

Agricultural Education Teaching Internship Handbook Spring Semester 2012



Department of
Agricultural Education

UNIVERSITY OF MISSOURI-COLUMBIA

Teach • Discover • Serve

INTRODUCTION

The student teaching internship is a cooperative effort between a local school district and the University of Missouri, with the school providing the realistic situations for teaching interns to apply and synthesize theory and practice. The teaching internship is the culminating experience in the teacher preparation program. The cooperating teacher is a key person in the experience who guides, evaluates, and provides feedback to the teaching intern on a daily basis. The aim of the internship is to have the intern develop his/her unique style of teaching and to begin mastering appropriate teaching skills and behaviors. Acquiring professional teaching knowledge and skills is an important component of the internship program.

The university supervisor is responsible for defining and communicating the purposes and expectations to be fulfilled by the intern and the cooperating teacher. An important role for the university supervisor is to assist in keeping channels of communication open between the cooperating teacher and the teaching intern. Through listening and sharing, the university supervisor and the cooperating teacher can help an intern overcome those barriers that may hinder his/her potential to become a successful agriculture teacher.

The purpose of the *Teaching Internship Handbook* is to guide teaching interns, cooperating teachers, and university supervisors in their responsibilities related to the teaching internship. The *Handbook* is designed to provide assistance and direction for the teaching internship.

TABLE OF CONTENTS

Introduction.....	1
Table of Contents.....	2
Code of Ethics for Teachers of Agriculture.....	3
Responsibilities of the Teaching Intern.....	4
Responsibilities of the Cooperating Teacher.....	7
Responsibilities of the University Supervisor.....	9
Suggested Internship Timetable and Experiences.....	10
Documentation of Experiences (date completed).....	12
Evaluating Intern’s Teaching Performance.....	15
Internship Assignments and Grading.....	17
Letter Grade Descriptions.....	18

Appendix

Weekly Internship Journal form	
Weekly Calendar for Advanced Planning chart	
Formative Assessment of Teaching form	
Teaching Performance Review form	
Performance Based Student Teaching Internship Evaluation	
Instructional – Workshop Plan Criteria	
Professional Growth Plan	
VA-1 Agriculture Teachers’ Monthly Report form	

CODE OF ETHICS FOR TEACHERS OF AGRICULTURE

1. We believe that high ethical principles should be practiced by teachers of Agricultural Education and that the influence of the Missouri Vocational Agriculture Teachers Association should be brought to bear on any teacher who acts in an unethical or unprofessional manner.
2. We believe that our profession stands for ideals, cooperation, service, and leadership.
3. We believe that we should improve ourselves professionally by accepted methods.
4. Loyalty to our organization is necessary and any criticism of its activities should be limited to our official meetings.
5. We believe that we should be cooperative with any organization in the community, which has for its purpose an educational growth.
6. We believe that our best efforts should be used for the development of the students under our guidance.
7. We believe that it is our duty to notify the State Supervisor and District Supervisor promptly when a vacancy occurs and likewise when another position has been accepted.
8. We believe that it is unethical to apply for a specific position until that position has been officially declared vacant. Application should be made through the regular channels.
9. We believe it is strictly a violation of the code of ethics for any teacher to underbid the salary of others. Position should be sought upon merit only.
10. We believe it is unethical for a teacher to neglect paying of professional dues, and that until same are paid said teacher should be deprived of membership in this organization, the privileges and benefits thereof.
11. We believe that it is unethical to make false or inaccurate reports, to the State Department regarding our salary, travel, or the accomplishments of our department.
12. We believe that a teacher and the students should adhere closely to all rules and regulations pertaining to fairs, shows, and contests and conduct themselves in a proper manner.
13. We believe that adverse criticism of fellow teachers and other organizations should not be allowed except in constructive manner.
14. We believe that the teachers should cooperate with the State Department, the Department of Agricultural Education at the teacher education institutions, the local school administrators, and teaching staff.
15. We believe new teachers in the field should contact older agriculture teachers in the area and leading citizens of the immediate community for helpful information.

Submitted May 18, 1959, by members of the Professional Improvement and Ethics Committee for MVATA.
Reviewed April 21, 1989 by members of the Teachers Welfare Committee.

