**Cooperating Teacher Handbook**

**Agricultural Education**

**Purdue University**



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# Welcome

Thank you for agreeing to mentor a Purdue Agricultural Education student teacher! This is a rewarding, yet time intensive, commitment. This handbook, along with the *Agricultural Education Student Teaching Manual*, is your guide to a successful experience. Please refer to these two manuals for requirements and suggestions. Your student teacher’s assigned university supervisor is also available to answer questions and provide advice. Note that a student teacher may also be referred to as teacher candidate or an intern. A cooperating teacher may be referred to as mentor teacher.

# What can I expect as a Cooperating Teacher?

How exciting! You have the opportunity to mentor and shape the experiences of a novice educator, helping prepare them for the realities of teaching, but also to promote excitement and passion for the agricultural education profession. Your student teacher has taken coursework in a variety of areas here at Purdue, but here’s the courses that they have completed for Agricultural Education:

* ASEC 24000: Seminar in Agricultural Education
* ASEC/HORT 21200: Greenhouse and Landscape Management for Educators
* ASEC 31800: Coordination of Supervised Agricultural Experience Programs
* ASEC 31900: Planning Agricultural Science and Business Programs
* ASEC 34000: Laboratory Practices in Agricultural Education
* ASEC 34100: Curriculum Development in Agricultural Education
* ASEC 44000: Methods of Teaching Agricultural Education

Each student has applied work experience in agriculture, but the nature of their experience varies widely. Consequently, they may need more or less support in some areas of their teaching load.

We recommend that student teachers do not take any additional coursework during their student teaching semester, or to take on additional jobs outside of student teaching so that they can focus on their student teaching internship.

Purdue’s College of Education expects student teachers to be able to co-teach with their cooperating teacher. Prior to the semester your student teacher arrives, you and your student teacher should participate in the Co-Teaching Workshop, which is coordinated by Stephen Smith. More information on Co-Teaching is found in the next section.

Most student teachers are in their early to mid-20’s, and not only taking on the responsibilities of teaching for the first time, but are also learning to take on the identity of being a mature adult, while still finishing college. Some student teachers make this transition more readily than others, but all student teachers benefit from quality mentoring. We hope that this manual can help guide you in providing quality mentoring to these future professionals to ensure a positive experience for everyone!

## Co-Teaching

Purdue University Teacher Education provides training to teacher candidates and cooperating teachers in a mentoring system called Co-Teaching. Co-teaching (St. Cloud University, 2016, <https://www.stcloudstate.edu/soe/coteaching/>) has the cooperating teacher and teacher candidate co-plan, co-assess, and co-deliver instruction. There are 8 strategies.

You are not required to participate in the training. However, you are encouraged to participate at least once as it will help you understand the first three weeks of student teaching and the roles the student teacher and cooperating teacher have during this time.

In 2023, Purdue’s co-teaching training is organized by Stephen Smith in the College of Education. The Agricultural Education Head University Supervisor will provide Stephen with your contact information and request he invite you to the training.

NOTE: Some courses in Agricultural Education may require a cooperating teacher / student teacher pair to co-teach the entire student teaching experience. Examples of these circumstances include a course for which the cooperating teacher is being evaluated, a course for which student safety is a concern if the cooperating teacher is not fully engaged (for example Agricultural Power), and a course for which the student teacher has no preparation (for example Vet Science).

## Teaching Load

From weeks 4 to 12, student teachers are expected to teach a 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 to prepare for. If you (the cooperating teacher) have more than 4 preps, discuss with your assigned university supervisor about those additional preps being co-planned/co-taught/co-assessed the entire student teaching experience. While we aim to have student teachers experience as much of the full job of the agriculture teacher as possible, learning to teach with more than 4 preps makes it very challenging for the student teacher to experience success.

Each student teacher-cooperating teacher relationship is different. It may work well to gradually transition a student teacher into your classes, or have them take on multiple classes simultaneously. Whatever you decide, make sure it is discussed clearly and early, and that the university supervisor is aware of your plans. As the student teaching experience is wrapping up, you’ll want to have the same conversation about returning classes back to you.

As your student teacher wraps up their 14-week experience, you’ll want to make sure they clearly understand your expectations for returning those classes to you. This includes consideration of grades, answer keys for exams/quizzes, access to created materials for future reference, etc.

## Major Assessments for your Student Teacher

Your student teacher is responsible for completing a variety of assignments across their student teaching experience. These are outlined in the *Agricultural Education Student Teaching Manual.* Two major assessments of candidate performance are edTPA and CPAST. Brief overviews of both of these assessments are included below.

### edTPA

edTPA is a portfolio-based assessment that candidates submit at the end of their student teaching semester, to be evaluated by an anonymous outside reviewer. It includes multiple narratives, a detailed lesson plan, student work with teacher feedback, two video clips, and reflective narratives about the lesson. It is *imperative* that the candidate plan ahead as much as possible to ensure that they have captured the appropriate evidence required by edTPA.

edTPA focuses on three areas critical to effective instruction (Planning, Instruction, Assessment) and three additional areas criticial to effective professionalism and student learning, including Analysis of Teaching, Academic Language, and Student Voice.

What can you do to help students prepare for this?

* Identify classes that would meet the requirements of an edTPA lesson. The class needs to have at least 3 students who 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).
* Help the candidate sort through what lesson(s) would be ideal to feature for edTPA
* Help ensure filming goes smoothly

### CPAST

Purdue University Teacher Education uses CPAST (Candidate Preservice Assessment of Student Teaching) as one of its evaluation and documentation tools. This tool consists of a “Look-fors” document that looks like a rubric, and a consensus sheet upon which the university supervisor, teacher candidate, and cooperating teacher all record their scores.

