

SECTION THREE – ASSESSMENTS:

Candidate Key Assessments:

Portfolio:

During the final semester of the credential program each candidate prepares a professional portfolio that includes a letter of introduction, philosophy statement, resume, reference letters, sample lesson plan, PowerPoint handout, and photos documenting candidate accomplishments. Portfolios are evaluated and scored by the Agriculture Specialist program coordinator and if weaknesses are noted candidates are assisted in strengthening their portfolio. Candidates are scored by the university supervisor and must score a two or higher on a four point scale to document competency for the portfolio requirement.

California State University, Fresno

Animal Sciences and Agricultural Education Department

AGRI 280 Portfolio Project

Spring Semester 2010

Developing a professional portfolio is a requirement for successfully completing AGRI 280. The portfolio should reflect your experiences and accomplishments toward becoming a professional educator. While each student's portfolio should be different, each portfolio must contain the following items:

- Statement of your philosophy of agricultural education
- Resume
- List of references with contact information (3 references minimum)
- A lesson plan
- A PowerPoint presentation or other evidence of technology proficiency
- Letter of introduction

You may include other items at your discretion such as photographs, reference letters, copies of credentials, etc.

Name: _____

AGRI 280 Portfolio Scoring Rubric

	1 Minimal	2 Satisfactory	3 Commendable	4 Superior
Quality of Content	Inappropriate format, structure is lacking, major sections are unclear or confusing.	Format could be improved some major sections are unclear or confusing.	Logical format, major sections are clear and easy to understand.	Logical and consistent format, major sections are clear and easy to understand.
Neatness	Page layouts have no structure. Space is crowded and/or wasted.	Page layout appears to waste space or be too crowded.	Page layout appears to waste some space or to be crowded in some areas.	Pages are well laid out with little wasted space and crowding.
Completeness of Information	Includes all required components, great difficulty communicating ideas.	Includes all required components, some difficulty communicating ideas.	Includes all required components, communicates ideas clearly.	Includes all required components, communicates ideas clearly and completely.
Organization	Page layouts have no structure.	Page layouts are organized into paragraphs and/or sections.	Page layouts organized in a logical way, headings and styles are consistent.	Consistent format extends from page-to-page, design is intentional.
Evidence of Appropriate Effort	Spelling and punctuation errors are distracting and interfere with communication.	Spelling and punctuation errors are evident, but do not interfere with communication.	Errors in spelling and punctuation are minor and few.	Very few or no errors in spelling and punctuation.
Visual Appeal	Design is inappropriate.	Design could be improved or made more appropriate.	Design is attractive and colorful.	Design is attractive, colorful and shows creativity.

Occupational Experience (T-14 Form)

Occupational Experience (T-14 Form) – During the semester the candidate is enrolled in the initial field experience course they complete this form listing their education, leadership, and occupational experience. Candidates self-rate their level of knowledge in various agricultural areas on a three point scale and conduct a personal interview with the California Department of Education Regional Supervisor. The regional supervisor verifies each candidate's occupational experience and signs the form which is placed in the candidate's file. Candidates are informed of this requirement when they first enroll in the undergraduate program and those needing additional experience are advised about agricultural positions available including those on the University Agricultural Laboratory. Candidates must meet this requirement prior to enrolling in the final field experience course.

**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	TO

REFERENCES

NAME	TITLE OR OCCUPATION	ADDRESS

 REGIONAL SUPERVISOR SIGNATURE

 STUDENT SIGNATURE

SUBJECT AREA	SELF RATING			T-14 - OCCUPATIONAL EXPERIENCE			Date of Experience		Amount of Experience
	Strong-(S)	Avg-(A)	Weak-(W)	Nature & type of experience. Please indicate: (√)			From	To	Total Hours
	S	A	W	1	2	Employer Name			
				(1) employed - list employer name or (2) self-employed					
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.									

Agriculture Specialist Evaluation of Objectives

EHD 155A Verification of Professional Competencies – At the completion of the initial field experience course candidates submit a document to the university supervisor that is verified by the cooperating master teacher indicating the number of Professional Competencies met by the candidate. This document was developed by a panel of experts consisting of university supervisors and cooperating master teachers. Successful completion of the competencies is a requirement for enrolling in final student teaching.

Agriculture Specialist Exit Evaluation of Objectives – At the completion of the final field experience course candidates submit a document to the university supervisor that is verified by the cooperating master teacher indicating the number of Agriculture Specialist Professional Objectives met by the candidate. This document was developed by a panel of experts consisting of university supervisors and cooperating master teachers. The panel identified eleven areas in which candidates are to document professional competency. Candidates indicate the date the activities for each competency are met and the cooperating master teacher signs the document to verify the activities were completed. These eleven areas are consolidated into six broad categories for data reporting purposes.