RESPONSIBILITIES OF THE TEACHING INTERN

The undertaking which you are beginning is without doubt, one of the most important phases of your preparation in becoming an agriculture teacher. Carefully review the instructions outlined in this *Handbook*, as they are based on the knowledge and experience of practicing professionals.

First impressions are important. Be courteous, cooperative, and sincere in your dealings with students, cooperating teachers, administrators, faculty, school employees, parents, and residents of the community. The ability to work well with people and to maintain desirable relationships is one which teachers should cultivate.

The teaching internship is an opportunity for you to learn. Observe carefully not only **what** is done, but also **how** it is done in your cooperating school. Be discrete at all times about talking to friends and outsiders about what transpires in your cooperating school.

The coming and going of teaching interns create disruptions of the regular school program. At the same time, you are added personnel in the school and, as such, should have ideas to present for consideration which can be of value to the educational program. Endeavor to make some permanent, tangible contributions to the department during the internship experience.

Professionalism

1. The teaching internship is a full-time responsibility and includes classroom and laboratory teaching, plus being responsible for out-of-class events and learning experiences. Attendance and preparation should reflect the seriousness of this responsibility.
2. Teaching interns are required to maintain professional liability insurance coverage during the internship. Secure professional liability insurance through student membership in the National Association of Agricultural Educators (NAAE).
3. Teaching interns are guests in the cooperating school; they are expected to support school policies and personnel. All school rules and regulations are to be followed and always follow the chain of command. **The cooperating teacher is the intern's immediate supervisor.**
4. The administration expects interns to become a contributing member of the faculty. Every teacher has certain obligations in the program and interns must be willing to do their share. At the same time, interns are not assigned to the school to do "odd jobs" or be a substitute teacher.
5. Teaching interns should dress, talk and act as professionals. They should exemplify professionalism in dealing with confidential information. Interns should demonstrate a professional attitude in all contacts in the school and community.
6. Teaching interns are expected to maintain a friendly, but professional relationship with students. They should not associate with students outside of school, except at a school sanctioned event.
7. Teaching interns should assume responsibility for the quality of their experience, seek out opportunities and ask for new assignments or responsibilities. Teaching interns should use initiative, but keep the cooperating teacher informed.
8. Teaching interns should not hesitate to ask for assistance from the cooperating teacher(s). If an intern does not know how to complete a task, he/she should communicate this to the cooperating teacher. It

is important for an intern to not place him/herself in an embarrassing predicament by claiming to "know it all."

9. Teaching interns should never criticize one student to another, nor should interns criticize their class, other teaching interns, cooperating teachers, administrators, or school district to others. Review the *Code of Ethics for Teachers of Agriculture* presented in this *Handbook*. Conduct unbecoming of a "professional educator" is considered just cause for removal from a cooperating school district and/or from the internship.
10. Teaching interns should not be afraid to suggest new ideas but strive for tact when doing so. If the idea is not adopted or some idea is being used that may be contrary to past experiences, ask why. Usually there is a sound, logical reason.
11. Teaching interns should strive to learn all they can during their internship experience. Gain experience in all phases of the job – program management, classroom and laboratory teaching, field work, supervising agricultural experience programs, conducting adult classes, and advising the FFA chapter.
12. Teaching interns should take criticism in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and profit by them. Make positive changes in teaching as suggested by the cooperating teacher.

Classroom, Laboratory, and Field Work

1. First contacts are important. Learn students' names and as much about their agricultural experience programs and home environments as soon as possible.
2. Prepare **instructional (lesson) plans** carefully and have them **checked and approved by the cooperating teacher** several days in advance so that recommended changes can be made.
3. Maintain an orderly, businesslike classroom atmosphere. Secure the cooperation of students, but do not be too "easy" or overly friendly. As experience is gained, an intern can more easily direct and supervise classroom work which allows greater and more desirable student activity and freedom. Gain student respect for doing a good job without being overly concerned about them "liking you."
4. Work to improve such things as handwriting, board work, grammar, and spelling. Set a good example for students.
5. Do not talk down to the students, nor go above their heads. Take into consideration their age and experience. Check often to see that the whole class is following and learning. Study the work of the cooperating teacher(s); try to determine why they did what they did.
6. Teaching in the laboratory also requires careful planning and organization. Secure and organize materials and equipment in advance.
7. Be prompt in meeting all classes and appointments. It is better to arrive ahead of time than to rush into a room out of breath a split-second ahead of the bell.