It is important to note the following:

1. CPAST scores do not translate directly into a grade. They are formative feedback, but can help inform all parties as to the candidate’s progress.
2. Scores should accurately reflect where the candidate is at that present moment of evaluation.
3. Scores must be whole numbers.

CPAST documents and information may change each year. You are encouraged to only use the current year’s materials with your student teacher. Your candidate’s university supervisor will provide you with the CPAST look-fors, and a CPAST consensus sheet. 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.

The CPAST must be completed at the midterm and final visits and submitted by the teacher candidate to the Head University Supervisor. Some university supervisors may choose to also complete the CPAST at the first visit as a way to provide targeted feedback early on in the internship, but it is not necessary to report those scores to the Head University Supervisor.

## Timeline of Key Events & Expectations During Student Teaching Semester

The following sections of this manual provide an overview of expectations and suggestions for cooperating teachers. The checklist below is a synopsis of key events and expectations.

**Timing Description**

Eligibility to host student teacher Complete and submit Criteria checklist and NQPS document to Purdue Agricultural Education Program Coordinator.

Year prior to Student Teaching Host Purdue student for their 5-day field experience. You will receive emails from Purdue Agricultural Education and the field experience student will have assignments to complete.

Summer prior to on-site Communicate with student teacher. As possible, involve the student teacher in FFA and SAE.

Semester Prior to on-site Communicate with student teacher on a weekly basis. As possible, involve the student teacher in your program, FFA, and SAE.

Semester prior to on-site Participate in online co-teaching training. You will receive an email invitation from Purdue Teacher Education.

Week 1 of student teaching Co-teach classes with the student teacher, review Student Teaching Manual and assignments, provide daily feedback and mentoring.

Week 2 of student teaching Student teacher does more solo teaching of class(es), **Cooperating Teacher does one official evaluation using Form in Student Teaching Manual.** Daily feedback and mentoring.

Weeks 3-4 University Supervisor will schedule an on-site, all-day visit. **Cooperating teacher observes with university supervisor**. End-of-day debriefing and review of the pre-assessment from the Student Teaching Manual. Daily feedback and mentoring.

Weeks 4-12 Student teacher teaches full load of classes, mostly solo teaching **Cooperating Teacher does one official evaluation each of weeks 4, 6, 8, 10, 12**. Daily feedback and mentoring.

Weeks 13-14 As appropriate, transition to co-teaching then cooperating teacher fully in charge.

# Preparing to be a Cooperating Teacher

The subsequent sections provide an overview of the roles of a cooperating teacher, suggestions for mentoring success, and reflective questions to help you continue in your role as a mentor and instructional coach.

## Roles & Responsibilities of the Cooperating Teacher

**What is the Role of a Cooperating Teacher?**

1. Wear many hats
2. that of a highly effective teacher
3. that of a guidance counselor
4. that of a planner and organizer
5. that of a sympathetic adult

**What are the Responsibilities of a Cooperating Teacher?**

1. A willing cooperator
2. be firm, kind, diplomatic
3. acquaint yourself with background of teacher candidate; get to know them
4. Prepares class for teacher candidate's arrival
5. How will your students react to someone other than you teaching them?
6. What do your students expect to change? to remain the same?
7. Explain to the pupils how they have a part in training future teachers.
8. Express appreciation to the pupils for the important part they play in the teacher preparation process.
9. With assistance from the teacher candidate, encourage constructive criticism by the pupils. The cooperating teacher leads this while the teacher candidate is not present. Questions to be asked: What is the teacher candidate doing well? What could they do better? What are you as a pupil doing to help them?
10. Creates atmosphere of belonging
11. help teacher candidate fulfill full role of a teacher
12. Orients teacher candidate to: students, classroom, school, and community
13. especially principal and superintendent
14. Provides home for teacher candidate - desk, key, computer, internet access
15. Finds way for teacher candidate to assist in classroom as soon as possible
16. take attendance - get acquainted with students
17. work on teaching materials
18. make seating charts
19. assist with FFA
20. Helps student teacher assume full-time teacher role
21. Encourages the teacher candidate to become acquainted with each pupil and home situation.
22. Help the teacher candidate develop and practice a relationship built on mutual trust and respect with pupils.
23. Assists with professionalization of teacher candidate
24. know about discipline
25. students with traumatic experiences
26. dress codes
27. Provides frequent encouragement, constructive criticism, and recognition of success
28. student and teacher evaluation what went well/ways can improve
29. Being present during the class teaching and participate in the critique of the teacher candidate when the university supervisor visits.
30. Review with the university supervisor the participation record and progress of the teacher candidate to date, identifying strengths and weaknesses.
31. Share with the university supervisor any concerns or ideas that might strengthen the teacher preparation program.
32. Keeps records and evaluation reports of teacher candidate progress and general promise as a teacher
33. Provide continuous planning and supervision in evaluation of pupils’ growth and achievement
34. help teacher candidate succeed
35. Demonstrate good teaching techniques
36. Establishes an atmosphere where the student teacher is not afraid to try something new. Gives them the opportunity to experiment with strategies you may not have tried. While you should encourage them to explain their plans to you before trying them, give them the freedom to succeed or to occasionally fail – both are great learning experiences. Be a support person for the student teacher while maintaining an objective outlook.

