AGRICULTURE SPECIALIST STUDENT TEACHING MANUAL

JORDAN COLLEGE OF AGRICULTURAL SCIENCES AND TECHNOLOGY

DEPARTMENT OF ANIMAL SCIENCES AND AGRICULTURAL EDUCATION

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FOREWORD

Teacher candidates involved in the Agriculture Specialist Field Experience activities designed this guide for use as a part of the approved program of teacher preparation at California State University, Fresno. Dr. Richard A. Rogers edited and compiled the guide into the present format for use by student teachers.

This guide was developed from the former Student Teacher Manual and with input from teachers, administrators and student teachers. Special assistance and input was also derived from the 1995 Cooperating Teachers Conference.

The Agricultural Education Program at California State University, Fresno, is pleased to make this booklet available to you and others concerned with the preparation of teachers of agriculture.

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Calendar of Events

Important event dates will be shared with Candidates through the CANVAS Learning management system. Candidates are expected to use a calendar of their choosing to organize their professional obligations. Candidates should work with their University Coaches and student teaching site to identify important dates relating to the list below, and others as needed.

1. CATA meetings
2. FFA meetings
3. SAE visits
4. Faculty Meetings
5. Community Activities
6. Agriculture Department Meetings
7. University Seminars
8. Course due dates (See Canvas)

Instructions for Agriculture Specialist Candidate

The following suggestions are offered for your consideration. The new undertaking you are beginning is without doubt the most important phase of your preparation for service as a teacher of agriculture. Student teaching is your opportunity to learn and to begin to establish your reputation as an agriculture teacher. Observe carefully not only what is done but how it is done in the school to which you are assigned.

First impressions are important. Be genuinely courteous, cooperative, and sincere in your dealings with students, cooperating teachers, administrators, other faculty members, school employees, parents and residents in the community. The ability to work well with other people is a skill that every beginning teacher should cultivate. Be discreet at all times in talking to friends and outsiders about what transpires in the agriculture department. You must realize that you are in a position of confidence. Disclosing personal or academic information about your students to anyone other than faculty and administrators at your school is a violation of the 1974 Privacy Act.

It should be realized that the coming and going of teacher candidates causes some interruption of the regular school program. At the same time, you are added personnel in the school and, as such, you should have ideas to present for consideration that can be of value to the education program. Try to make a pennant, tangible contribution to the agriculture department during the student teaching period. (See the AGRI281 Syllabus).

The cooperating schools are frequently located a considerable distance from California State University, Fresno. If possible, you should move to, or close to, your student teaching site, because you will be expected to participate in the many curricular activities, which occur outside of the regular school day.

I. Administrative Relationships:

A. When you report to the cooperating master teacher he/she will introduce you to the school principal or superintendent. Make contact with your cooperating master teacher at least one week before your assignment begins. Learn the names and faces of the administrative officers of the school, as well as other teachers and school employees.
B. The principal expects you to become one of the teaching staff. Every teacher has certain obligations in the total program and you must be willing to do your share in this respect.
C. Work through your cooperating master teacher in your administrative and professional relationships. He/she is your immediate supervisor.
D. The agriculture specialist candidate should become familiar with the school and department policies as stated in the faculty handbook and similar publications. The areas to be considered should include:

a. Channels of authority.
b. School, community and department standards of dress, conduct, etc.
c. Procedures for conducting classes, directing out-oÊclass activities and completing and submitting local reports.
d. Employment provisions.
e. Travel requests and vouchers.

II. Professional and Personal Procedures:

I. Professional:
   A. Learn all you can during your student teaching field experience assignment. An agriculture teacher has a big job; get all the experience possible in all applicable phases of the job - department organization, classroom teaching field and laboratory work, supervising students' agricultural experience programs and conducting FFA activities.
   B. Maintain friendly relationships within the agriculture department and in all the departments of the school.
   C. Be discreet in everything you do. You may not find all situations as perfect as you think desirable - few of us do. Watch your conduct. Do not become involved in social affairs with high school students.
   D. Do not criticize one student in the presence of another. Do not publicly criticize to others in your class, your cooperating master teacher, your administrators, or your school.
   E. Demonstrate a willingness to work. Agriculture teaching is not a "bell to bell" job. You should be able to work as diligently as your cooperating master teacher.
   F. Plan your teaching and supervising activities well in advance of the date they will occur. Last minute "rushing around" is a sign of a poor teacher.

