

Consistently fails to Change required before Consistently meets Consistently exceeds   
meet expectations meeting expectations expectations expectations

Cooperating Teacher / University Supervisor

# **edTPA Instructions for Purdue Agricultural Education Teacher Candidates (student teachers)**

Beginning Fall 2018 – all program completers in Purdue teacher education are required to submit edTPA portfolio for national scoring (as of September 2023, [Indiana has not set a passing score](https://www.edtpa.com/PageView.aspx?f=GEN_Indiana.html))

* Must submit portfolio in order to pass EDCI 49800. TTT interns also required to do edTPA.
* Recommended target date for submission is 14th week of semester. Note the Teacher Education stated deadline for the latest date it can be submitted.

1. Start here: <https://www.edtpa.com/PageView.aspx?f=GEN_Prepare.html>
2. Select the “Candidates” tab at the top of the page. Select “Getting Started” on this page.
3. Read “[Making Good Choices: A Support Guide for edTPA Candidates](http://www.edtpa.com/Content/Docs/edTPAMGC.pdf)” We suggest printing out the 34 pages and highlight key points about your context for learning, lesson plans, instructional video clips, and student assessments. For example:
   1. You will choose 3 students as your “focus students.” They need to represent a range of performance on the assessment and one (1) needs to have (IEP, 504 plan, specific language needs, struggle with reading, or underperforming/gaps in academic knowledge).
   2. Pick a topic (set of standards) that you want to make into top-notch 3-5 day lesson plans, activities, and assessments. Realize this is the lesson that is going to be recorded to select the 2 video clips. Communicate with your cooperating teacher and ask them for ideas. The 2 video clips can be from different days, but MUST be from the lesson plan submitted for Planning Task 1.
   3. In the lesson plans, emphasize the language function, formal and informal assessments, and inquiry-based instruction.
   4. Will need student work samples (get permission) with your feedback comments, grading, etc., proof in the video clip or audio. Examples are your written suggestions on student work samples, part of the video clip where you are explaining feedback to a student. Make copies of every students’ assessments (minimum of 5 to give yourself some flexibility in choosing which to submit), give the students back the copies, and keep the originals so that if you need to go back and make better feedback for the commentary, you can.
   5. Chosen assessment needs to be individual student work – **it CANNOT be students in groups**.
   6. For your video for edTPA, it may be best to have your cooperating teacher manually use the iPad/SWIVL/tripod so they can make sure you and your students you are working with are visible at all times. Remember you can stop the SWIVL from moving using the button on the teacher marker. Use all 3 markers to capture yourself and student talk. Place the two student markers at tables where you will later make commentary about the students. Show students asking and answering lots of questions and being involved in the lesson.
      1. Video 1: Teacher giving classroom instruction but make sure it involves discussion not just lecture.
      2. Video 2: Teacher working closely with a student or group of students (experiential learning, lab, etc.) and make sure it is not just students doing silent work.
4. Review Education IT edTPA information at: <https://social.education.purdue.edu/edit/edtpa/> This webpage has direct instructions for Purdue teacher candidates. There is technical information about creating your edTPA videos, including (a) how to trim your video and select an unedited video clip, and (b) how to compress your video. Pay attention to emails about edTPA.
5. Work with your AGED program faculty, university supervisor, and cooperating teacher to help plan for submission of your edTPA portfolio.
6. edTPA is a Purdue Teacher Education Program requirement starting with December 2018 graduates and program completers for initial licensure. edTPA also is a requirement for some other states and some of those have cut scores. Indiana does not have a cut score. For a list of states, go to: <https://www.edtpa.com/PageView.aspx?f=GEN_StateRequirements.html>
7. Register for edTPA and use your voucher for the $300 fee. This fee is assessed on your Purdue fees the semester you enroll in EDCI 49800. The Office of Clinical Practice will issue you a voucher after the start of your student teaching semester. Be sure to enter your voucher code when prompted on the payment page. Vouchers cannot be applied retroactively. To register, go to: <https://www.edtpa.com/PageView.aspx?f=GEN_Register.html> Be sure to review the edTPA Registration Overview: <http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf>
8. Read and follow the instructions in your edTPA handbook. You will be able to access your handbook after you register. edTPA handbooks and documents are also available on the Teacher Education Students Brightspace course.
   * Use the *Understanding Rubric Progressions: Agricultural Education* to guide how you write the commentaries. Each rubric has a Guiding Question. This tells you what is most important for that commentary. Your aim is to make the reviewer award you a 3, 4, or 5 for each rubric.
   * Use the *edTPA Handbook: Agricultural Education* for specifics on what to do for each task. Make sure it is the handbook for AgEd and that it is NOT the one for Washington state! Make sure to use Guiding Questions to build items for the tasks.
   * Use the Evidence Charts on pages 43-47 to guide what you choose to submit, its format, naming conventions, lengths, etc. These are important because if you submit something differently, the reviewer does not score that rubric.
9. Submit your edTPA during your student teaching semester. See OTEL website for due date.
10. If you have questions, contact your AGED program faculty, academic advisor, or licensing advisor in the Office of Teacher Education and Licensure ([licensure@purdue.edu](mailto:licensure@purdue.edu)).