## Suggestions for the Cooperating Teacher

Teaching is a new and trying experience for most teacher candidates. The cooperating teacher needs to help reduce as much of the trauma as possible by being prepared for, and willing to accept the responsibilities of a new teacher candidate. Several suggestions might aid you in making the stay and teaching experiences of your teacher candidate more successful

1. Have the high school students' goals organized and go over this organized plan fully with the teacher candidate.
2. have weekly sit-down, formal evaluations of the teacher candidate's experiences or problems, instead of commenting in passing. Give feedback daily.
3. Work with the teacher candidate on paperwork, including filing systems, inventorying, required state reports, FFA award forms, weekly lesson plan, etc.
4. At first, be very specific with the teacher candidate on what to do, and then gradually let the teacher candidate take on more responsibilities.
5. Don't expect the teacher candidate to teach exactly as you do, and try not to let your biases show and influence the teacher candidate.
6. Assist the teacher candidate with finding resource materials. Insist the teacher candidate become more knowledgeable concerning the use of instructional media and resources and acquiring new materials.
7. Acquaint the teacher candidate with the rest of the school and its operation. Encourage a positive attitude between the administration and the teacher candidate.
8. Take teacher candidate on agricultural experience visit the second or third day of the student teaching experience for observation.
9. Identify with the teacher candidate the necessary procedures to follow in conducting an agricultural experience visit, and the necessary materials to have for a visit. Insist the teacher candidate report the recommendations from the visit immediately.
10. Emphasize the use of records and the need for recordkeeping. The teacher candidate must learn how to use and apply recordkeeping.
11. Have the teacher candidate plan for a unit of instruction and evaluate the plan prior to actual teaching.
12. Believe in agricultural education and Purdue teaching methods, pay professional dues, and portray this to the teacher candidate.

## Reflective Questions to Ask Yourself as Cooperating Teacher

### Introductory:

1. Did I acquaint the teacher candidate with an understanding of school policies and philosophy with respect to overall educational purposes?

### Conferences:

1. Did I watch for clues to more effectively guide toward teacher satisfaction and results?
2. Did I hold conferences for definite plans and purposes, spacing them for proper planning, reflection and evaluation?
3. Did I manifest a spirit of understanding and constructive helpfulness toward the teacher candidate in developing their full potentialities?
4. Did I merit the teacher candidate's confidence?

### Evaluation:

1. Did I stimulate the teacher candidate to self-evaluation?
2. Did I make evaluation of the teacher candidate's work constructive, continuous and comprehensive?
3. Did I make use of a variety of sources of information as a basis for evaluation?
4. Did I make an effort to be fair to the teacher candidate in all aspects of evaluation?

### Personal:

1. Did I demonstrate efficiency of performance and professional integrity?
2. Did I seem friendly, sympathetic, patient, courteous, tactful, and approachable in all matters?

# Where do I begin? Orienting Teacher Candidates

It is expected that your teacher candidate will make regular contacts with you during the months leading up to their student teaching experience. Some of these contacts will be by email or telephone, while other times will require the student to visit your school. The following lists are designed to help you and the student take care of administrative items and information. Please use them as a guide when visiting with your teacher candidate.

## Responsibilities of Cooperating Teachers

* In collaboration with the teacher candidate, find housing for them.
* Introduce the teacher candidate to the administrator(s), other faculty, and school staff.
* Become familiar with the background of the teacher candidate.
* Prepare your classes for the teacher candidate's arrival.
* Involve the teacher candidate as a part of the faculty.
* Discuss with the teacher candidate the student and faculty handbooks.
* Orient the teacher candidate to the agricultural education instructional facilities, school, and community.
* Orient the teacher candidate to the backgrounds of the students in your department.
* Provide the teacher candidate with accessibility to instructional materials, an area for work and personal belongings, student records, audio-visual equipment and other resource materials.
* Review with the teacher candidate curriculum maps for teaching agricultural education. Assist the teacher candidate in planning units of instruction that will fit into the ongoing course of study.
* Provide opportunities for various teaching experiences with some freedom to experiment with teaching strategies. (Lab, field trips, demonstrations, audio-visuals, small groups, individuals)
* Provide the teacher candidate the opportunity to assume full teaching responsibilities according to their ability. (they are required to teach a full load of classes for weeks 4-12 of their experience)
* Demonstrate good teaching techniques.
* Discuss with the teacher candidate the extent of their authority and responsibilities.
* Assist with the professionalization of the teacher candidate.
* Give the teacher candidate every possible opportunity to serve as an FFA advisor.
* Give the teacher candidate opportunities to work with adult and continuing education.
* Review and approve each lesson plan before it is taught, but let them handle the class when they do their teaching - give them opportunity to develop confidence in themselves.
* Provide frequent encouragement, constructive criticism, and recognition of success. Put the teacher candidate at ease and make them feel useful and important to your program.
* Evaluate the teacher candidate's progress and experiences daily, and give them feedback.
* Conduct a weekly formal evaluation.
* Discuss and evaluate the teacher candidate's performance with the university supervisor.
* Write a reference letter for teacher candidate to use when applying for teaching positions.
* Evaluate own strengths/weaknesses as a cooperating teacher.
* Provide an enthusiastic and professional example for teacher candidates.

At the first opportunity, the cooperating teacher and the teacher candidate should cooperatively determine the policy on such matters as:

* Daily working hours
* Weekends in the community
* Mileage and other expenses
* Personal conduct
* Put the intern at ease and make them feel useful and important to your program. Students should address the student teacher as "Mr./Ms. Last Name" instead of their first name.
* If the student teacher is expected to participate as a teacher or at an event or school function the school should cover expenses

Prior to the teacher candidate arriving for their first day of student teaching, please review the procedures and components of your school and program with them.