California State University, Fresno
Department of Animal Sciences and Agricultural Education
VERIFICATION OF PROFESSIONAL COMPETENCIES
EHD 155A

GETTING ESTABLISHED IN THE SCHOOL

	Date Accomplished	Verified By:
A. Get acquainted with "key" personnel:		
1. Principal / Vice Principal	_____	_____
2. Vocational Director	_____	_____
3. Agriculture Teachers	_____	_____
4. Guidance Counselors / Personnel	_____	_____
5. FFA Officers	_____	_____
6. High School / District Support Staff	_____	_____
B. Become informed early on school and department policies. Confer with appropriate school officials regarding:		
1. Organization of the school, including the lines of authority.	_____	_____
2. School and class schedules.	_____	_____
3. School and department standards for dress and conduct.	_____	_____
4. Rules regarding the operation of school vehicles.	_____	_____
5. Provisions for liability insurance for teachers.	_____	_____

DISCOVERING COMMUNITY AND STUDENT NEEDS IN DEVELOPING A COMMUNITY PROGRAM OF AGRICULTURE EDUCATION

A. Study and discuss with supervising teachers:		
1. Department Program Plan.	_____	_____
2. Department records, course of study, follow-up records of students, SAE reports, FFA program of activities, etc.	_____	_____
3. Reports and programs of summer work.	_____	_____
4. Agriculture Program Recruitment Plan.	_____	_____
B. Consult with other sources:		
1. Librarian / Resource Coordinator.	_____	_____
2. Ag. Advisory Committee Members.	_____	_____
3. Transportation Director or Building Maintenance Supervisor.	_____	_____

California State University, Fresno
Department of Animal Sciences and Agricultural Education

**VERIFICATION OF PROFESSIONAL COMPETENCIES
 EHD 155A**

OBSERVING AND TEACHING AGRICULTURE CLASSES (minimum 210 hours)

	<u>Date Accomplished</u>	<u>Verified By:</u>
A. Observe teaching of classes in agriculture:		
1. Obtain copies of courses of study and teaching plans used by supervising teacher.	_____	_____
2. Observe Agricultural Science / Agricultural Mechanics classes.	_____	_____
3. Observe methods used in class management and discipline.	_____	_____
4. Take notes on classes observed and discuss with supervising teacher.	_____	_____
B. Teach classes: (40 hours minimum)		
1. Develop lesson plans for assigned classes.	_____	_____
2. Teach units of instruction as agreed upon with cooperating teacher.	_____	_____
C. Turn in weekly report of teaching, and observation activities on a WEEKLY basis.	_____	_____

OUT-OF-CLASS INSTRUCTION AND SUPERVISION

A. Observe and assist in supervised practice programs.	_____	_____
B. Observe and assist in FFA activities.	_____	_____

GUIDING, COUNSELING, SELECTING, AND PLACING OF PUPILS

A. Selection:		
1. Determine the standards and procedures of selection of pupils for the department.	_____	_____
2. Determine methods used to locate and interest prospective pupils.	_____	_____
B. Guidance and counseling:		
1. Confer with guidance staff regarding the services and policies of the school and the guidance responsibilities of the teacher of vocational agriculture.	_____	_____

California State University, Fresno
Department of Animal Sciences and Agricultural Education

**VERIFICATION OF PROFESSIONAL COMPETENCIES
 EHD 155A**

ORGANIZING, ADMINISTERING, AND MAINTAINING A DEPARTMENT

	<u>Date Accomplished</u>	<u>Verified By:</u>
A. Follow the organizational and administrative procedures of the local department. Learn local department procedures for:		
1. Ordering and purchasing supplies and equipment.	_____	_____
2. Handling disciplinary problems.	_____	_____
3. Keeping and reporting mileage and travel and submitting claims.	_____	_____
4. Securing and using secretarial assistance in administering the program.	_____	_____
5. Taking roll and reporting attendance.	_____	_____
6. Handling funds.	_____	_____
7. Keeping room and office <u>clean and orderly</u> .	_____	_____
B. Keep records and prepare reports.		
1. Study department budget; obtain copy for your files.	_____	_____
2. Study department filing system.	_____	_____
C. Become familiar with instructional materials and facilities.		
1. Analyze instructional facilities available.	_____	_____
2. Collect and preserve teaching materials.	_____	_____

Please return this sheet at the end of the semester with the checklist completed.

