

Ed Pr 442
Teaching Internship
Handbook
Spring Semester, 2009

Agricultural Education

Department of Human and Community Development
University of Illinois at Urbana-Champaign



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Educational Practices 442

Student Teaching Internship in Agricultural Education

Preface

Having successfully completed two early field experience courses provided by the Agricultural Education Program Ag Ed 250, Early Field Experience in Agricultural Education and Ag Ed 350, Pre-Internship in Agricultural Education, welcome to Ed Pr 442, the Student Teaching Internship Practicum in Agricultural Education. To meet Illinois certification requirements you have already completed and provided documentation of at least 100 hours of field experience. During Ed Pr 442, you must complete at least 60 days of required teacher attendance at your cooperating school. It is your responsibility to provide documentation that you have met this requirement, and log those hours online at the Council for Teacher Education website at <http://www.cote.uiuc.edu/index.html>.

This manual has been prepared to provide guidance and structure to your experience by identifying activities for you to accomplish while at your cooperating field site. In addition, it provides guidance to your field supervisor and university supervisor in assisting you in evaluating your efforts.

The Agricultural Education faculty hopes your experience will continue to be both educational and enjoyable.

Objectives of the Student Teaching Internship

The student teaching internship is more than “practicing teaching.” It is an extensive teaching experience under competent supervision. Student teaching requires the full attention of the teacher candidate. In order to benefit from the experience, we believe that the teacher candidate should follow the tenet of “learning by doing.” The overall goal of the student teaching internship is to develop the skills, abilities, and competencies necessary to become an effective agricultural educator at the secondary level. After completion of student teaching, the teacher candidate should be able to:

1. Plan for effective instruction in agriculture at the secondary level (7 – 12).
2. Develop a comprehensive agriculture program.
3. Deliver instruction in and about agriculture to secondary students.
4. Establish and maintain working relationships with students and other teachers.
5. Incorporate community activities and resources into a local agriculture program as well as accommodate community and individual needs.
6. Manage and maintain instructional facilities, equipment and laboratories (shops, greenhouses, land plots, etc.)
7. Work effectively with all phases of a complete agriculture program (i.e. classroom/laboratory instruction, SAE, FFA, departmental records, and school reports).
8. Function effectively in various non-teaching activities related to the operation of a comprehensive agriculture program.

The student teaching internship provides the teacher candidate an opportunity to participate in activities normally engaged in by experienced teachers. The internship also provides opportunities to apply, under real conditions, those competencies acquired through the teacher development coursework. The benefits of the student teaching internship are largely dependent upon the candidate’s dedication and willingness to work and gain a broad experience. Daily planning and preparation are essential ingredients for a meaningful experience.

Council for Teacher Education Expectations and Requirements of UIUC Teacher Candidates During Student Teaching*

Student teaching is a culminating experience which is often identified as the most important part of the teacher education preparation program. Student teaching provides the opportunity for certification candidates to apply their knowledge of subject matter and their understanding of educational theories of learning, behavior, and instruction in teaching students with diverse needs. Student teaching places candidates in the role of a teacher; therefore, professional behaviors, conduct, and actions are required. UIUC teacher candidates are obligated to know the school district and school policies and to observe them throughout the entire student teaching experience.

Student teaching is a full-time commitment on the part of teacher candidates. Teacher candidates should not plan to take additional course work outside of their program during student teaching, nor should they plan to be employed. Any prospective teacher candidates that anticipate a need to take additional classes and/or work should discuss options with their advisor and clinical experiences program coordinator well in advance of student teaching.

Teacher candidates should consult with their university supervisor and/or clinical experiences program coordinators regarding questions, concerns, or additional clarification of the following expectations.

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The following CTE expectations apply to all UIUC teacher candidates during their student teaching. Also, all UIUC teacher education candidates must comply with any other program-defined policies in addition to these listed below. In this document, the word student refers to P-12 students.

Part I: Expected Conduct for all UIUC Teacher Candidates During Student Teaching

Attendance/Absence

UIUC teacher candidates must:

- be in school every day for the full term of the assignment.
- be punctual and regular in attendance for classroom participation.
- follow the school's calendar in relation to vacations, in-service programs, holidays, and daily starting and ending times (The school district calendar takes precedence over the UIUC calendar).
- notify their current cooperating teacher and the university supervisor in case of illness or emergency and provide materials needed to teach assigned daily lessons.
- make up missed student teaching days; if absences become excessive, the clinical experiences program coordinator, in conjunction with the university supervisor, will determine whether the student teaching period will be extended beyond the end of the UIUC semester or terminated.
- inform the cooperating teacher when the university supervisor and/or other professionals are scheduled to make a classroom visit.

Professional Conduct

Respect

UIUC teacher candidates must:

- treat all students with respect.
- treat cooperating teachers and all other school personnel with respect.
- treat all Professional Education Preparation Program personnel with respect.

Confidentiality

UIUC teacher candidates must maintain the confidentiality of school-related experiences pertaining to school personnel, fellow candidates, classroom students, records, charts, and cumulative folder data, in both oral and written communications.