## Components of School Standard Operating Procedure

* School calendar \_\_\_\_\_
* Bell schedule and signals - teacher's hours \_\_\_\_\_
* First-aid service - health services \_\_\_\_\_
* Accident reporting \_\_\_\_\_
* Corridor regulations and movement within the school \_\_\_\_\_
* Disciplinary support and services \_\_\_\_\_
* Library use and services for students and teachers \_\_\_\_\_
* Internet, email, and school device services and policies for students and teachers \_\_\_\_\_
* Audio visual services and materials \_\_\_\_\_
* Duplicating services and materials \_\_\_\_\_
* Lunchroom procedures \_\_\_\_\_
* Faculty absence reporting procedures and regulations \_\_\_\_\_
* Parking regulations \_\_\_\_\_
* Meetings, faculty, departmental, committee, community \_\_\_\_\_
* Testing program \_\_\_\_\_
* Attendance reporting \_\_\_\_\_
* Reports to parents \_\_\_\_\_
* Central office records, pupil attendance, books, transfers \_\_\_\_\_
* Field trip policies \_\_\_\_\_
* Laboratory supply requisitioning \_\_\_\_\_
* Equipment maintenance services \_\_\_\_\_
* Textbook supplies \_\_\_\_\_
* Visitor policies \_\_\_\_\_
* Faculty lounge; facilities and use \_\_\_\_\_
* Home visitations \_\_\_\_\_
* Work space for teacher candidate including desk, chair, locker for lab clothing \_\_\_\_\_

## Components of Agricultural Education Class Operating Procedure

* Standard class period routine - beginning and ending \_\_\_\_\_
* Attendance and tardy policies \_\_\_\_\_
* Student youth organizations and officers \_\_\_\_\_
* Dress policy - student and teacher \_\_\_\_\_
* Safety and sanitation program \_\_\_\_\_
* Laboratory work procedures and regulations \_\_\_\_\_
* Keys \_\_\_\_\_
* Student personal work policies \_\_\_\_\_
* Laboratory supply system \_\_\_\_\_
* Equipment maintenance and repair \_\_\_\_\_
* Tool control procedures \_\_\_\_\_
* Money collection and reporting \_\_\_\_\_
* After school work policies \_\_\_\_\_
* Student housekeeping responsibilities \_\_\_\_\_
* Student interaction policies \_\_\_\_\_

# Student Teaching Experiences to be Discussed

Before a teacher candidate undertakes a new task, they need assistance in planning their work. The following should be discussed according to how it exists in the cooperating school:

1. Selecting supervised agricultural experience programs.
2. Developing and document SAE Experience Agreements and Training Plans.
3. Making SAE visits.
4. Checking SAE records. Using online/computerized record-keeping system.
5. Ways of using SAE and students’ records in a class-teaching situation.
6. Preparing pathways and curriculum maps for courses of instruction.
7. Planning lessons for effective teaching include:
8. Selecting standards and SLOs; learner background/prior knowledge; differentiation
9. Lesson initiation
10. using appropriate materials/resources
11. providing lesson activities, transitions, and checks for understanding
12. Teaching the class effectively, include securing and maintaining interest, maintaining classroom management, instigating critical thinking, providing experiences/practice, conducting formative/summative assessments.
13. Evaluation of teaching.
14. Teaching and managing agricultural laboratories.
15. Evaluating students in class and laboratory.
16. Cooperating with the programs of the school and community.
17. Working with individuals and committees in the FFA.
18. Planning and conducting FFA meetings/activities with the officers and committees.
19. Planning and conducting young and adult meetings.
20. The structure and use of planning and advisory committees.
21. Review state reports and school reports.
22. Liability.
23. Extended service beyond the regular school day.
24. Current issues such as RISE, Integration of academic and career/technical education, Career Pathways, ISTEP+ testing, Reading/Writing instruction, and other mandates and initiatives.

# Guiding the Teacher Candidate’s Planning

For a teacher candidate to have a successful experience, the future teacher needs to know what you expect of them. A weekly plan should be made. Be specific on each unit on the tasks you expect the class to be able to perform on completion of that unit of study. Assist the teacher candidate in locating materials necessary in lesson planning. Some areas which require the cooperating teacher's assistance are:

1. Teacher candidate visits to the cooperating teacher prior to Student Teaching.
2. Review of course of study and curriculum maps
3. Review of FFA program of activities
4. Tour of facility and list of resources available
5. Review copies of student and teacher handbook
6. Identify units and tasks teacher candidate will be expected to teach
7. The Teacher candidate will be expected to turn in a weekly outline of lessons prior to the start of that teaching week to be critiqued by the cooperating teacher and discussed with the teaching candidate. This outline should include:
8. Standards/SLOs to be addressed
9. Outline of lesson material
10. Student activities, field trips, and special activities
11. Method of evaluation
12. The Cooperating Teacher will assist the teacher candidate in planning of field trips and special activities with regard to:
13. Obtaining school permission and notifying other teachers
14. Contacting resource persons
15. Securing transportation
16. Parental permission
17. The Cooperating Teacher will arrange SAE supervision:
18. See student teacher requirements in the Agricultural Student Teaching Manual
19. Suggest to student teacher at least 5 high school students with SAE or with potential for an SAE
20. If able to make home or work SAE visit(s), take student teacher with you for at least one
21. Evaluate each visit
22. Evening Activities
23. The teacher candidate should be involved with the cooperating teacher in all activities. These should include the SAE visits, FFA activities, and local agriculture-related meetings.