# **CPAST Overview**

Purdue University Teacher Education uses CPAST (Candidate Preservice Assessment of Student Teaching) as one of its evaluation and documentation tools. All university supervisors must be trained and certified in CPAST.

The CPAST look-fors, and a CPAST consensus sheet can be found on your EDCI 49000 Student Teaching in Agricultural Education Brightspace page. **Prior to your University Supervisor’s visits, you should evaluate your performance as an educator using the look-fors document, and capture your scores.** Your Cooperating Teacher should also evaluate your performance, but separately from you.

The consensus sheet is completed by all (student teacher, cooperating teacher, and university supervisor) in a meeting during the second and third university supervisor visits. Consensus scores MUST be whole numbers only. Consensus scores must be arrived at by using the CPAST scoring rubric and look-fors document. The university supervisor coordinates and guides the CPAST item discussion and leads the group to agree on a consensus score for each item.

Note that the scores that are determined during these consensus sessions do not directly translate into a grade. For example, if you score 2 out of a possible 3 points, that does not mean that you’re earning a 66%! The numbers are a way for you to be provided feedback on your development as an educator. Think of it as a formative assessment tool that lets you know areas to improve and areas of strength. This tool can be used to guide your performance as a student teacher, so if you’re not responding to the coaching and feedback you’re provided to improve your performance, then it is likely that your overall grade will suffer. Remember, student teaching is a holistic grade, not one that is calculated with individual grades out of a certain number of points.

Copies of the Consensus Forms for the Pre-Assessment, Midterm CPAST, and Final CPAST can be found on the subsequent pages. The Pre-Assessment can be used at the end of the first University Supervisor visit, while the Midterm and Final CPAST forms are completed at the second and third visits, respectively.

Upon completion of your CPAST Midterm and Final consensus score sheets, you will need to scan and upload a copy to Brightspace. Within Brightspace you’ll need to upload it to Watermark.

## PRE-ASSESSMENT (Completed at 1st University Supervisor Visit)

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score based on: (0) Does not meet expectations, (1) Emerging, (2) Meets expectations, (3) Exceeds expectations

Consensus Score must be whole numbers.

| **Pedagogy** | |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Planning for Instruction and Assessment** | |  |  |  |
| A. Focus for Learning: Standards and Objectives/Targets |  |  |  |  |
| B. Materials and Resources |  |  |  |  |
| C. Assessment of P–12 learning |  |  |  |  |
| D. Differentiated Methods |  |  |  |  |
| **Instructional Delivery** | |  |  |  |
| E. Learning Target and Directions |  |  |  |  |
| F. Critical Thinking |  |  |  |  |
| G. Checking for Understanding and Adjusting Instruction through Formative Assessment |  |  |  |  |
| H. Digital Tools and Resources |  |  |  |  |
| I. Safe and Respectful Learning Environment |  |  |  |  |
| **Assessment** | |  |  |  |
| J. Data-Guided Instruction |  |  |  |  |
| K. Feedback to Learners |  |  |  |  |
| L. Assessment Techniques |  |  |  |  |
| **Analysis of Teaching** | |  |  |  |
| M. Connections to Research and Theory |  |  |  |  |
| **Professional Dispositions Form** | |  |  |  |
| **Professional Commitment & Behaviors** | |  |  |  |
| N. Participates in Professional Development (PD) |  |  |  |  |
| O. Demonstrates Effective Communication with Parents or Legal Guardians |  |  |  |  |
| P. Demonstrates Punctuality |  |  |  |  |
| Q. Meets Deadlines and Obligations |  |  |  |  |
| R. Preparation |  |  |  |  |
| **Professional Relationships** | |  |  |  |
| S. Collaboration |  |  |  |  |
| T. Advocacy to Meet the Needs of Learners or for the Teaching Profession |  |  |  |  |
| **Critical Thinking and Reflective Practice** | |  |  |  |
| U. Responds Positively to Feedback and Constructive Criticism |  |  |  |  |
| **Goals to Teacher Candidate’s continued growth:**  *Add additional sheets for additional goals as needed.* | | | | |
| **Alignment of Goals to standards of the teaching profession (as applicable):**  *Add additional sheets for additional goals as needed.* | | | | |