Professional Dress

UIUC teacher candidates must follow the dress code, whether written or unwritten, of the school. Dress with taste and appropriateness, which includes proper hygiene.

Substance Abuse

UIUC teacher candidates have the same responsibility as teachers to follow, abide by, and enforce rules against possession and consumption of alcohol, tobacco, and chemical substances.

Sexual Harassment

UIUC teacher candidates must:

- refrain from any type of romantic or sexual relationship or inappropriate behavior with students or other school personnel.
- have the same responsibility as teachers to follow, abide by, and enforce policies governing any unwelcome sexual advance, request for sexual favors, reference to gender or sexual orientation, or other physical or verbal conduct of a sexual nature.
- adhere to the school district's anti-harassment policy.

Child Abuse

UIUC teacher candidates must:

- know the signs and roles of educators in recognizing and reporting cases of child harassment/abuse which includes physical, emotional, sexual, and/or neglect.
- follow the school district's policies for reporting concerns and observations regarding abuse.

Corporal Punishment

UIUC teacher candidates must not administer corporal punishment nor serve as a witness to such.

According to the *2002 Illinois School Code*, Section ILCS 5/24-24, teachers may not engage in slapping, paddling or prolonged maintenance of students in physically painful positions, and/or in intentional infliction of bodily harm.

Internet Safety and Photographic Images

UIUC teacher candidates must follow and enforce the school district's policies for Internet Safety and analog or digital photographs/visual images of students. These images will not be used in commercial products or sold to the public.

Part II: Teacher Candidate Common Requirements During Student Teaching

The following are CTE common requirements for UIUC teacher candidates during their student teaching experience. Candidates must comply with all other program-defined responsibilities in addition to these listed below. Educational Practice (student teaching) courses are graded S/U (satisfactory/unsatisfactory).

UIUC teacher candidates must:

1. comply with all of the CTE Expectations during student teaching.
2. satisfactorily meet expectations of the CTE Common Student Teaching Evaluation form. <http://www.cote.uiuc.edu>. click on Clinical Experiences then click on CTE Common Student Teaching Evaluation Form.
3. be familiar with the UIUC Conceptual Framework, *Teaching and Learning in a Diverse Society*, the Illinois Professional Teaching Standards, the Language Arts and Technology Standards for All Illinois Teachers, and appropriate Illinois content area standards.
4. complete the following administrative/record keeping responsibilities, such as but not limited to:
 - submit time cards for approval by cooperating teachers and university supervisors.
 - complete the midterm and final CTE Common Student Teacher Evaluation Form.

Teacher candidates must also meet all requirements of their programs to earn a satisfactory grade in student teaching. The satisfactory completion of student teaching is one of the CTE requirements for recommendation for certification. Occasionally, teacher candidates do not fulfill course requirements and should receive a grade of “U”. Typical reasons for such a grade are: 1) the candidate fails to do what is required in the student teaching experience, 2) the candidate repeatedly exercises poor personal and professional judgment which impairs effectiveness, 3) the candidate’s instructional performance remains unsatisfactory throughout the experience, and 4) the candidate is unable or unwilling to meet the time demands of student teaching. Remediation of a candidate’s weaknesses must be attempted as soon as the areas of weakness can be identified. Options for the candidate, such as extra time or an additional experience, are discussed on case-by-case basis.

For all requirements see the Common Assessment Plan (CAP) for Undergraduate Professional Education Programs Leading to Initial Certification or Common Assessment Plan (CAP) for Graduate Professional Education Programs Leading to Initial Certification (<http://www.cote.uiuc.edu>).

Part III: Additional Information

Transporting Students

UIUC teacher candidates must not:

- transport students in private vehicles.
- transport students to and from school-sanctioned activities in **school** vehicles unless they have been approved as a driver following the school district's policy.

Substitute Teaching

UIUC teacher candidates must not serve as the “official” substitute teacher. If this situation occurs, the teacher candidate must notify the university supervisor as soon as possible.

Work Stoppages in Cooperating Districts

UIUC teacher candidates are to assume the role of neutral persons and to maintain an uninvolved status with respect to a work stoppage. In the event that the work stoppage continues for a week or more, the clinical experiences program coordinator may make arrangements for an extended student teaching time period, a new placement in another district, or an appropriate substitute experience.

UIUC teacher candidates:

- shall not be required to cross picket lines or to supervise classes when such action would constitute a breaking of the work stoppage.
- may, at their discretion, attend teachers' association meetings, faculty meetings, school board meetings, and other gatherings concerning the work stoppage in the role of an interested observer.
- if they choose to participate on either side of the work stoppage, such participation shall be as individuals and not as teacher education candidates, and the UIUC disclaims any liability or responsibility for any action or the consequences of any action taken by such individuals and their participation.

Removal from student teaching

Removal from student teaching can occur by request of the cooperating teacher, school administration, and/or university supervisor. Teacher candidates should share classroom concerns/problems with their university supervisor as the first line of communication. If a satisfactory resolution is not reached, the issue will be referred to the clinical experiences program coordinator of your professional education preparation program. Removal can also occur due to, but not limited to, excessive absences, inappropriate behavior or insubordination, or not meeting requirements.