Names of Persons Initialing	Position
_____	_____
_____	_____
_____	_____

Date Completed _____

Signature of Cooperating Teaching	Cooperating School/District
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**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 CSU, Fresno faculty, cooperating teachers and the administrators of the cooperating schools.**



Signature(s) of those initialing this form:

Name: _____ Title: _____

Remove from the student teaching manual and turn in to the teacher educator on the last day of instruction of the University semester.

CURRICULUM PLANNING, DEVELOPMENT, EVALUATION (TPE 15)

Date _____
Accomplished _____
Verified By : _____

- 1. Utilize Core Curriculum in Agriculture. _____
- 2. Utilize Advanced Cluster Curriculum in Agriculture. _____

INSTRUCTION – PLANNING (TPE 15)

- 1. Structure a Course. _____
- 2. Design a Course Unit. _____
- 3. Plan a Lesson. _____
- 4. Select Instructional Materials _____
- 5. Develop Instructional Materials. _____

INSTRUCTION – EXECUTION (TPE 15)

- 1. Present a Lesson. _____
- 2. Direct Student Activities. _____
- 3. Apply Basic Instructional Strategies. _____
- 4. Utilize Educational Technology and Resources. _____

INSTRUCTION – EVALUATION (TPE 15)

- 1. Evaluate Performance of Students. _____
- 2. Develop Tests and Rating Sheets. _____
- 3. Practice Self Evaluation. _____

MANAGEMENT (TPE 16)

- 1. Project Instructional Resource Needs and Prepare Budgets. _____
- 2. Procure Supplies, Facilities and Transportation. _____
- 3. Maintain Records and a Filing System. _____
- 4. Provide for Student Safety in the Shop/Laboratory. _____
- 5. Promote and Maintain Appropriate Student Behavior. _____
- 6. Maintain the Classroom, Shop and/or Laboratory. _____

GUIDANCE (TPE 16)

- 1. Obtain Background Information on Students. _____

Date Accomplished	Verified By:
_____	_____

2. Develop Constructive Interrelationships with Students.

_____	_____
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3. Counsel Students.

_____	_____
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4. Involve Resource Persons/Agencies in Assisting Students.

_____	_____
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5. Conduct 5 Home Visits.

_____	_____
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6. Assist Students in Planning Postsecondary Education and/or Employment.

_____	_____
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SCHOOL - COMMUNITY RELATIONS (TPE 16)

1. Plan and Publicize the Activities of the Agriculture Program.

_____	_____
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2. Maintain Positive Community Relationships.

_____	_____
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3. Obtain School-Community Feedback on the Agricultural Education Program.

_____	_____
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4. Maintain Good Intra-school Relationships.

_____	_____
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STUDENT ORGANIZATION - FFA (TPE 14)

1. Supervise FFA Chapter Activities.

_____	_____
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2. Serve as Advisor at a Chapter Meeting.

_____	_____
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3. Participate in State and/or National FFA Activities.

_____	_____
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PROFESSIONAL ROLE AND DEVELOPMENT (TPE 17)

1. Exhibit Professional Behavior and Conduct.

_____	_____
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2. Participate in Professional Association Activities.

_____	_____
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COORDINATION (TPE 15)

1. Participate in Administrative Coordination.

_____	_____
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2. Supervise Entrepreneurial SAE's.

_____	_____
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3. Supervise Placement SAE's.

_____	_____
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4. Plan and Conduct 5 SAE Visits.

_____	_____
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5. Supervise Students at Off-Campus Activities

_____	_____
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ADVISORY COMMITTEE FOR AGRICUTURAL EDUCATION (TPE 16)

1. Participate in an Advisory Committee Meeting.

_____	_____
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AGRI 281 Project Assignment

AGRI 281 Project – During the semester the candidate is enrolled in the final field experience course they are required to identify and research and/or apply specific knowledge and skills to an agricultural education problem or issue. This project is to be designed to benefit the school and/or community in which they are student teaching. Candidates submit a proposal to the university supervisor and cooperating master teacher for approval. Once approval is received, the candidate conducts the project and submits a written report that describes the project including objectives, methods and procedures, project requirements, outcomes, and benefit to the school/community. Scores on the project are assigned by the university supervisor and are documented on a database.