## MIDTERM CPAST (Completed at 2nd University Supervisor Visit)

VARI-EPP Candidate Preservice Assessment of Student Form (CPAST) – Consensus Sheet

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score based on: (0) Does not meet expectations, (1) Emerging, (2) Meets expectations, (3) Exceeds expectations

Consensus Score must be whole numbers.

| **Pedagogy** | |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Planning for Instruction and Assessment** | |  |  |  |
| A. Focus for Learning: Standards and Objectives/Targets |  |  |  |  |
| B. Materials and Resources |  |  |  |  |
| C. Assessment of P–12 learning |  |  |  |  |
| D. Differentiated Methods |  |  |  |  |
| **Instructional Delivery** | |  |  |  |
| E. Learning Target and Directions |  |  |  |  |
| F. Critical Thinking |  |  |  |  |
| G. Checking for Understanding and Adjusting Instruction through Formative Assessment |  |  |  |  |
| H. Digital Tools and Resources |  |  |  |  |
| I. Safe and Respectful Learning Environment |  |  |  |  |
| **Assessment** | |  |  |  |
| J. Data-Guided Instruction |  |  |  |  |
| K. Feedback to Learners |  |  |  |  |
| L. Assessment Techniques |  |  |  |  |
| **Analysis of Teaching** | |  |  |  |
| M. Connections to Research and Theory |  |  |  |  |
| **Professional Dispositions Form** | |  |  |  |
| **Professional Commitment & Behaviors** | |  |  |  |
| N. Participates in Professional Development (PD) |  |  |  |  |
| O. Demonstrates Effective Communication with Parents or Legal Guardians |  |  |  |  |
| P. Demonstrates Punctuality |  |  |  |  |
| Q. Meets Deadlines and Obligations |  |  |  |  |
| R. Preparation |  |  |  |  |
| **Professional Relationships** | |  |  |  |
| S. Collaboration |  |  |  |  |
| T. Advocacy to Meet the Needs of Learners or for the Teaching Profession |  |  |  |  |
| **Critical Thinking and Reflective Practice** | |  |  |  |
| U. Responds Positively to Feedback and Constructive Criticism |  |  |  |  |
| **Goals to Teacher Candidate’s continued growth:**  *Add additional sheets for additional goals as needed.* | | | | |
| **Alignment of Goals to standards of the teaching profession (as applicable):**  *Add additional sheets for additional goals as needed.* | | | | |

## FINAL CPAST (Completed at 3rd University Supervisor Visit)

VARI-EPP Candidate Preservice Assessment of Student Form (CPAST) – Consensus Sheet

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score based on: (0) Does not meet expectations, (1) Emerging, (2) Meets expectations, (3) Exceeds expectations

Consensus Score must be whole numbers.