By the teacher candidate knowing their assignments from the start, they can effectively plan to utilize their time wisely and be aware of what criteria they will be graded on.

# The Evaluation Process

The evaluation process can be achieved with the implementation of any of several different formats. Undoubtedly, there are almost as many formats as there are evaluators. In an effort to give structure to the evaluation process, a standard format should be considered. One of the most complete processes has been developed by G. B. Redfern.

Summary of the Appraisal

Process by Redfern (1963)

Step 1 Pre-Appraisal Conference

This step should set the stage as to what will be expected by the evaluator. The teacher candidate identifies methods to be used along with intended learning strategies.

Step 2 Establishment of Teaching Objectives

The teacher candidate notes subject matter being taught as well as the teaching objectives to be presented.

Step 3 Observation of Teaching

The evaluator should simply observe and record what actually happens during the teaching episode. Every effort should be made not to reach any judgment at this time.

Step 4 Appraisal of Teaching

The evaluator analyzes the teaching performance from all available information. This must take place on an individual basis in order to prevent decisions being influenced by others.

Step 5 Preparing for Appraisal Conference

The evaluator plans the needed approach. Supporting information may be gathered when needed. A strategy for improvement or suggestions can be formulated.

Step 6 Teacher candidate Self-Appraisal

This step will give the evaluator much information as to the awareness and judgment of the teacher candidate. It is a starting point where the teacher candidate reflects on their own performance.

Step 7 The Appraisal Conference

After the teacher candidate has gone through a self-analysis, the evaluator should identify the positive aspects of the teaching episode. Next, come the areas of needed improvement. The evaluators will be more effective if they emphasize questioning and listening.

Step 8 Post-Appraisal Action

At this time, definite means of improvement will be agreed upon. The evaluator identifies specific problem areas and suggests ways of correcting the problem. This step should include new areas into which the teacher candidate is to proceed. The key here is that specific action must be identified to be implemented.

The forms in the document *Agricultural Education Student Teaching Manual* are to be used for the formal evaluations of your teacher candidate. During the university supervisor visits a pre-assessment, Midterm CPAST, and Final CPAST assessment will be conducted.

# Observation Look-Fors

|  |  |
| --- | --- |
| **What should Cooperating Teachers give Student Teachers feedback on?** | **Student Movement** |
| fidgeting, interfering with others |
| **Monitoring/Checks for Understanding** | **Clarity of Presentation** |
| * Monitoring student progress during independent work time * Pauses at appropriate points in lesson to check for understanding | * Modeling * Clarifying * Providing clear directions |
| **Material Management** | **Participation Strategies** |
| * Student and teacher materials organized to support flow of lesson * Handouts are clear, meaningful, and appropriate | * Use of cold call to ensure variety of student voices * Use of discussion protocols * Opportunities for partner or small group collaborative work |
| **Strategic Questioning** | **Student Engagement** |
| * Connect to lesson target/objective * Assess understanding * Stretch student thinking beyond yes/no | * Positive: Volunteering responses, on-task student-student interaction, listening, carrying out roles * Negative: Speaking out while off task, off task student-interaction, interrupting, interfering |
| **Differentiation** | **Pacing** |
| * Scaffolding of lesson to meet diverse student needs | * Too fast, too slow? * Time spent in each lesson component |
| **Classroom Arrangement** | **Use of Time** |
| * Furniture placement * Visual supports * Environment for learning * Provisions for multiple use of space | * Transitions from one activity to another * Time spent with individual students or small groups * Time spent getting lesson/class started |

*Modified from: MsHouser.com*

# 7 Keys to Effective Feedback

***Effective feedback* = specific information you’re offering a teacher in their efforts to reach an identified goal.**

1. GOAL REFERENCED

Effective feedback for student teachers required that they have a goal, are taking action to achieve that goal, and are receiving information on how their actions are helping them meet that goal.

1. TANGIBLE & TRANSPARENT

Remember…feedback must be concrete! Give student teachers specific evidence you observed. This might sound like: “I counted 12 out of 29 students on task after the lesson started.”

1. ACTIONABLE

Student teachers want to know…what should I do more of or less of next time, to help me achieve my goal? Actionable feedback helps them make clear decisions in response to this question.

1. USER FRIENDLY

Too much feedback can be counterproductive. One or two, high leverage next steps will work just great.

1. TIMELY

The sooner you can give your feedback to a student teacher, the better! The lesson is still fresh in their minds, and the feedback will be more relevant.

1. ONGOING

Ongoing feedback ensures student teachers have time to implement the

feedback you’ve given them and reflect on progress made.

1. CONSISTENT

When feedback is consistent, both cooperating teachers and student

teachers become better at giving and receiving feedback. It’s a partnership.