II. Personal:
   A. Personal appearance is important. Be neat and clean. Dress appropriately for the task to be done.
   B. Do not hesitate to ask for assistance from your cooperating master teacher. If you do not know how to do a particular job, be sure to say so, then obtain help in learning how to do it correctly.
   C. Do not wait to be told what to do. After general instructions have been given to you, or certain activities planned, proceed to get the job done. Use initiative but be sure to þep your cooperating master teacher informed.
   D. Do not be afraid to suggest new ideas, but do not be surprised if they are not used. You may even find that certain procedures are contrary to past teaching. Try to find out why the principle that you previously learned is not applied - usually there is a sound and practical reason.
   E. Take criticism in the spirit in which it is offered. Suggestions will be offered for your professional improvement and you should ask for suggestions.
   F. Of special note to all agriculture specialist candidates and their cooperating master teachers, the following personal and professional behavior items have

been identified for special consideration: 1) appropriate dress and hair style; 2) attendance and travel arrangements; 3) properly conducting student and teacher conferences and project visitations; and 4) an awareness of school policies that relate to teachers' conduct.

III. Special Note to Student Teachers:

A. First contacts are important. Your cooperating master teacher will introduce you to each class. Be friendly and sincere but reserved. Your earlier contacts will be with each class as a group. Be unobtrusive but present. Try to gain the respect and confidence of the group. Follow the lead of your cooperating master teacher. Be helpful but do not interfere.

B. The cooperating master teacher will work with you in planning your first teaching assignment. You will begin teaching when you and he/she determine that you are ready.

C. Become familiar with each pupil's name and face. Make a copy of the class roll and the seating arrangement. Learn something about the supervised agricultural experience program of each pupil or their plans for a project.

D. Prepare your lesson plans carefully. Be sure you know what it is you expect to accomplish in each teaching assignment and how you expect to accomplish it. Check on local agricultural practices and conditions. Prepare plans that will provide for directing, guiding, and leading your students to do and to learn.

E. You will have more time to prepare lesson plans for present and future use during your student teaching period than any other period in your teaching career. Plan and build carefully.

F. Secure the cooperation of your class but do not try to do it by being lax in your classroom management.

1. Endeavor to maintain an orderly. business-like classroom atmosphere. As you gain experience, you can more easily direct and supervise class work that allows greater and more desirable student activity and freedom. You must maintain proper control of your classes. Remember that the other teachers in the department have gained student respect; where they may loosen up with the students somewhat; you cannot do it in the same manner.
2. Ãlways conduct yourself in a professional manner where students are concerned, you are a teacher - 24 hours per day.
3. Be consistent in your disciplinary actions and procedures.
4. Be firm and fair, and show a genuine interest in every student.

G. Use effective teaching devices and methods. Observe the methods used by other teachers in the department.

H. Be prompt and dependable. Keep your appointments, be on time, do things expected of you on time and in an acceptable fashion.

I. Learn from your cooperating master teacher.

1. How does he/she handle situations and problems? Keep a record of special "knacks" or procedures that you observe.

2. How does he/she work with people in conducting the program? Copy and use all the good points you can, but remember that no two people will do the same thing the same way so relax and be yourself and adapt to your own personality.

IV. Managing Your First Class:

A. A relaxed, poised, and enthusiastic teacher creates a sense of well being to the emotional climate of the classroom. Your first teaching day should be free of classroom interactions so that teaching-learning activities can begin immediately, and a friendly, cheerful, well-organized, and businesslike beginning may be made.

B. Getting started on the right foot.

1. Arrange the room attractively, place materials in convenient locations, plan routine procedures, and organize the first learning activity in detail.
2. Be on time, have everything ready, be ready yourself.
3. Before starting anything be sure you have the attention of every member of the class.
4. Encourage students to ask questions.
5. Make sure students know exactly what you are trying to teach, (ie: make your objectives clear.
6. Be prompt in getting down to their level; don't teach over their heads. Use visual aids whenever possible.
7. Don't try to cover too much material; teach well that which you teach.
8. Summarize your lesson, stressing important points.
9. Make your assignments clear and definite and not too hard at first.
10. Leave the classroom properly arranged and materials put away at the end of each period.