| **Pedagogy** | |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Planning for Instruction and Assessment** | |  |  |  |
| A. Focus for Learning: Standards and Objectives/Targets |  |  |  |  |
| B. Materials and Resources |  |  |  |  |
| C. Assessment of P–12 learning |  |  |  |  |
| D. Differentiated Methods |  |  |  |  |
| **Instructional Delivery** | |  |  |  |
| E. Learning Target and Directions |  |  |  |  |
| F. Critical Thinking |  |  |  |  |
| G. Checking for Understanding and Adjusting Instruction through Formative Assessment |  |  |  |  |
| H. Digital Tools and Resources |  |  |  |  |
| I. Safe and Respectful Learning Environment |  |  |  |  |
| **Assessment** | |  |  |  |
| J. Data-Guided Instruction |  |  |  |  |
| K. Feedback to Learners |  |  |  |  |
| L. Assessment Techniques |  |  |  |  |
| **Analysis of Teaching** | |  |  |  |
| M. Connections to Research and Theory |  |  |  |  |
| **Professional Dispositions Form** | |  |  |  |
| **Professional Commitment & Behaviors** | |  |  |  |
| N. Participates in Professional Development (PD) |  |  |  |  |
| O. Demonstrates Effective Communication with Parents or Legal Guardians |  |  |  |  |
| P. Demonstrates Punctuality |  |  |  |  |
| Q. Meets Deadlines and Obligations |  |  |  |  |
| R. Preparation |  |  |  |  |
| **Professional Relationships** | |  |  |  |
| S. Collaboration |  |  |  |  |
| T. Advocacy to Meet the Needs of Learners or for the Teaching Profession |  |  |  |  |
| **Critical Thinking and Reflective Practice** | |  |  |  |
| U. Responds Positively to Feedback and Constructive Criticism |  |  |  |  |
| **Goals to Teacher Candidate’s continued growth:**  *Add additional sheets for additional goals as needed.* | | | | |
| **Alignment of Goals to standards of the teaching profession (as applicable):**  *Add additional sheets for additional goals as needed.* | | | | |

# **KA 6: Agricultural Education Content Knowledge Assessment Overview**

To assess your content knowledge of agriculture and the components of school-based agricultural education, you will assess your own performance using the KA 6 rubric and consensus score sheet. The rubric and score sheet can both be found on your EDCI 49800 Student Teaching in Agricultural Education Brightspace page. The score sheets can also be found in the subsequent pages.

**Prior to your University Supervisor’s visits, you should evaluate your performance as an educator using the look-fors document, and capture your scores.** Your Cooperating Teacher should also evaluate your performance, but separately from you.

The consensus sheet is completed by all (student teacher, cooperating teacher, and university supervisor) in a meeting during the second and third university supervisor visits. Consensus scores MUST be whole numbers only. Consensus scores must be arrived at by using the KA 6 scoring rubric. The university supervisor coordinates and guides the KA 6 discussion and leads the group to agree on a consensus score for each item.

Upon completion of your KA 6 Midterm and Final consensus score sheets, you will need to scan and upload a copy to Brightspace. Within Brightspace you’ll need to upload it to Watermark.

## PRE-ASSESSMENT KA 6 (Completed at 1st University Supervisor Visit)

**Agricultural Education Content Knowledge (Key Assessment #6) – Consensus Sheet**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Score based on: (1) Novice, (2) Developing, (3) Target, (4) Advanced.**

Consensus Score must be whole numbers.

See Agricultural Education Content Knowledge evaluation rubric for determining row scores.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agricultural Education Content** | |  |  |  |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Teacher Candidate’s Ability In:** | |  |  |  |
| SAE: In-class instruction and integration |  |  |  |  |
| SAE: Teaching and Assessing Record-Keeping |  |  |  |  |
| SAE: Mentoring Career Exploration and Planning |  |  |  |  |
| SAE: Foundational SAE Mentoring |  |  |  |  |
| SAE: Immersion SAE Mentoring |  |  |  |  |
| FFA: In-class instruction on FFA concepts |  |  |  |  |
| FFA: Coaching CDEs and LDEs |  |  |  |  |
| FFA: Leadership development mentoring |  |  |  |  |
| **Teacher Candidate’s Content Knowledge Understanding In:** | |  |  |  |
| Agribusiness Instruction |  |  |  |  |
| Agricultural Mechanical and Engineering Career Pathway |  |  |  |  |
| Agriscience - Animals Career Pathway |  |  |  |  |
| Agriscience - Plants Career Pathway |  |  |  |  |
| Horticulture Career Pathway |  |  |  |  |
| Landscaping Career Pathway |  |  |  |  |
| Natural Resources Career Pathway |  |  |  |  |
| Precision Agriculture Career Pathway |  |  |  |  |
| Veterinary Science Career Pathway |  |  |  |  |
| Exploratory / Introductory Middle School Instruction |  |  |  |  |

Each participant in the pre-assessment meeting should keep a copy.