California State University, Fresno
Animal Sciences and Agricultural Education Department

AGRI 281 Project Assignment Fall Semester 2010

Identifying and defining a problem relevant to the cooperating agricultural education program and community is a requirement for successfully completing AGRI 281. Delimit the scope of the problem, complete a study of the selected problem and prepare a final report of the study that will be acceptable for:

- Publication
- Partial fulfillment of graduate credit for a master's program
- Continued study on a thesis
- Credit with a "B" grade or better

The final report of the problem should be a minimum of eight typed double spaced pages using times new roman 12 point font. The report should include a title page, table of contents, statement of the problem, project objectives or goal, methods and procedures, materials required, budget, timetable, outcomes and/or benefits and an appendix with additional documentation of the project. The appendix may contain items such as photographs, drawings, and etc.

The project will be scored utilizing the AGRI 281 Project Scoring Rubric. Students must score a two or better on the rubric. A score of three or better is required to attain a "B" grade or better.

Name: _____

AGRI 281 Project Paper Scoring Rubric

	1 Minimal	2 Satisfactory	3 Commendable	4 Superior
Statement of the Problem	Problem is poorly defined, no evidence to support the significance of the problem.	Problem is defined. Includes some evidence to support the significance of the problem.	Well-defined and relevant problem. Includes adequate evidence supporting the significance of the problem.	Well-defined and relevant problem. Includes abundant evidence supporting the significance of the problem.
Methods/Procedures	Elements of methods/procedures are inappropriate for the problem.	Elements of methods/procedures are appropriate for the problem.	Elements of methods/procedures are appropriate and of good quality for the problem.	Methods/procedures are appropriate and represent quality necessary for publication.
Quality of Writing	Spelling and punctuation errors are distracting and interfere with communication. Great difficulty communicating ideas.	Spelling and punctuation errors are evident, but do not interfere with communication. Some difficulty communicating ideas.	Errors in spelling and punctuation are minor and few. Communicates ideas clearly.	Very few or no errors in spelling and punctuation. communicates ideas clearly and completely.
Documentation	Vague or sketchy details add little clarity to support paper. Missing documentation.	Details are clear and specific but uneven or not fully developed.	Developed details enhanced clarity of paper, some elaboration.	Extensively developed by information and details. Effective elaboration and support to explain points.
Organization of Paper	No discernable plan, no indication of progression. Missing title page or pagination.	Discernible progression and/or inferable plan. Includes all required components.	Somewhat logical progression with a plan. Includes all required components.	Controlled, logical progression with a clear plan that governs paper from beginning to end. Includes all required components,
Outcomes/Benefits	No evidence to support the project outcomes and benefits the department, school, and/or community.	Some evidence indicating project is of value and benefits the department, school, and/or community.	Adequate evidence documents value and benefits of the project to the department, school, and/or community.	Extensive evidence clearly documents the value and benefits of the project to the department, school, and/or community.

Additional Information Collected on Completer Performance and Program Effectiveness:

Employer Survey

Employer Survey – Every three to five years employers are surveyed to determine their perceptions of the level of preparedness of new teachers from the Agriculture Teacher Preparation Program. This data is summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.

**FRESNO STATE PROGRAM EVALUATION
AGRICULTURE SPECIALIST CREDENTIAL
EMPLOYER SATISFACTION SURVEY**

Please indicate the level of preparation possessed by “New Teachers” from the Fresno State Agriculture Teacher Preparation Program in each of the following categories.

	Poorly Prepared			Well Prepared	
	1	2	3	4	5
1. Planning the objectives and curriculum of the Agricultural Education Program:	1	2	3	4	5
2. Planning/preparing lesson plans:	1	2	3	4	5
3. Teaching agricultural education classes:	1	2	3	4	5
4. Maintaining discipline in the classroom:	1	2	3	4	5
5. Supervising students outside the classroom:	1	2	3	4	5
6. Utilizing the school farm for instruction:	1	2	3	4	5
7. Supervising FFA activities:	1	2	3	4	5
8. Supervising student agricultural experience programs (SAE projects):	1	2	3	4	5
9. Working effectively with the agricultural education advisory committee:	1	2	3	4	5
10. Working effectively with other teachers:	1	2	3	4	5
11. Working effectively with the local community:	1	2	3	4	5
12. Communicating and working effectively with school administrators:	1	2	3	4	5
13. Following established school policies and procedures:	1	2	3	4	5
14. Working with students of diverse cultures:	1	2	3	4	5
15. Managing school farm facilities:	1	2	3	4	5
16. Utilizing technology as a resource/teaching aid:	1	2	3	4	5
17. Completing required reports, plans, budgets, etc. (i.e. incentive grant, R-2 report):	1	2	3	4	5

COMMENTS/SUGGESTIONS:

Graduate Survey

Graduate Survey – Every three to five years program completers are surveyed to determine their perceptions of the level of preparedness for teaching agriculture. This data is also summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.