V. Supervision of Students' Agricultural Experience Programs

A. Become familiar with district and department procedures regarding supervision of agricultural experience programs in areas such as:

1. 1. Transportation
2. 2. Records
3. 3. Parent Contacts

B. Visit several students and their supervised agricultural experience programs with your cooperating master teacher before undertaking solo" supervision visits.

VI. General Instructions:

A. A. Keep the required records on the Weekly Student Teaching Report Form and submit weekly reports on time.

B. B. Student teachers are assigned full-time to work on activities of the agriculture department, except for time assigned to trips for student teacher class meetings, special problems, or other outside activities previously arranged for and approved.

C. Student teachers are directly responsible to their cooperation master teacher and through him/her to the school administration.

D. Be sure to keep all required or desirable records such as mileage, meals, and hotel expenses. Be sure you can substantiate all items listed for reimbursements. Find out early from your cooperating master teacher the local school policy regarding these matters before incurring expenses.
E. Transportation: understand the district policy regarding the use of all types of school vehicles. Inquire about the use of a private vehicle for school business if it becomes necessary to use one.
F. The local sultuul authorities have granted permission for you to observe and do student teaching/field experience 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.
G. Whenever you leave the school during regular school hours for any reason, be sure you have the approval of your cooperating master teacher and, when necessary, the school administrator.
H. Learn all that you can about the school and agriculture department organization. This will include such items as:
    1. Class schedules
    2. Course outlines
    3. Policies and procedures Department and state reports Department budget
    4. Department filing system
    5. Department Plan
    6. Sources & kinds of reference and resource materials FFA activities
    7. Sources of supplies and material
I. Remember, it is the agriculture specialist candidate who must do the adjusting, not the department to which you are assigned.

VII. Responsibilities with Liability Implications:

A. All injuries to students and accidents of any nature, no matter how small, should be reported immediately to the cooperating master teacher.
B. Report all incidents of racial ethnic or sexual harassment to your cooperating master teacher immediately.
C. You are encouraged to inquire about Professional Liability Insurance to add to your personal health and life insurance protection.

VIII. Tips for Handling Classroom Discipline:

A. Show a sincere interest in every student in the group
B. Be consistent; students are quick to spot inconsistencies.
C. Don't create situations that encourage students to lie, to challenge your authority, to test your intentions, or build minor infractions into discipline problems.
D. Learn to recognize potential problems and take preventative action. E. Don't punish the group for the misbehavior of one student.
E. Never yell at the class or make threats to keep order.
F. Praise in public - censure in private.

G. Allow students to save face when they are in a tight spot, but not at the expense of others.
H. Endeavor to solve your own discipline problems, but with the complete knowledge of your cooperating master teacher, and within the requirements of the school's overall discipline policies.

RESPONSIBILITIES OF THE COOPERATING MASTER TEACHER

Your role as a cooperating master teacher is one of great responsibility. Student teaching/field experience is usually regarded as the most important phase in any teacher education program. It is quite likely that you will have more to do with the future performance of the student teacher than any other person. There is no doubt that you will greatly influence the professional attitudes of the student teacher and provide him/her with the opportunity to increase both his/her professional and technical competence. You are encouraged to review the following suggestions:

I. First Contacts:

A. It is very important to make an initial contact with the student teacher before he/she is introduced to your classes. Put the student teacher at ease, and make him/her feel useful and important to your program.
B. Be sure that the agriculture specialist candidate is introduced to the administrator(s) immediately, and to other faculty members and school employees.
C. Introduce the candidate to the classes and assign him/her minor activities that will permit him/her to observe the cooperating master teacher and to get acquainted with the individual students.
D. Acquaint the candidate with the school and agriculture department plan and facilities, and with the activities, policies, and procedures of the school and department. This will undoubtedly be a progressive undertaking, but each student teacher should be familiar with such items if he/she is to succeed.

II. First Assignments:

A. Assign activities or responsibilities that will give the agriculture specialist candidate an opportunity to adjust to the new situation and which will offer him/her the opportunity to:
    1. Become familiar with the materials and facilities of the department, reference materials, equipment, supplies, etc.
    2. Become acquainted with the individual pupils and their agricultural experience programs and home situations.
    3. Become familiar with school faculty and important resource persons in the community.
B. Arrange for the teacher candidate to assist pupils in such individual assignment activities as record books, FFA committee work, individual reports, tool and equipment maintenance, and individual problems.
C. The student teacher should take over one class at the beginning of the semester unless there are factors that require a delay in the first assignment.