General Guidelines and Policies

1. The local school administration has granted permission for you to complete the teaching internship in their school. The continuance of this privilege to those who will follow you depends upon how well you do your work and the manner in which you conduct yourself.
2. Be prepared to spend the time necessary to participate in the activities expected of agriculture teachers. You are expected to take an active role in evening and weekend activities. Remember that the internship is an opportunity for you to experience the role and responsibility of a secondary agriculture teacher. Plan to be involved in a variety of activities and budget your time and other resources in order to allow for your participation. **Employment is not permitted during the teaching internship**, as it would detract from the potential benefits of the internship experience.
3. When leaving the school for any reason, be sure that you have the consent of your cooperating teacher and the school administrator. Report absences, due to any reason, to the cooperating teacher as soon as possible. Inform the university supervisor of any absence of this nature. Also, inform your cooperating teacher of your whereabouts if you leave the community over a weekend or holiday.
4. Set aside time at the end of each day for a conference with your cooperating teacher.
5. Keep the required records and reports and submit them on time.
6. Attend to all financial matters and any other obligations before leaving the community.
7. Do not “ransack” department files and take materials. Ask the cooperating teacher to supply copies of the desired materials.
8. Before leaving the school, be sure to express your appreciation to your cooperating teacher(s) and administrators. Follow this up with written expression of appreciation.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The role of a cooperating teacher is one of great importance. The teaching internship is regarded as one of the most important phases in a teacher education program. It is quite likely that you will have more to do with the future performance of the teaching intern than any other person. There is no doubt that you will greatly influence the professional attitude of the teaching intern as well as provide him/her with the opportunity to increase his/her professional knowledge and skill. It is with this challenge in mind that the following suggestions are made.

Initial Planning

1. Assist interns in obtaining adequate housing at as modest a cost as possible.
2. Introduce intern to administration and other faculty and employees.
3. Cooperating teacher and intern should cooperatively determine policy on such matters as: (a) Daily working hours, (b) Weekends in the community, (c) Responsibilities, (d) Professional dress, (e) Mileage and other expenses, (f) Personal conduct, and (g) Absences.
4. Acquaint intern with the school and agriculture department facilities and with the activities and procedures of the school and department. This undoubtedly will be a progressive undertaking, but intern should be familiar with such items if they are to benefit from their experiences in the cooperating school.
5. Students should address the intern as "Mr./Ms. _____" rather than by his/her first name.
6. Prepare secondary students for the intern by explaining the purpose of the teaching internship.
7. Plan ahead! Discuss tentative teaching assignments and responsibilities for the entire internship.
8. Review the intern's expectations, assignments, and projects.

Planning the Internship Experience - Cooperatively plan the teaching intern's activities with emphasis on the following:

1. In cooperation with the intern review the **Suggested Internship Timetable and Experiences** and develop a plan to complete the expected outcomes during the internship. Allow freedom to arrange a schedule which will include a majority of the desired outcomes.
2. Make assignments early enough so that the intern can prepare and have his/her plans reviewed.
3. Coordinate teaching assignments with existing teaching calendars. If possible, start the intern teaching a course and unit in which they are well qualified.
4. Plan ahead and set up a long-range schedule of teaching assignments and responsibilities for the FFA chapter and other activities which will allow the intern to plan his/her work and schedule.
5. Make it a point to have the intern visit students' agricultural experience programs with you early in the internship.

Supervision of Teaching Interns

1. **Check and approve all instructional (lesson) plans prior to each lesson** (at least one day in advance to provide time for revision if needed). An Instructional Plan Checklist (evaluation form) is provided in the appendix to use as a guide for assessing the content and format of instructional plans.
2. Conduct evaluations of the intern's classroom, laboratory, and field instruction and offer constructive criticism during a feedback conference. **Set aside time each day for a feedback conference with the intern.**
3. Provide intern with verbal and written evaluations of his/her work. Grade the intern periodically throughout the internship.
4. Supervise and evaluate intern's activities regarding the supervision provided to students' Supervised Agricultural Experience programs.
5. If two interns are located in the same cooperating school each should have his/her own responsibilities and his/her performance should not be interfered with by the other intern.
6. The cooperating teacher should not "take away" the control and direction of a class, except in an emergency.
7. Observe the ability of the intern to work with other people in the school and community. The development of the ability to follow professional procedures and to communicate well with people is as important for the intern as is the development of skill in teaching.
8. Submit all reports as requested by the University of Missouri.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

