

Steps in Placement at a Student Teaching Center *

Agricultural Education students should follow the teacher education requirements and this document in preparation for student teaching, graduation, and licensure.

FRESHMAN YEAR

- Take ASEC 24000
- Plan for agricultural occupational work experience in agriculture and complete documentation (online form). https://docs.google.com/forms/d/e/1FAIpQLSes_h_E_76Z0PhdZsneNRGto235b_DF6eGETXDZXWkn32uQog/viewform
- Complete EDCI 20500/28500/35000 and observe in local AgEd programs and community.
- Please make sure you are signed up for and receiving TEPurdue emails. <https://social.education.purdue.edu/edit/it/10things/mailling-lists-get-signed-up/>
- Consider summer internships, international experiences, summer school, etc.

SOPHOMORE YEAR

- Complete Education foundation courses and associated 1-credit seminars/field experiences.
- Students apply for and enter Milestone A. (See *Teacher Education Program (TEP Requirements / Timelines / Application* available on the Purdue Teacher Education website) Apply on TEP Brightspace page. Students MUST pass through Milestone A prior to enrolling in Methods course (ASEC 44000).

Spring

- Complete ASEC 31800 and ASEC 31900. Field experiences are included.
- On a regular basis, Agricultural Education staff develop a list of possible student teaching centers based on selection criteria concerning facilities, instruction, SAE, FFA, and cooperating teacher characteristics. These criteria are at the end of this document.
- Students identify/rank **four (4)** choices for student teaching locations based on “Factors to Consider When Selecting a Student Teaching Site” and write justification for at least top 3 sites. <https://forms.gle/rC8KXatmCaY2x1a76> Start thinking about housing for student teaching. Either start saving money to pay for two rents or begin thinking about arrangements for alternative housing at Purdue or the student teaching location. You can check a teacher’s license at https://license.doe.in.gov/public_data/
- Agricultural Education staff meet to discuss ASEC 34100 placement of students and reports back to students before the beginning of fall semester.

JUNIOR YEAR

- Students expecting to complete ASEC 44000 "Methods" in the fall of their senior year and Student Teach in the spring of their senior year need to enroll in ASEC 34100 for the Spring semester of their junior year. In the fall semester of their junior year, set up the five-day field experience that is in ASEC 34100 *Curriculum Development in Agricultural Education*.
- Complete week-long field experience either Christmas break, Spring break, or ONLY IF NECESSARY make arrangements with ASEC 34100 instructor (Can be repeated). Students do a one-week intensive observation. (See ASEC 34100 syllabus).

Fall

- Complete ASEC 34000.
- Schedule a preliminary degree audit session with Amy. YOU are responsible for your degree planning; however, the session will help you identify degree and licensure requirements remaining in your program and when to complete these.

Spring

- Complete ASEC 34100. Students complete a School and Community description assignment at their first choice for a student teaching location.
- Apply for student teaching through the Office of Clinical Practice, 3rd Floor of BRNG Room 3241. From the <https://www.education.purdue.edu/teacher-preparation/> website: “The application needs to be completed in January the year before you plan to student teach. Please make sure you are signed up for and receiving TEPurdue emails.”
<https://social.education.purdue.edu/edit/it/10things/mailling-lists-get-signed-up/>
- Documentation of agricultural work experience due by this semester. Form is online.
https://docs.google.com/forms/d/e/1FAIpQLSes_h_E_76Z0PhdZsneNRGto235b_DF6eGEtXDZXWkn32uQog/viewform

SENIOR YEAR

Fall

- Complete ASEC 44000.
- Students contact student teaching site on regular basis. Your fall field experience includes both virtual and on-site contact with your cooperating teacher. “Goodness of fit” between student teaching center and student teacher is checked and confirmation is given.
- Indiana Content Assessment – must take by November 15, 2025 to be allowed to student teach Spring 2026. MUST pass for teacher licensure.
- Students pass through Milestone B.
- CASE Animal Science curriculum training is offered at the end of fall semester.

Spring

- Complete EDCI 49800. STUDENT TEACHING! YEAH! Students are at the student teaching center the first **14 weeks** of the semester (start student teaching the first day in January the student teaching school starts back from break), then on-campus the last two weeks of the semester for CASE training, interviewing, completion of edTPA portfolio. (See EDCI 49800 syllabus). Note: Agricultural Education does allow fall semester student teaching. Please confer with academic advisor about requirements to student teach in fall semester.
- CASE AFNR curriculum training is offered at the end of spring semester.