D. Make assignments for teaching or participation in FFA activities early enough so that the teacher candidate can prepare himself/herself.
E. Coordinate student teacher assignments with your course outlines, but if possible, start the student teacher with a teaching job in the field in which helshe is well qualified.
F. Check teaching plans with the agriculture specialist candidate before he/she teaches the class, but let him/her handle the class when he/she does his/her teaching. Give him/her an opportunity to develop confidence in himself/herself, by letting him/her be alone with the class for the first few days.
G. Set up a long-range schedule of assignments and responsibilities for FFA and other activities that will allow the teacher candidate to plan his/her personal work schedule.
H. The student teacher should have at least one regular preparation period each day for organization and planning.
I. Make it a point to have agriculture specialist candidates visit pupil's supervised agricultural experience programs with you early in the semester.
J. Arrange for the agriculture specialist candidate to have a full-time teaching load for at least four weeks during the semester, preferably toward the end of the semester.
K. The student teacher must accomplish the minimum amount of student teaching as specified under state credential requirements.

III. Supervision and Evaluation of Agriculture Specialist Candidates:

A. Check teaching plans regularly and provide feedback.
B. Supervise and check candidate's activities in supervising the agricultural experience programs of students.
C. After the candidate has established himself/herself with the class, make careful evaluations of classroom, shop or field instruction and offer constructive criticism. If possible, this should be done immediately following the class period.
D. See that candidates regularly complete their **Weekly Student Teaching Report**. The student teacher is to furnish you a copy of this report each week.
E. Each agriculture specialist candidate should have his/her own class responsibilities, and his/her performance with that class should not be interfered with by other teachers. Likewise, except in an emergency, the supervising master teacher should not "take away" the control and direction of the class when a student teacher is functioning.
F. Observe the ability of each agriculture specialist candidate to work with other people in the school and community. Development of the ability to follow proper professional procedures and to get along well with people is as importarú. for the candidate as is the development of skill in classroom teaching.
G. Agriculture specialist candidates should be instructed on school safety regulations and on procedures to follow in handling student injuries and

accidents. Current school policies should be checked to determine the extent of coverage for student teachers.

H. Submit first, second, and final **evaluation reports** on each candidate as promptly as possible. When they pertain, the strengths and weaknesses of the candidate should be identified in detail on the progress reports. The progress reports should be discussed with and signed by the candidate prior to their submittal. It is the responsibility of the candidate to provide the cooperating master teacher with a blank copy of each evaluation report well in advance of the due date for submittal.

I. The agriculture specialist candidate is graded subjectively on his/her performance and his/her overall development of professional attitudes. The final grade will be either “Credit" or “No Credit". A “No Credit,” grade will be for ``D" or "F" level of performance only. At the fîrst indication that a student teacher is doing "No Credit" level work, the university supervisor must be notified so that immediate action or remediation may be taken. In no case should the cooperating teacher wait until the end of the semester to report a 'No Credit" level of student performance. It is important to note that the actual issuance of a grade is the responsibility of the university supervisor.

Ag Specialist
Program Objectives

AGRICULTURE EDUCATION
CALIFORNIA STATE UNIVERSITY, FRESNO

Exit Evaluation of Objectives for the
Agriculture Specialist Credential Candidate

The objectives on the attached form contain professional competencies required of candidates for the Agriculture Specialist Credential. As each objective is accomplished, the approximate date of accomplishment should be filled in and initialed for verification by someone in a position to evaluate the achievement of that objective. The only people who may verify the accomplishment of these objectives are California State University, Fresno faculty, cooperating master teachers and the administrators of the cooperating schools.

Teacher Candidate _____ **School Site** _____

Signature(s) of those initialing this form

Name	**Signature**	**Title**

Remove from the student teaching manual and turn in to the teacher educator at the final Student Teacher Seminar.