University supervisors serve as a liaison between the University of Missouri and cooperating school districts. The university supervisor should be contacted immediately when a problem or concern arises. In addition, the university supervisor is charged with the following responsibilities:

- Work with the cooperating teacher and intern in planning and evaluating the internship experience.
- Conduct a minimum of two on-site observations. Each on-site observation will include a feedback conference to evaluate progress, make constructive recommendations, and provide assistance as needed. Additional site observations will be scheduled if warranted.
- Conduct a one-on-one conference with the intern during seminars held on-campus.
- Assign intern's final grade, taking into consideration the evaluations and recommendation of the cooperating teacher.
- Serve as a resource person for the intern.

Site Observation Expectations

Teaching Intern

1. Have instructional (lesson) plans ready for review upon the university supervisor's arrival.
2. Be prepared to explain the instructional objectives for the lessons/laboratories being taught and how the instructional objectives will be accomplished.
3. Participate in a feedback conference with the cooperating teacher and the university supervisor.

Cooperating Teacher

1. Be present with the university supervisor in the classroom and/or laboratory to observe the intern.
2. Participate in feedback conference with intern and university supervisor.
3. In cooperation with university supervisor, complete a **Professional Growth Plan**.
4. Review and make plans for completing the mid-session and final **Performance Based Student Teaching Internship Evaluation**.
5. Discuss concerns that might strengthen the intern's preparation program.

University Supervisor

1. Arrive in time to adequately review instructional plans with intern and conduct a pre-conference.
2. Observe teaching with the intent of providing support, encouragement, and recommendations.
3. Provide intern with objective feedback on the current state of his/her instructional skills.
4. Analyze the events that occur in the classroom in terms of the objectives for the lesson.
5. Lead intern and the cooperating teacher in a feedback conference.
6. Assist the intern and cooperating teacher in diagnosing and solving instructional problems.
7. Review with the intern the **Performance Based Student Teaching Internship Evaluation**.
8. In cooperation with the intern and cooperating teacher, complete a **Professional Growth Plan**.

SUGGESTED INTERNSHIP TIMETABLE AND EXPERIENCES

Teaching Intern: _____

Cooperating Teacher: _____

School District: _____

First Day: January 2	Completed
Introductions to administrators, teachers and other school personnel	<input type="checkbox"/>
Identify personal work/office space and established expectations	<input type="checkbox"/>
Investigate available resources (media, library, community, e-mail, etc.)	<input type="checkbox"/>
Obtain daily class schedule	<input type="checkbox"/>
Secure copy of the school district's policy manual	<input type="checkbox"/>
Review school district disciplinary and safety protocol	<input type="checkbox"/>
Week 1: January 2 - 6	Completed
Observe cooperating teacher's classroom and laboratory teaching style	<input type="checkbox"/>
Begin teaching 1 st class (cooperating teacher should approve instructional plans)	<input type="checkbox"/>
Evaluated by cooperating teacher with the <i>Formative Assessment of Teaching</i> form	<input type="checkbox"/>
Meet daily with cooperating teacher for feedback/progress conference	<input type="checkbox"/>
Begin lesson preparation and securing teaching materials for 2 nd class	<input type="checkbox"/>
Conduct at least one SAE observation	<input type="checkbox"/>
Assist with FFA chapter and other program activities	<input type="checkbox"/>
Prepare a <i>Teaching Calendar</i> for one course for the complete 16-week internship	<input type="checkbox"/>
Prepare <i>Weekly Calendar for Advanced Planning</i> for next week	<input type="checkbox"/>
Submit weekly <i>Internship Journal</i> to university supervisor	<input type="checkbox"/>
Submit lesson plans to cooperating teacher for approval prior to teaching	<input type="checkbox"/>
Week 2: January 9 – 13	Completed
Observe cooperating teacher's classroom and laboratory teaching style	<input type="checkbox"/>
Add 2 nd class to teaching load (as directed by cooperating teacher)	<input type="checkbox"/>
Evaluated by cooperating teacher with the <i>Formative Assessment of Teaching</i> form	<input type="checkbox"/>
Meet daily with cooperating teacher for feedback/progress conference	<input type="checkbox"/>
Conduct at least one SAE observation	<input type="checkbox"/>
Assist with FFA chapter and other program activities	<input type="checkbox"/>
Prepare <i>Weekly Calendar for Advanced Planning</i> for next week	<input type="checkbox"/>
Submit weekly <i>Internship Journal</i> to university supervisor	<input type="checkbox"/>
Submit lesson plans to cooperating teacher for approval prior to teaching	<input type="checkbox"/>
Week 3: January 16 – 20	Completed
Observe cooperating teacher's classroom and laboratory teaching style	<input type="checkbox"/>
Continue teaching two classes (as directed by cooperating teacher)	<input type="checkbox"/>
Evaluated by cooperating teacher with the <i>Formative Assessment of Teaching</i> form	<input type="checkbox"/>