*Modified from: MsHouser.com*

# Mentor Reflection Questions to Ask Teacher Candidates

|  |  |
| --- | --- |
| **Assessment** | **Instructional Planning** |
| * What prior knowledge and skills do students need in order to achieve instructional outcomes for a lesson or unit? * In what ways will student learning outcomes be formatively assessed during a lesson or unit? What will the assessment “look like” in order to provide good information regarding student learning progress? * Describe how the assessment is aligned to the instructional outcomes. * Explain the connections between the instructional outcomes, instructional strategies, the students, and the assessment. How will students be provided with opportunities for deliberate practice? * In what ways will you ask students to apply their under- standing of the essential question? * What learning strategies were students required to use independently in these assessments? * In what ways will or did the formative assessment prepare students for the summative? * In what ways did you consider knowledge of students while selecting or designing these assessments? * How will you differentiate assessments to measure learning of all students? * How successful was your lesson in relation to the desired instructional outcomes? What data sources do you have to support this? * In what ways do the assessment results inform you about the quality and impact of your teaching? * What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How would you adjust your lesson to accommodate these needs? * Describe the formative measures used to gauge student understanding. * Describe formative checks that you’ve used in lessons (i.e., exit slips, hands up/hands down) that you found most beneficial in understanding where your students are. | * What standards are going to be addressed in this lesson? Why is this lesson important? * What teacher resources will be necessary to plan and teach this lesson? * What student resources will be necessary to impact student learning? * Considering the needs of individual students, what resources may need to be secured, modified, or enriched, to ensure access to high levels of learning during this les- son or unit? * How would collaboration or co-planning enhance this lesson or unit? * What misconceptions about the content need to be considered? * What are the instructional strategies used in this lesson or unit? Why were they chosen? * How will the instructional strategies lead students to independent and self-directed learning? * What activities required higher-order thinking skills? * How do activities engage students in interdisciplinary thinking and connections? * How did you determine student grouping for the lesson? How did the student grouping maximize student learning? * Consider resources and materials needed for this lesson that will enrich the classroom environment, and/or have potential to produce Wonder and Awe. How are these relevant to the learning outcomes and the students? How can they create ownership for learning? * How are you differentiating instruction for individual and groups of students? |

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| **Analysis of Student Work** | **Revision for Teacher Impact** |
| * What artifacts of learning from your students can you identify that illustrate a true understanding of the lesson content? * What was the overall quality of the student work that was produced during the lesson or unit? To what do you attribute this? Talk about the work of at least two focus students. * What class trends and patterns did the assessment re- veal? What will I do with this information? * How does the student work meet expectations for high quality? * What does the work tell about how well students understand the instructional outcomes or goals for learning? * How does the range of work from a single student or group of students demonstrate growth over time? In what ways and to what extent is the work challenging for students? How will you use this information to challenge and support students in the future? * What feedback will or did you provide students to help enhance their understanding of the content? * What feedback did you provide to parents, families, or other educators about student performance on this lesson or unit? * Is the work of the student (s) rigorous? Does it meet expectations for high quality work? * What do students’ responses indicate about the effectiveness of the assignment or prompt? * Reviewing your instructional planning and assessment resources, what did you find most beneficial for your students in their understanding of the content? What data sources do you have to support that? * What do students’ responses indicate about the effectiveness of the prompt or assignment? Have you attempted this task as written? What did you learn about teaching and learning by doing this assignment? | * How successful was this lesson in relation to the desired outcomes? What data sources do you have to support this? * Describe an adjustment you made during the lesson due to student misunderstanding. Was that helpful for your group of students? * What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How did you adjust your lesson to accommodate these needs? * How would you change the activities or certain focus areas of the lesson for the future? * If you were to reteach this lesson, what might you change and why? |

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| **Professional Growth and Collaboration** | **Reflection** |
| * What are the primary types of communication you use to enhance family and caregivers’ understanding of their child’s learning progress? Which one was the most effective? How do you know that? * In what ways can you invite families to be more involved in the educational processes of their children? * How has being a part of a professional learning community (Teacher Based Team, Building Leadership Team, District Leadership Team, curriculum team, etc.) helped to develop your understanding of you impact on student learning? | * What evidence is there of student engagement in the lesson just taught? What are some possible reasons for their engagement? * How well did students who were seemingly disengaged, perform on the formative assessment? How well did students perform who were seemingly engaged? * How did this reflection concerning engagement inform your thinking about how students think and how they learn? * How did the students respond to the classroom environment for this particular lesson? What specific preparations did you make in the environment for this lesson? * How did those preparations make a difference in student learning? * What areas of you teaching have been strengthened because of feedback received through co-teaching, a collaborative lesson study, a common assessment or observation? * What area of teaching will be an intentional area of focus for the next few weeks? |

\*\*Material Modified from: [https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/The-Mentoring-](https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/The-Mentoring-Years/Mentor-Tool-Kit) [Years/Mentor-Tool-Kit](https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/The-Mentoring-Years/Mentor-Tool-Kit) and Mentoring Language-New Teacher Center [www.newteachercenter.org](http://www.newteachercenter.org/)

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| Targeted Feedback | |
| **T**  **Tell** something positive. |  |
| **A**  **Ask** clarifying questions about the teaching method presented. |  |
| **G**  **Give** a suggestion (using mentoring language from this Manual) to improve instruction, and as a result, students’ learning. |  |

# Responsibilities of the University Supervisor

The university supervisor is a member of the Purdue Agricultural Education staff or an experienced limited term lecturer in whose responsibility is to work with the cooperating teacher and to assist the teacher candidate in deriving the greatest possible value from the student teaching experience. The university supervisor will make three full-day, on-site observation visits approximately weeks 3 or 4, 6 or 7, and 10 or 11. Some of their responsibilities are included in order to help clarify the cooperating teacher's and teacher candidate's roles.

The Purdue Agricultural Education Head University Supervisor selects cooperative schools and cooperating teachers conducive to meaningful student teaching experiences. Prior to the on-site semester, the Purdue Agricultural Education Head University Supervisor explains the student teaching program to local administration and cooperating teachers, and provides them with necessary materials. Prior to the on-site semester, the Purdue Agricultural Education Head University Supervisor prepares the teacher candidate for the student teaching experience. During the student teaching on-site semester, teacher candidates will return to Purdue campus twice for all-day seminars. These are approximately weeks 4 and 14. The Purdue Agricultural Education Head University Supervisor is responsible for providing training to cooperating teachers.