## MIDTERM KA 6 (Completed at 2nd University Supervisor Visit)

**Agricultural Education Content Knowledge (Key Assessment #6) – Consensus Sheet**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Score based on: (1) Novice, (2) Developing, (3) Target, (4) Advanced.**

Consensus Score must be whole numbers.

See Agricultural Education Content Knowledge evaluation rubric for determining row scores.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agricultural Education Content** | |  |  |  |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Teacher Candidate’s Ability In:** | |  |  |  |
| SAE: In-class instruction and integration |  |  |  |  |
| SAE: Teaching and Assessing Record-Keeping |  |  |  |  |
| SAE: Mentoring Career Exploration and Planning |  |  |  |  |
| SAE: Foundational SAE Mentoring |  |  |  |  |
| SAE: Immersion SAE Mentoring |  |  |  |  |
| FFA: In-class instruction on FFA concepts |  |  |  |  |
| FFA: Coaching CDEs and LDEs |  |  |  |  |
| FFA: Leadership development mentoring |  |  |  |  |
| **Teacher Candidate’s Content Knowledge Understanding In:** | |  |  |  |
| Agribusiness Instruction |  |  |  |  |
| Agricultural Mechanical and Engineering Career Pathway |  |  |  |  |
| Agriscience - Animals Career Pathway |  |  |  |  |
| Agriscience - Plants Career Pathway |  |  |  |  |
| Horticulture Career Pathway |  |  |  |  |
| Landscaping Career Pathway |  |  |  |  |
| Natural Resources Career Pathway |  |  |  |  |
| Precision Agriculture Career Pathway |  |  |  |  |
| Veterinary Science Career Pathway |  |  |  |  |
| Exploratory / Introductory Middle School Instruction |  |  |  |  |

Teacher candidate is responsible to scan and submit a copy with Consensus Scores to the EDCI 49800 Purdue Brightspace site within 1 week of Consensus meeting. Submission of Final CPAST is required to obtain a grade higher than “F” in EDCI 49800.

## FINAL KA 6 (Completed at 3rd University Supervisor Visit)

**Agricultural Education Content Knowledge (Key Assessment #6) – Consensus Sheet**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ University supervisor:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Score based on: (1) Novice, (2) Developing, (3) Target, (4) Advanced.**

Consensus Score must be whole numbers.

See Agricultural Education Content Knowledge evaluation rubric for determining row scores.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agricultural Education Content** | |  |  |  |
| **Domain** | **Candidate Score** | **Mentor Score** | **Supervisor Score** | **Consensus Score** |
| **Teacher Candidate’s Ability In:** | |  |  |  |
| SAE: In-class instruction and integration |  |  |  |  |
| SAE: Teaching and Assessing Record-Keeping |  |  |  |  |
| SAE: Mentoring Career Exploration and Planning |  |  |  |  |
| SAE: Foundational SAE Mentoring |  |  |  |  |
| SAE: Immersion SAE Mentoring |  |  |  |  |
| FFA: In-class instruction on FFA concepts |  |  |  |  |
| FFA: Coaching CDEs and LDEs |  |  |  |  |
| FFA: Leadership development mentoring |  |  |  |  |
| **Teacher Candidate’s Content Knowledge Understanding In:** | |  |  |  |
| Agribusiness Instruction |  |  |  |  |
| Agricultural Mechanical and Engineering Career Pathway |  |  |  |  |
| Agriscience - Animals Career Pathway |  |  |  |  |
| Agriscience - Plants Career Pathway |  |  |  |  |
| Horticulture Career Pathway |  |  |  |  |
| Landscaping Career Pathway |  |  |  |  |
| Natural Resources Career Pathway |  |  |  |  |
| Precision Agriculture Career Pathway |  |  |  |  |
| Veterinary Science Career Pathway |  |  |  |  |
| Exploratory / Introductory Middle School Instruction |  |  |  |  |

Based on my observations of as cooperating teacher,

Teacher Candidate

I recommend a grade of \_\_\_\_\_\_\_\_ be given for EDCI 49800 Supervised Teaching of Agricultural Education.

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

Teacher candidate is responsible to scan and submit a copy with Consensus Scores to the EDCI 49800 Purdue Brightspace site within 1 week of Consensus meeting. Submission of Final CPAST is required to obtain a grade higher than “F” in EDCI 49800.