- Meet daily with cooperating teacher for feedback/progress conference
- Begin lesson preparation and securing teaching materials for 3rd class
- Conduct at least one SAE observation
- Assist with FFA chapter and other program activities
- Prepare *Weekly Calendar for Advanced Planning* for next week
- Submit weekly *Internship Journal* to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

Week 4: January 23 – 27

Completed

- Observe cooperating teacher's classroom and laboratory teaching style
- Add 3rd class to teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form
- Meet daily with cooperating teacher for feedback/progress conference
- Begin lesson preparation and securing teaching materials for 4th class
- Conduct at least one SAE observation
- Assist with FFA chapter and other program activities
- Prepare *Weekly Calendar for Advanced Planning* for next week
- Submit weekly *Internship Journal* to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

Weeks 5 through 7: January 30 – February 17

Completed

- Observe cooperating teacher's classroom and laboratory teaching style
- Add 4th class to teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form (each week)
- Daily feedback conference with cooperating teacher may move to less frequent
- Begin lesson preparation and securing teaching materials for 5th and 6th classes
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare *Weekly Calendar for Advanced Planning* for next week
- Submit weekly *Internship Journal* to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

Weeks 8 through 11: February 20 – March 16

Completed

- Assume a full teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form (each week)
- Move to less frequent feedback conferences (as directed by cooperating teacher)
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare *Weekly Calendar for Advanced Planning* for next week
- Submit weekly *Internship Journal* to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching
- Cooperating teacher completes and reviews intern's **mid-session (8-week) assessment** – *Performance Based Student Teaching Internship Evaluation* (**due by Wednesday, March 7th** to university supervisor)

Weeks 12 through 14: March 19 – April 6

Completed

- May begin reducing teaching load one course at a time (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form (each week)
- Less frequent feedback conferences (as directed by cooperating teacher)
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare *Weekly Calendar for Advanced Planning* for next week
- Submit weekly *Internship Journal* to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

Week 15: April 9 – 13

Completed

- Continue reducing teaching load (as directed by cooperating teacher)
- Assist with FFA chapter and other program activities
- Submit weekly *Internship Journal* to university supervisor

Week 16: April 16 – 20

Completed

- Attend state CDE competition and State FFA Convention with school/chapter
- Assist chapter reporter in preparing news articles regarding state FFA convention and state CDEs
- Prepare final materials for cooperating teacher and internship responsibilities
- Cooperating teacher completes and reviews intern's **final assessment** – *Performance Based Student Teaching Internship Evaluation* (**due by Wednesday, April 25th** to university supervisor)

Documentation of Experiences

Secondary Instruction

Date Completed

1. 10 evaluations (minimum) by cooperating teacher, using *Formative Assessment of Teaching* form

- | | | |
|---------------|--------------|-------|
| Evaluation 1 | Class: _____ | _____ |
| Evaluation 2 | Class: _____ | _____ |
| Evaluation 3 | Class: _____ | _____ |
| Evaluation 4 | Class: _____ | _____ |
| Evaluation 5 | Class: _____ | _____ |
| Evaluation 6 | Class: _____ | _____ |
| Evaluation 7 | Class: _____ | _____ |
| Evaluation 8 | Class: _____ | _____ |
| Evaluation 9 | Class: _____ | _____ |
| Evaluation 10 | Class: _____ | _____ |