The university supervisor is responsible for:

1. Working cooperatively with the school administration, cooperating teacher, and teacher candidate to provide the best possible student teaching experience.
2. Visiting the cooperating teacher and school, if possible, before the student teaching experience to review with the cooperating teacher and the teacher candidate the plan of activities and responsibilities for the student teaching experience. If not possible to visit in-person, communicating via email, phone, or videoconferencing.
3. Periodically visiting the school during the semester and observing the teacher candidate in varying teaching situations. Conferring with cooperating teacher regarding the teacher candidate's progress. The university supervisor may visit with the school administrator regarding the student teaching program. The University Supervisor makes a minimum of three visits: beginning, midterm, final. Typically, these visits are all day and require a debriefing time after the school day has ended.
4. Serving as a resource person for the cooperating teacher in terms of helping secure current reference materials, utilizing new methods and techniques of teaching, and examining evaluation techniques to be used with teacher candidates and/or pupils.
5. Evaluating the teacher candidate's professional and personal growth with the cooperating teacher during the entire student teaching experience. Data for this evaluation is collected through observations and conferences with the cooperating teacher, the teacher candidate, and other appropriate school personnel. These findings serve as a basis for the final grades and a written recommendation.

Keep in mind that each university supervisor has different communication and observation styles, so it would be beneficial for the cooperating teacher, student teacher, and university supervisor to talk about expectations regarding these things at the beginning of the semester. Any concerns regarding university supervisor performance initially be discussed with the supervisor, and if not resolved, should be directed to the Purdue Agricultural Education Head University Supervisor.

# Criteria Considered in Selecting Cooperating Teachers and Schools

Purdue University Agricultural Education takes seriously its responsibility in matching teacher candidates with the cooperating school and teacher that best prepares that student to be a successful agricultural science and business teacher. A critical component of that process is the selection of cooperating teachers and schools. A school and agriculture teacher wishing to be added to the list of potential student placement sites needs to complete a Self-Study of Standards and Quality Indicators available from The Council website or Purdue Agricultural Education and the following Criteria Checklist in this document. These applications are reviewed and approved in cooperation with the Indiana State Department of Agriculture - Agricultural Education staff and Indiana Association of Agricultural Educators (IAAE). The criteria listed below have been approved by the Purdue University Agricultural Education Advisory Committee. **Criteria that are bolded are requirements**; others are strongly recommended.

## TEACHERS

Check if requirement met

1. The teacher accepts the responsibility for training teacher candidates as indicated by:
   1. **Willingness to establish a schedule of five hours per week (minimum) which is beyond the time required to conduct the regular agricultural education program. During part of this time the cooperating teacher will check all lesson plans prior to each class taught by the teacher candidate and critique the teaching performance.** \_\_\_\_\_\_\_\_
2. The teacher has participated in the required professional education course work to qualify them as a cooperating teacher (Cooperating Teacher training, Co-Teaching Workshop session, one-on-one training, etc.) \_\_\_\_\_\_\_\_
3. The teacher has had successful teaching experience and possesses a willingness to improve professionally as indicted by:
   1. **Having completed at least three years of successful teaching experience. \_\_\_\_\_\_\_\_**
   2. **At least one year in the current teaching assignment.** \_\_\_\_\_\_\_\_
   3. **Has a valid Indiana Teaching License for agricultural education.** \_\_\_\_\_\_\_\_
   4. Participation in a continuing planned professional improvement program which would include credit and/or non-credit in-service training activities. Although a master’s degree is not required, completion of, or progress toward, a master’s degree is preferred. \_\_\_\_\_\_\_\_
4. **The supervising teacher is qualified in the specific curriculum area(s) desired by the teacher candidate.** \_\_\_\_\_\_\_\_
5. The teacher can motivate students as indicated by:
   1. **The scope of the supervised agricultural experience programs. The teacher candidate must be able to make a minimum of five student SAE visits during the student teaching semester \_\_\_\_\_\_\_\_**
   2. Completing and documenting a minimum of 15 activities for the National FFA Chapter Award Program (receive State FFA Superior recognition). \_\_\_\_\_\_\_\_
   3. Having graduates of the program employed in the occupation for which they are trained or pursuing higher education. \_\_\_\_\_\_\_\_
   4. Receiving or applying for teaching awards and/or program awards. \_\_\_\_\_\_\_\_
6. The teacher shows an interest in students as individuals and makes an average of two supervisory visits per student per year. \_\_\_\_\_\_\_\_
7. The teacher is a professional individual in the teaching ranks as indicated by:
   1. **Membership in professional organizations. IAAE membership is required. \_\_\_\_\_\_\_\_**
   2. Participation in local, district, and state meetings and activities. \_\_\_\_\_\_\_\_
   3. Promptness in submitting FFA and other state reports and information. \_\_\_\_\_\_\_\_
   4. Punctuality in meeting appointments. \_\_\_\_\_\_\_\_
   5. Having good rapport with other faculty members. \_\_\_\_\_\_\_\_
8. The teacher has desirable personal characteristics such as: \_\_\_\_\_\_\_\_
9. Ability to inspire others
10. Consideration for individuals
11. Ideas
12. Initiative
13. Promptness
14. Tact
15. Sense of humor
16. Enthusiasm
17. Professionalism
18. Ability to organize
19. Self-control
20. **The teacher is rated an effective or highly effective classroom teacher.** \_\_\_\_\_\_\_\_
21. The teacher has desirable teaching behaviors such as: \_\_\_\_\_\_\_\_
22. Varies their teaching technique
23. Clarity
24. Enthusiasm
25. Businesslike behavior
26. Accepts students' ideas
27. Pupil centered behavior
28. Positive rewards
29. Providing a moral and intellectual model
30. Teacher concern for each individual student
31. **The teacher has completed a Self-Study of Standards and Quality Indicators for Agricultural Education Program Improvement** \_\_\_\_\_\_\_\_
32. **Allow the teacher candidate to be a teacher in the classroom, allow the teacher candidate to experiment.** \_\_\_\_\_\_\_\_