Ag Specialist Program Objectives

Skill/Competency	Date Accomplished	Verified by (initials)
CURRICULUM, PLANNING, DEVELOPMENT, EVALUATION (TPE 3)		
Utilize Core Curriculum in Agriculture		
Utilize Advanced Cluster Curriculum in Agriculture		
INSTRUCTION - PLANNING (TPE 4)		
Structure a Course		
Design a Course Unit		
Plan a Lesson		
Select Instructional Materials		
Develop Instructional Materials		
INSTRUCTION - EXECUTION (TPE 2)		
Present a Lesson		
Direct Student Activities		
Apply Basic Instructional Strategies		
Utilize Education Technology Resources		
MANAGEMENT (TPE 2)		
Project Instructional Resource Needs and Prepare Budgets		
Procure Supplies, Facilities, and Transportation		
Maintain Records and a Filing System		
Provide for Student Safety in the Shop/Laboratory		
Promote and Maintain Appropriate Student Behavior		
Maintain the Classroom, Shop and/or Laboratory		
GUIDANCE (TPE 1)		
Obtain Background Information on Students		
Develop Constructive Interrelationships with Students		
Counsel Students		
Involve Resource Persons/Agencies in Assisting Students		
Conduct 5 Home Visits		
Assist Students in Planning Postsecondary Education and/or Employment		

Skill/Competency	Date Accomplished	Verified by (initials)
SCHOOL - COMMUNITY RELATIONSHIPS (TPE 6)		
Plan and Publicize the Activities of the Agriculture Program		
Maintain Positive Community Relationships		
Obtain School-Community Feedback on the Agricultural Education Program.		
Maintain Good Intra-school Relationships.		
STUDENT ORGANIZATION - FFA (TPE 2)		
Supervise FFA Chapter Activities		
Serve as Advisor at a Chapter Meeting		
Participate in State and/or National FFA Activities		
PROFESSIONAL ROLE AND DEVELOPMENT (TPE 6)		
Exhibit Professional Behavior and Conduct.		
Participate in Professional Association Activities		
COORDINATION (TPE 2)		
Participate in Administrative Coordination.		
Supervise Entrepreneurial SAE's.		
Supervise Placement SAE's.		
Plan and Conduct 5 SAE Visits.		
Supervise Students at Off-Campus Activities		
ADVISORY COMMITTEE FOR AGRICULTURAL EDUCATION (TPE 6)		
Participate in an Advisory Committee Meeting		

REPORTS AND EVALUATION

Evaluation of performance is an integral part of the student teaching field experience program. Periodic evaluations provide benchmarks for directing the educational experiences toward improved growth and development.

The Student Teaching Weekly Report is a weekly record of the candidate's activities. It provides insight into the nature of the educational experiences and serves as an official record of the duties performed by the candidate. This report is to be signed by the supervising master teacher with copies being distributed to the teacher educator, cooperating master teacher and the agriculture specialist candidate on a weekly basis.

Examples of several other forms that can be used in evaluating classroom teaching and instruction in agricultural mechanics are included in this guide for reference. Also included are the three official reports and grade recommendation form to be submitted by the supervising master teacher at specified dates during the student teaching/field experience period.

The first two official reports (First Report and Second Report) submitted by the cooperating master teacher are progress reports and should be reviewed with the student teacher before being submitted to the teacher educator. The Final Report is the final evaluation and should be sent to the teacher educator at the end of the student teaching assignment.

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURAL EDUCATION

EVALUATION OF CLASSROOM INSTRUCTION*

Student Teacher Name

I. Title of Lesson:

2. Knowledge of subject:

3. Strong points of lesson:

4. Suggestions for improvement:

5. Summary - Statement of effectiveness:

Cooperating Teacher _____ **School Site** _____

*For use in counseling with student teacher. Not to be regularly submitted.

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURAL EDUCATION
TEACHER PREPARATION

EVALUATION OF AGRICULTURAL MECHANICS TEACHING*

Student Teacher _____ **School Site** _____

Observation Date _____ **Grade Level** _____ **Class** _____

Criterion	Rating				
Uses organized procedure for starting and closing class.	1	2	3	4	5
Involves students in shop organization.	1	2	3	4	5
Follows a well-planned course of study and pre-plans daily.	1	2	3	4	5
Employs varied instructional aids.	1	2	3	4	5
Gives demonstrations and individual instruction.	1	2	3	4	5
Frequently checks progress of each pupil.	1	2	3	4	5
Has references and project plans readily accessible for student use.	1	2	3	4	5
Keeps tools, equipment, materials, and supplies available, accessible, and in good condition.	1	2	3	4	5
Keeps adequate student and financial records.	1	2	3	4	5
Sees that correct use is made of tools and equipment.	1	2	3	4	5
Maintains a clean and safely arranged shop.	1	2	3	4	5
Stresses safety precautions.	1	2	3	4	5
Stimulates appropriate individual projects.	1	2	3	4	5
Maintains high standards of student workmanship.	1	2	3	4	5
Develops desirable student work habits and attitudes.	1	2	3	4	5
Dresses and has pupils dress appropriate to shop activities.	1	2	3	4	5

* For use in counseling student teacher. Not to be regularly submitted.