2. Assume full teaching load for minimum of four weeks

4. Incorporate educational technology in classroom instruction

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |

5. Prepare at least one agriculture Career Development Event team for District _____

Supervised Agricultural Experience Program	Date Completed
---	-----------------------

1. Ten (minimum) SAE observations (with or without cooperating teacher) – documented with the Supervision Record form located in the *Program Planning Handbook*

Student Name	Visit location	SAE Type	
1. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
2. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
3. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
4. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
5. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
6. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
7. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
8. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
9. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____
10. _____	<input type="checkbox"/> On-site <input type="checkbox"/> School	<input type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> AgriScience	_____

- 2. Assist students with monthly entries in SAE financial record books _____
- 3. Assist students in completing year-end summary SAE financial reports _____
- 4. Assist students in completing proficiency award applications _____
- 5. Assist students in completing State and/or American FFA Degree applications _____

FFA Chapter Advising	Date Completed
-----------------------------	-----------------------

- 1. Identify school district policies and state laws regarding student transportation _____
- 2. Serve as chapter advisor for at least one FFA chapter meeting _____
- 3. Assist executive committee in planning at least one FFA chapter meeting _____
- 4. Supervise at least one major FFA Activity _____
- 5. Assist in completing FFA award applications _____
- 6. Assist in preparing students for FFA Career Development Event _____
- 7. Assist FFA reporter in preparing news articles _____
- 8. Prepare supply order to the National FFA Organization _____
- 9. Assist in FFA Chapter fundraising event _____

Laboratory Instruction and Management	Date Completed
--	-----------------------

- | | |
|--|-------|
| 1. Identify school district policies and state laws regarding safety requirements for laboratories (glasses, safety zones, instruction, documentation, etc.) | _____ |
| 2. Plan and conduct mechanics and/or horticulture skill demonstrations | _____ |
| 3. Create a scoring guide for at least one mechanic or horticulture skill | _____ |
| 4. Utilize a laboratory clean-up system | _____ |
| 5. Outline a rotational method of basic skill instruction for introductory courses | _____ |
| 6. Become familiar with payment procedures for student projects | _____ |
| 7. Become familiar with supply procurement methods (purchase requisitions, etc.) | _____ |
| 8. Identify the types of monetary accounts used by the agriculture program | _____ |
| 9. Become familiar with tool and equipment maintenance procedures | _____ |
| 10. Become familiar with storage methods for consumable supplies and equipment | _____ |
| 11. Identify sources for obtaining mechanics and horticulture laboratory supplies | _____ |

Adult Instruction (when available)	Date Completed
---	-----------------------

- | | |
|--|-------|
| 1. Plan and/or teach an adult education program | _____ |
| 2. Become familiar with methods and procedures of organizing topical adult courses | _____ |
| 3. Participate in the management of FFA Alumni and/or Young Farmer activities | _____ |

Professional and Community Activities	Date Completed
--	-----------------------

- | | |
|--|-------|
| 1. Attend area, district, and state agriculture teachers' meetings | _____ |
| 2. Attend a school district, high school, or career center faculty meeting | _____ |
| 3. Observe a teacher in the school district, other than the agriculture teacher | _____ |
| 4. Meet agribusiness owners and/or managers in the community | _____ |
| 5. Meet personnel employed in related agriculture agencies in the community (University Extension and Outreach, NRCS, FSA, etc.) | _____ |
| 6. Participate in an advisory committee meeting of the agriculture program | _____ |
| 7. Become familiar with required department reports (local and DESE) | _____ |
| 8. Become familiar with the agriculture instructor's summer calendar | _____ |
| 9. Interview school administrator concerning job interviews and application process | _____ |
| 10. Visit and observe a fellow agricultural student teacher | _____ |

EVALUATING INTERN'S TEACHING PERFORMANCE

Evaluation instruments serve as a way to communicate to a teaching intern his/her progress and areas of needed improvement. Selected instruments are used to enhance the intern's growth. These evaluation instruments and experiences help the intern in determining personal abilities at the beginning of the internship and throughout the internship experience. Evaluation tools identify difficulties that prevent progress, help determine progress, and provide feedback to the intern.