## PHYSICAL FACILITIES EQUIPMENT AND INSTRUCTIONAL MATERIALS

The following physical facilities shall be provided in conducting the program in a cooperating school.

1. The classroom, office, shop, or laboratory space and equipment must meet the minimum standards as listed in the "Indiana Agricultural Education" guidelines. \_\_\_\_\_
2. The following instructional aides are available for use when needed:
   1. computer/video projector \_\_\_\_\_
   2. interactive whiteboard (for example, SmartBoard) \_\_\_\_\_
   3. whiteboard/chalkboard \_\_\_\_\_
3. Sufficient student study manuals, bulletins, audio-visual materials, textbooks, and online/computer curricular materials are available to support all areas of the curriculum. \_\_\_\_\_
4. Outdated instructional materials should be discarded. \_\_\_\_\_
5. An adequate annual budget is provided to keep instructional materials updated. \_\_\_\_\_
6. The department facilities are adequately maintained, effectively used, and kept in a neat and orderly manner. \_\_\_\_\_
7. School transportation is available for field trips. \_\_\_\_\_
8. A filing system is used to classify, file, and retrieve curriculum materials. \_\_\_\_\_

COURSE OF STUDY

1. The course of study is based upon an analysis of occupations for which the agricultural education program is designed. \_\_\_\_\_
2. **The course of study follows the approved state of Indiana Agricultural Education and Business curriculum. A minimum of 80% of the student learning objectives for each course are from the approved state standards.** \_\_\_\_\_
3. **The course of study provides for instruction, laboratory, and SAE experiences.** \_\_\_\_\_
4. **The course of study utilizes instructional material and community resources.** \_\_\_\_\_
5. **It provides for leadership, citizenship, and personal development through FFA as an integral part of the instructional and experience program.** \_\_\_\_\_
6. **It provides for complete and accurate records based on the student's Supervised Agricultural Experience programs.** \_\_\_\_\_\_
7. **It provides for periodic evaluation of the student's progress.** \_\_\_\_\_
8. **It provides for instruction and student supervision throughout the entire length of the program according to standards adopted by the State Board of Education.** \_\_\_\_\_
9. It is evaluated by the teacher(s) and reviewed annually by a local advisory committee. \_\_\_\_\_

## COOPERATING TEACHER AND SCHOOL CRITERIA

1. A written plan is available of teacher division of responsibility in multiple teacher departments and there is evidence of planned and regularly held departmental meetings. \_\_\_\_\_
2. Written stated policies exist for the Agricultural Education Department.
   1. Use of facilities \_\_\_\_\_
   2. Use of tools and equipment \_\_\_\_\_
   3. Agricultural experience programs \_\_\_\_\_
   4. Student fees, etc. \_\_\_\_\_
   5. FFA membership \_\_\_\_\_
3. **The cooperating school provides the teacher candidate the opportunity to advise the FFA as integral part of the total agricultural education program.** \_\_\_\_\_
4. The department has a written plan to carry out effective summer programs. \_\_\_\_\_
5. Review of plans pertaining to the department, school, and community. \_\_\_\_\_
   1. Five-year plan - with goals and projections. \_\_\_\_\_
   2. Job opportunities in agriculture and related fields. \_\_\_\_\_
   3. Placement information. \_\_\_\_\_

## SCHOOL ADMINISTRATION

1. **Agrees to complete Purdue University forms when requested.** \_\_\_\_\_
2. **The school administration is willing to accept the teacher candidate as a professional member of the school’s teaching faculty.** \_\_\_\_\_
3. The school administration will provide released time for the cooperating Teacher for such activities as:
4. Professional meetings. \_\_\_\_\_
5. In-service educational activities relating to the conduct and administration of the student teaching program \_\_\_\_\_
6. Teacher candidates will be placed upon approval of the school administration and cooperating teacher. \_\_\_\_\_

## COMMUNITY RELATIONS

1. The agricultural education program is coordinated with other agricultural agencies as evidenced by cooperation and contact with major agricultural agencies in the community. \_\_\_\_\_
2. The community is kept informed of the agricultural education program as evidenced by full use of opportunities offered by newspapers, radio, television, displays, websites, social media, and programs presented. \_\_\_\_\_
3. Occupational information is generated through surveys and made available to students. \_\_\_\_\_

## STUDENTS

1. Students are pursuing agricultural experience programs and keeping records. \_\_\_\_\_
2. Notebooks or electronic records are being kept by students indicating skills learned and technical information secured in class and laboratory. \_\_\_\_\_

## CONTINUING EDUCATION

1. **An advisory committee is utilized with the program. \_\_\_\_\_**
2. The cooperating school should provide the teacher candidate opportunity to plan and conduct adult classes if offered by the school. \_\_\_\_\_
3. The cooperating school should provide the teacher candidate experiences with an organized Young Farmer Program if offered by the school. \_\_\_\_\_

Teacher Name

School