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURAL EDUCATION

FIRST REPORT ON STUDENT TEACHER*

Student Teacher _____ For Period _____ to _____ 20 ___

Master Teacher _____ School Site _____

With the following scale, use the characteristics and performance necessary for success by the beginning Agriscience teacher as evaluative criterion. Keep in mind those qualities common to the more successful experienced teachers.

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
I. ADAPTABILITY					
A. Meeting New Situations					
B. Fitting into the Department & School					
C. Adjusting to Students					
D. Adapting to People in the Community					
E. Willingness to Participate					
Explain Strengths and Weaknesses (explain below)					
II. WORK HABITS					
A. Organizing Work and Utilizing Time					
B. Taking Care of Rooms and Equipment					
C. Seeing each job through to Completion					
Explain Strengths and Weaknesses (explain below)					

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
III. PERSONAL TRAITS AND CHARACTERISTICS					
A. Use of Good Judgment in Personal Conduct					
B. Enthusiasm					
C. Initiative					
D. Personal Appearance					
E. Dependability					
F. Promptness					
G. Poise and Diplomacy					
Explain Strengths and Weaknesses (explain below)					
My Overall Rating of This Candidate					

On the Basis of His/Her Progress to Date I Recommend:

Continuation of Appointment _____ Necessary Improvement _____ Dismissal from Program _____

Role	Signature	Date
Cooperating Teacher		
Student Teacher		

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURAL EDUCATION

SECOND REPORT ON STUDENT TEACHER*

Student Teacher _____ For Period _____ to _____ 20 ___

Master Teacher _____ School Site _____

With the following scale, use the characteristics and performance necessary for success by the beginning Agriscience teacher as evaluative criterion. Keep in mind those qualities common to the more successful experienced teachers.

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
I. TEACHING SKILLS					
A. Organizing work and effective use of time					
B. Directing study and classroom activities					
C. Directing laboratory and field activities					
E. Stimulating Interest					
F. Maintaining discipline					
G. Care of rooms and equipment					
H. Understanding of pupils					
I. Supervising student projects					
Explain Strengths and Weaknesses (explain below)					
II. PROFESSIONAL EQUIPMENT:					
A. Attitude toward teaching profession					
B. Capacity for growth					
C. Enthusiasm					
D. Willingness and capacity for work					
E. Ability to take and use suggestions and criticism					
F. Ability to express him/herself					

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
G. Ability to understand and work with farmers.					
Explain Strengths and Weaknesses (explain below)					
III. PERSONAL CHARACTERISTICS					
A. Leadership					
B. Diplomacy and tact					
C. Enthusiasm					
D. Initiative					
E. Personal appearance and neatness					
F. Dependability					
G. Promptness					
H. Poise and self-control					
I. Use of good judgment and good conduct					
Explain Strengths and Weaknesses (explain below)					
My Overall Rating of This Candidate					

On the Basis of His/Her Progress to Date I Recommend:

Continuation of Appointment _____ Necessary Improvement _____ Dismissal from Program _____

Role	Signature	Date
Cooperating Teacher		
Student Teacher		

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURAL EDUCATION

FINAL REPORT ON STUDENT TEACHER*

Student Teacher _____ For Period _____ to _____ 20 ___

Master Teacher _____ School Site _____

With the following scale, use the characteristics and performance necessary for success by the beginning Agriscience teacher as evaluative criterion. Keep in mind those qualities common to the more successful experienced teachers.