FRESNO STATE TEACHER PREPARATION PROGRAM AGRICULTURE SPECIALIST CREDENTIAL

Year in Teaching: 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____
(check one)

Title of BS Degree: _____ Degree from: _____
AGED, A Sci, etc. CSUF, CPSLO, etc.

If your degree was not in AGED did you: pass SSAT or CSET _____; or complete the equivalent of an AGED Degree _____? (check one)

Technical Component (subject matter)

Based on the courses you completed in each of the areas below, please indicate your level of preparation to teach the following: (circle one)

	<u>Less than Adequate</u>		<u>Adequate</u>		<u>More than Adequate</u>	<u>*N/A</u>
	1	2	3	4	5	_____
Preparation in Animal Science	1	2	3	4	5	_____
Preparation in Ornamental Horticulture	1	2	3	4	5	_____
Preparation in Plant Science	1	2	3	4	5	_____
Preparation in Ag Mechanics	1	2	3	4	5	_____
Preparation in Ag Ec/ Business	1	2	3	4	5	_____
Preparation in Natural Resources/Forestry	1	2	3	4	5	_____

*N/A: work completed at another institution

COMMENTS/SUGGESTIONS:

Professional Component

Based on the Agricultural Education courses that you completed, please indicate your level of preparation to perform or teach in the following areas: (circle one)

	<u>Not Prepared</u>		<u>Somewhat Prepared</u>		<u>Well Prepared</u>
Teach FFA Unit	1	2	3	4	5
Supervise FFA Activities	1	2	3	4	5
Teach SAE Unit	1	2	3	4	5
Supervise Student SAE's	1	2	3	4	5
Determine Appropriate Content For Ag Courses You Teach	1	2	3	4	5
Teach Agriculture Subjects	1	2	3	4	5
Teach Agricultural Mechanics	1	2	3	4	5
Supervise School Farm Facilities	1	2	3	4	5
Participate in Your Professional Association	1	2	3	4	5
Utilize Technology as a Resource/Teaching Aid	1	2	3	4	5
Implement "Program Standards" (Certification) In the Management of an Agriculture Program	1	2	3	4	5
Prepare for an Incentive Grant Review	1	2	3	4	5

COMMENTS/SUGGESTIONS:

Fresno Assessment of Student Teachers (FAST)

Fresno Assessment of Student Teachers (FAST) – Information is also reviewed from the FAST projects that Agriculture Specialist Candidates are also completing. For example, the Holistic Proficiency Project, which assesses the candidate’s ability to perform, document, and reflect upon teaching responsibilities over an entire semester, often indicates performance in some of the areas unique to the agriculture specialist program. Examples include making supervised agricultural experience visits and teaching leadership components of the agricultural education program. These areas match up with student engagement, learning about students (TPE 5 & 8), and specific pedagogical skills for teaching lessons that meet the California Agriculture Standards (TPE 1). Scores on this assessment are assigned using rubrics and are recorded electronically, currently on Task Stream by the university supervisor. All Agricultural Education faculty members have been trained to score all components of the FAST.

Weekly Reports

Additional documentation for the agriculture specialist program is provided by weekly reports each candidate submits to the university supervisor and by observation of student teachers at the cooperating school sites by the university supervisor.

EHD 155A WEEKLY STUDENT TEACHING REPORTS

Name

Week No. 1

Cooperating School

From to

Day	Taught	Observed	Topic of Lessons Taught or Observed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday & Sunday			
Total For Week	0	0	
Total Brought Forward	/	/	
Cumulative Total	0	0	

EHD 155 B WEEKLY STUDENT TEACHING REPORTS

Name _____ Week No. 1
 Cooperating School _____ From _____ to _____

Day	Taught	Observed	Topic of Lessons Taught or Observed	Out of Class Supervision of Student SOEP
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday & Sunday				
Total For Week	0	0		No. of SOEP Visits
Total Brought Forward				Total Brought Forward
Cumulative Total	0	0		Cumulative Total
				0

**EHD 155 B
LOG OF ACTIVITIES**

Include Meetings, Interviews, Trips, Contacts, Problems, Questions, or Comments

Day of Week	List and briefly describe activities participated in below.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday & Sunday	

I have read the foregoing report.

_____ (Cooperating Teacher Signature)