During the internship, evaluation and grading will be treated as two separate processes. Evaluation is an ongoing process completed by the intern, the cooperating teacher, and the university supervisor. Grading is completed on two occasions, at mid-session and at the conclusion of the internship experience. Evaluation instruments are in the appendix of the *Handbook* and should be used by the cooperating teacher and university supervisor to evaluate the progress of the intern.

Formative Assessment of Teaching (See Appendix) – This instrument is designed to be used when observing a complete lesson, from the introduction (interest approach) to closure (summary). The instrument was designed by faculty in the Department of Agricultural Education at the University of Missouri and is based upon the *Guidelines for Performance Based Teacher Evaluation in Missouri*. In addition, the instrument incorporates the principles of teaching and learning (Newcomb, McCracken, Warmbrod & Whittington, 2004) and the Effective Teaching Characteristics (Rosenshine & Furst, 1971).

Teaching Performance Review (See Appendix) – This instrument is one of the most widely used evaluation instruments in the formative assessment of agriculture teachers (Hedges, 1989). This instrument has the advantage over checklist rating systems in that it provides teachers with specific details relating to their teaching performance. This approach allows the observer to emphasize a teacher's strengths, versus weaknesses during the feedback conference.

To use the instrument the observer must construct an image of "ideal teaching" as a basis for evaluation. The "ideal image" of teaching can be constructed from the previous instrument (Formative Observation of Teaching) or by using the principles of teaching and learning.

In the left column (Effective Performance – Things That Worked Well) record the events that occurred during the teaching that helped the teacher reach his/her objective for the lesson. During the observation use your image of "ideal teaching" and make comments based on that image. Recorded observations may include quotes of the teacher and/or students, specific incidents, and other details regarding the "ideal teaching" image.

In the right column (Suggestions/Comments/Questions) record the events that occurred during the teaching that detracted the teacher from reaching the objective(s) of the lesson. In addition, questions to be asked during the feedback conference about the lesson or the teaching should be recorded. Suggestions with regard to teaching the lesson the next time should also be recorded. The suggestions, comments, and/or questions should pertain to the observer's constructed image of "ideal teaching."

Performance Based Student Teaching Internship Evaluation (See Appendix) – This instrument will be completed by the cooperating teacher at **mid-session** and **at the conclusion of the internship experience**. The cooperating teacher will recommend a mid-session and final letter grade; however, the letter grade is the final responsibility of the university supervisor.

The following rating scale and descriptions should be used when completing the *Performance Based Student Teaching Internship Evaluation*.

Performance Rating Scale					
1	2	3	4	5	6
Not Addressing Standard	Significantly Below Standard	Progressing Toward Standard	Meets Standard	Exceeds Standard	Exceptional

- 1 = **Not Addressing Standard** – Intern is simply not performing.
- 2 = **Significantly Below Standard** – Intern consistently functions at an inadequate/unacceptable level of performance. Intern will require significant improvement and growth to meet the expected standard.
- 3 = **Progressing Toward Standard** – At times, intern demonstrates an adequate/acceptable level of performance; however, his/her level of performance is in need of improvement to meet the expected standard.
- 4 = **Meets Standard** – Intern demonstrates adequate/acceptable level of performance, occasionally demonstrating a high level of performance. Intern often strives to expand his/her scope and ability.
- 5 = **Exceeds Standard** – Intern frequently functions at an outstanding level of performance and frequently strives to expand his/her scope and ability.
- 6 = **Exceptional** – Intern consistently functions at an exceptional level of performance and constantly strives to expand his/her scope and ability.

Feedback Conference

A feedback conference should be held as soon as possible after a teaching experience. **At least one daily feedback conference between the intern and cooperating teacher is expected.** During the feedback conference, the intern should be encouraged to evaluate his/her progress. At the conclusion of the conference recommended procedures for improvement of teaching should be agreed upon by the intern and the cooperating teacher.