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
I. TEACHING SKILLS					
A. Organizing work and effective use of time					
B. Directing study and classroom discussion					
C. Directing laboratory and field activities					
E. Stimulating Interest					
F. Maintaining discipline					
G. Care of rooms and equipment					
H. Understanding of pupils					
I. Supervising student projects					
J. Supervising FFA Activities					
II. PROFESSIONAL EQUIPMENT:					
A. Attitude toward teaching profession					
B. Capacity for growth					
C. Cooperation and participation					
D. Willingness and capacity for work					
E. Ability to take and use suggestions and criticism					
F. Ability to express him/herself					
G. Ability to understand and work with peers.					
III. PERSONAL CHARACTERISTICS					
A. Leadership					
B. Diplomacy and tact					
C. Enthusiasm					

Quality/Skill	Outstanding	Stong	Satisfactory	Weak	Un-satisfactory
D. Initiative					
E. Personal appearance and neatness					
F. Dependability					
G. Promptness					
H. Poise and self-control					
I. Use of good judgment and good conduct					
IV. TECHNICAL KNOWLEDGE (Evaluate only those abilities upon which you have sufficient basis for rating.)					
A. General livestock					
B. Dairy					
C. Field and Vegetable Crops					
D. Trees and Vines					
E. AgricultureMechanics					
F. OrnamentalHorticulture					
G. Agribusiness Management					
My Overall Rating of This Candidate					

Role	Signature	Date
Cooperating Teacher		
Student Teacher		

FINAL GRADE RECOMMENDATION FOR STUDENT TEACHING

This is to certify that I recommend a grade of _____ (CR/NC)

for _____ for their work

(teacher candidates name)

as student teacher at _____

(School Name)

Role	Signature	Date
Cooperating Teacher		
Student Teacher (verifying they have read the recommendation)		

OCCUPATIONAL EXPERIENCE REQUIREMENTS

An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has completed occupational experience in agriculture that consists of one of one of the following:

· A minimum of 2,000 hours of either paid or voluntary experience, the entirety of which must be completed after graduation from high school; or,

· A minimum of 3,000 hours of either paid or voluntary experience, of which a maximum of 1,500 hours may be accrued prior to graduation from high school.

Candidates will be interviewed by the Regional Supervisor to determine if the occupational experience hours satisfy these requirements. Students will complete the T-14 Form prior to meeting with the Regional Supervisor. Once the T-14 Form is signed by the Regional Supervisor, it will be forwarded to the Lead Teacher Educator for the candidate to advance to Final Student Teaching.

Agricultural Education Program
Jordan College of Agricultural Sciences & Technology
California State University, Fresno

T-14

Applicant Information for Position as Student Teacher
in the Agricultural Specialist Credential Program

Date _____

Name _____ Student ID No _____

Address (local) _____ Zip Code _____ Phone _____

Address (permanent) _____ Zip Code _____ Phone _____

California credentials held _____

GENERAL EDUCATION AND LEADERSHIP RECORD

	Institution	Years	Degree	Leadership, Awards, Activities
High School				
College				
College				
College				
Community				
Military				

Outline experience and/or outstanding accomplishments in the various fields of activity such as FFA, Young Farmers, etc.

TEACHING EXPERIENCE

SCHOOL	STATE	DATE FROM	DATE TO

REFERENCES

NAME	TITLE OR OCCUPATION	ADDRESS

REGIONAL SUPERVISOR SIGNATURE

STUDENT SIGNATURE

SUBJECT AREA	SELF RATING Strong-(S) (A) Avg- (W) Weak-			T-14 - OCCUPATIONAL EXPERIENCE Nature & type of experience. Please indicate: (√) (1) employed - list employer name or (2) self-employed			Date of Experience		Amount of Experience
	S	A	W	1	2	Employer Name	From	To	Total Hours
Beef									
Sheep									
Swine									
Dairy									
Poultry/Small Animals									
Other: (specify)									
Animal Feeds									
Field/Forage Crops									
Vegetable Crops									
Viticulture									
Tree Crops									
Ag.Chem./Soils/Fertilizers									
Irrigation									
Ag Management/Sales									
Food Processing									
Orn. Nursery Practices									
Landscape Design, Inst.,Maint.									
Environmental Services									
Floriculture/Floral Design									
Forestry/ Natural Resources									
FFA									
SOEP/SAE/SPE									
Record Books (Vo-Ag)									
Ag Computer Applications									
Ag Shop Safety									
Welding-Arc/Oxy									
Hand/Power Tools									
Farm Equip. Operation/Maint.									
Concrete/Elect./Plumbing									
Gas/Diesel Engines									
Small Engines									
Farm Structures/Equip. Const.									
Other Ag. Mech.									
								Grand Total Hrs.	