REQUIREMENTS FOR INDIANA TEACHER LICENSURE:

- Indiana Content Assessment for CTE: Agriculture passing score.
- Criminal Background Check (<https://discover.castlebranch.com/>) **yearly**. Use code **PU12** for first one, then **PU12re** for each annual renewal. Self-Disclosure Statement (once and when information changes). This is a Purdue requirement. Note: your student teaching site may require a more thorough background check.
- Suicide Prevention Training – if completed as a Purdue student it is free. This is a licensure requirement. Make sure to save your completion certificate and keep for licensure.
<https://education.purdue.edu/licensure/suicide-prevention-training/>
- CPR-Heimlich Maneuver-AED Certification – must be valid at time of applying for license. Student teaching site may require. <https://www.in.gov/doe/educators/educator-licensing/cpr-and-aed-certification/>
- Adolescent Literacy. EDCI 30900 satisfies this requirement.
- Developmental Area (Pedagogy) Assessment for Secondary – must pass before license.

FACTORS TO BE CONSIDERED WHEN SELECTING A STUDENT TEACHING SITE

One of the most important decisions you will be asked to make is the selection of your potential student teaching site. As a staff we have tried to be accommodating to our students' wishes with respect to location. We know for some of you being in the Lafayette area is a very high priority or perhaps being close to home rates high on your list. There are other factors that should be given more weight when you choose your preferred site. Please consider:

- 1) Will the experience at the student teaching site expand my view of teaching?
- 2) Will the experience help me with my weaknesses (FFA, SAE, curriculum)?
- 3) Are the school and community different from what I experienced as a high school student?
- 4) Do I need to be in a program where everything is well structured?
- 5) Will the cooperating teacher(s) and I be able to work together?
- 6) Am I far enough away from campus and home to avoid other demands on my time?
- 7) Are my choices being made on the basis of sound educational reasons or just convenience?

Please remember that student teaching is probably the most difficult work you will do in your time at Purdue. Student teaching if you work hard, plan carefully, and budget your time wisely can also be the most rewarding experience in your collegiate time.

Please before you tie yourself into a long-term lease or in any other way restrict your geographic flexibility for student teaching, consider these questions.

THE STUDENT TEACHING SEMESTER

Student teaching (EDCI 49800) is a full-semester commitment that requires a minimum of **14 weeks** in the classroom, development of an edTPA portfolio, and participation in educational seminars. Student teaching is considered to be a full-time job; therefore, you will normally be expected to reside off-campus at your center and you will not be allowed to have a part-time job or be enrolled in any other courses during the **14 weeks** in the classroom (except for those required to be taken concurrently with EDCI 49800). Twelve A-F graded credits of EDCI 49800 are earned for the student teaching experience. Student teaching begins the start of the school calendar where you are student teaching.

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 agriculture 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 National Quality Standards Self-Study and the following checklist. 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:
 - a. **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 indicated by:
 - a. **Having completed at least three years of successful teaching experience.** _____
 - b. **At least one year in the current teaching assignment.** _____
 - c. **Has a valid Indiana Teaching License for agricultural education.** _____
 - d. 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:
 - a. **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** _____
 - b. Completing and documenting a minimum of 15 activities for the National FFA Chapter Award Program (receive State FFA Superior recognition). _____
 - c. Having graduates of the program employed in the occupation for which they are trained or pursuing higher education. _____
 - d. 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:
 - a. **Membership in professional organizations. IAAE membership is required.** _____
 - b. Participation in local, district, and state meetings and activities. _____
 - c. Promptness in submitting FFA and other state reports and information. _____

* Documents referenced can be obtained from LILY Room 3-235.

- d. Punctuality in meeting appointments. _____
- e. Having good rapport with other faculty members. _____
- 8. The teacher has desirable personal characteristics such as: _____
- a. Ability to inspire others
- b. Consideration for individuals
- c. Ideas
- d. Initiative
- e. Promptness
- f. Tact
- g. Sense of humor
- h. Enthusiasm
- i. Professionalism
- j. Ability to organize
- k. Self-control

9. **The teacher is rated an effective or highly effective classroom teacher.** _____

- 10. The teacher has desirable teaching behaviors such as: _____
- a. Varies their teaching technique
- b. Clarity
- c. Enthusiasm
- d. Businesslike behavior
- e. Accepts students' ideas
- f. Pupil centered behavior
- g. Positive rewards
- h. Providing a moral and intellectual model
- i. Teacher concern for each individual student

11. **The teacher has completed a Self-Study of Standards and Quality Indicators for Agricultural Education Program Improvement** _____

12. **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:

- a. computer/video projector _____
- b. interactive whiteboard (for example, SmartBoard) _____
- c. 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. _____
 - a. Outdated instructional materials should be discarded. _____
 - b. An adequate annual budget is provided to keep instructional materials updated. _____
- 4. The department facilities are adequately maintained, effectively used, and kept in a neat and orderly manner. _____
- 5. School transportation is available for field trips. _____
- 6. 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. _____
 - a. Use of facilities _____
 - b. Use of tools and equipment _____
 - c. Agricultural experience programs _____
 - d. Student fees, etc. _____
 - e. 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. _____
 - a. Five-year plan - with goals and projections. _____
 - b. Job opportunities in agriculture and related fields. _____
 - c. 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:
 - a. Professional meetings. _____
 - b. In-service educational activities relating to the conduct and administration of the student teaching program _____
- 4. 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 _____