INTERNSHIP ASSIGNMENTS AND GRADING

Teaching Intern: _____ Cooperating School: _____

University Supervisor: _____ Cooperating Teacher: _____

Assessment Criteria	Intern's %	Percent of Final Grade	Calculated Percentage
Weekly Internship Journal <ul style="list-style-type: none"> ■ Submit to university supervisor by Monday of the following week ■ Late journals reduced by 25% for each day submitted past due date 		10	
Week 1: <input type="checkbox"/> Week 4: <input type="checkbox"/> Week 7: <input type="checkbox"/> Week 10: <input type="checkbox"/> Week 13: <input type="checkbox"/> Week 2: <input type="checkbox"/> Week 5: <input type="checkbox"/> Week 8: <input type="checkbox"/> Week 11: <input type="checkbox"/> Week 14: <input type="checkbox"/> Week 3: <input type="checkbox"/> Week 6: <input type="checkbox"/> Week 9: <input type="checkbox"/> Week 12: <input type="checkbox"/> Week 15: <input type="checkbox"/>			
Mid-session (8-week) assessment conducted by cooperating teaching (due by March 2 nd)	Supported by a minimum of 10 formative evaluations		
	<input type="checkbox"/> Evaluation 1 <input type="checkbox"/> Evaluation 6 <input type="checkbox"/> Evaluation 2 <input type="checkbox"/> Evaluation 7 <input type="checkbox"/> Evaluation 3 <input type="checkbox"/> Evaluation 8 <input type="checkbox"/> Evaluation 4 <input type="checkbox"/> Evaluation 9 <input type="checkbox"/> Evaluation 5 <input type="checkbox"/> Evaluation 10	15	
Final assessment conducted by cooperating teaching (due by April 27 th)		20	
1 st on-site observation conducted by university supervisor		15	
2 nd on-site observation conducted by university supervisor		20	
Internship Notebook – organized with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Suggested Internship Timetable and Experiences (with completion dates) <input type="checkbox"/> Copies of Weekly Internship Journals <input type="checkbox"/> Teaching calendar for one course for the 16 week internship <input type="checkbox"/> Weekly calendars for advanced planning (15 total – week 2 through 16) <input type="checkbox"/> Instructional plans documenting a variety of teaching approaches and methodologies <input type="checkbox"/> Copies of cooperating teacher and university supervisor's evaluations <input type="checkbox"/> Professional Growth Plan(s) <input type="checkbox"/> Monthly VA-1 forms (January, February, March, and April) 		10	
Capstone (Certification) Portfolio		10	
TOTAL		100	

A = 94.0 – 100 %	B+ = 87.0 – 89.9 %	C+ = 77.0 – 79.9 %	F = below 70.0 %
A- = 90.0 – 93.9 %	B = 84.0 – 86.9 %	C = 74.0 – 76.9 %	
	B- = 80.0 – 83.9 %	C- = 70.0 – 73.9 %	

LETTER GRADE DESCRIPTIONS

"A" = Superior/Exceptional Performance

- Exceptional candidate for most jobs.
- Cooperating teacher would accept this intern as a colleague.
- No glaring weaknesses for an entry-level teacher.
- Rates high in the characteristics of initiative, self-direction, reliability.
- Excels in the characteristics of creativity, ability to motivate, and enthusiasm.
- Possesses the ability to be fully responsible for classes without direct supervision.

"B" = Exceeds the Minimum Acceptable Standard...Adequate to Above Average

- Good candidate for most jobs.
- May possess a few minor weaknesses in specified areas (Quality Indicators); however, no indication of inadequate performance or lack of effort.
- Meets "A" expectations in some areas, but not all.
- May need improvement in the characteristics of creativity, ability to motivate, and enthusiasm.
- Possesses the ability to be fully responsible for classes with minimal supervision.

"C" = Meets Minimum Acceptable Standard...Slightly Below Average

- Acceptable candidate for some jobs; however would need considerable guidance from a mentor.
- May be in need of considerable professional growth in a specified area (Quality Indicator).
- At times, may demonstrate a lack of effort, poor judgment and/or undesirable attitude.
- Planning and preparation are areas in need of improvement.
- May lack traits of leadership, initiative, creativity, or weak in subject knowledge.
- Possesses the ability to be responsible for most classes but direct supervision is necessary.

"F" = Unsatisfactory

- Work is unsatisfactory.
- Can not be recommended for a teaching position.
- Could not really be given responsibility, even under direct supervision.

Appendix

Weekly Internship Journal form

Weekly Calendar for Advanced Planning chart

Formative Assessment of Teaching form

Teaching Performance Review form

Performance Based Student Teaching Internship Evaluation

Instructional – Workshop Plan Criteria

Professional Growth Plan

VA-1 Agriculture Teachers' Monthly Report form