Candidates removed from student teaching are not guaranteed subsequent placements. Each case is reviewed individually.

Teacher candidates may seek information on UIUC Council on Teacher Education policies regarding complaints or grievances about program admission, dismissal, evaluation of performance, or recommendation for certification at <http://www.cote.uiuc.edu>.

*Note: The requirements and guidelines outlined in pages 8-12 of this manual are as copied from the UIUC Council for Teacher Education website at: <http://www.ed.uiuc.edu/cte>.

3. Coordinate teaching assignments with your course outline; however, if possible, start the intern teaching a unit in a field in which they are well qualified.
4. Plan ahead and set up a long-range schedule of teaching assignments and responsibilities for FFA 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 pupils' agricultural experience programs with you early in the student teaching experience.

Supervision of Student Teaching Interns

1. Check lesson (instructional) plans before each lesson is taught (at least one day in advance to provide time for revision if needed). All lesson plans should be checked, approved, and initialed by the supervising teacher before the lesson is taught.
2. Supervise and check intern(s) activities in supervising agricultural experience programs.
3. Conduct evaluations of the intern(s) classroom, laboratory, and field instruction and offer constructive criticism during a feedback conference. Set aside time at the end of each day for a feedback conference with the student teacher.
4. An intern should have his/her own class responsibilities and his/her performance with that class should not be interfered with by another intern, if there is one in the center. Likewise, the supervising teacher(s) should not "take away" the control and direction of the class when an intern is functioning except in an emergency.
5. 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.
6. Provide the intern both verbal and written evaluations of his/her work. A midterm and final Common Student Teaching Evaluation form as outlined by the UIUC Council for Teacher Education should be completed as well. Reports are to be completed online at the CTE website at <http://www.cote.uiuc.edu>.
7. Evaluate the intern's teaching on a regular basis. Conduct 10 classroom performance evaluations; five using the *Formative Assessment of Teaching* and five using the *Teaching Performance Review*. Conference with the intern following the evaluation in order to provide specific suggestions for improving teaching performance. A copy of the completed forms should be submitted to the University Supervisor.
8. At the completion of the internship experience, submit an online evaluation of the University Supervisor as outlined by the UIUC Council for Teacher Education requirements at: <http://www.cote.uiuc.edu>. You can access the evaluation by clicking on "Student Teaching Supervisor Evaluation".
9. Submit all other reports as required by the University of Illinois.

Benefits for Cooperating Personnel

Affiliate Staff Identification Card (Staff ID Card)

Privileges available to cooperating personnel upon presentation of the STAFF ID CARD are listed below:

1. FULL USE OF THE UIUC LIBRARY FACILITIES;
2. FACULTY DISCOUNT AT FOLLETT ENERGY SQUARE BOOKSTORE AND TIS BOOKSTORE; (some restrictions apply)
3. FACULTY DISCOUNT AT UIUC GOLF COURSE;
4. PURCHASE OF A MEMBERSHIP WITH CAMPUS RECREATION. FOR ADDITIONAL INFORMATION CONTACT KRISTIN DUITSMAN, ASSISTANT DIRECTOR, MEMBER SERVICES @ 217-265-0779 OR kduitsma@express.cites.uiuc.edu OR visit the Campus Recreation web site at <http://www.campusrec.uiuc.edu>.
5. PURCHASE OF ATHLETIC SEASON TICKETS AT THE FACULTY DISCOUNT PRICE. PLEASE NOTE THAT THE DISCOUNT PRICE APPLIES ONLY TO SEASON TICKETS, WHICH IS TRUE FOR ALL FACULTY AND STAFF. IT IS NOT POSSIBLE TO RECEIVE A DISCOUNT ON THE PRICE OF TICKETS FOR INDIVIDUAL GAMES WHETHER PURCHASED IN ADVANCE OR ON THE DAY OF A PARTICULAR GAME.
6. FACULTY/STAFF DISCOUNT AT THE UIUC COMPUTER STORE (244-0139) FOR PURCHASING COMPUTERS AND SOFTWARE.

NOTE: Be prepared to provide a photo ID in addition to the Allied Organization Staff Identification Card

Tuition & Fee Waiver

Tuition and fee waivers are provided, under the following conditions, for cooperating teachers and administrators who receive assignment of practice teachers, who receive assignment of students meeting the “clinical experience” requirement in teacher education curricula, or who cooperate in research projects related to teacher education. Such persons who register in University courses are exempt from both tuition and the service fee for one semester or summer session for each semester or equivalent of service rendered within two consecutive semesters. The exemption shall apply to the semester or summer session of registration, as designated by the student, which is concurrent with, or following, the term of service, but must be applied not later than one calendar year from the end of the term of service. Concurrent registration on more than one campus of the University or in University extramural courses constitutes one semester or summer session of eligibility for exemption. Use of tuition and fee waivers is contingent upon admission to one of the three campuses of the University of Illinois and/or to one of their academic programs. The tuition and fee waiver will be accepted at any of the three campuses, with the understanding that campuses may reserve the right to restrict the use of undergraduate waivers. Please refer to the CTE website for exceptions and a complete listing of terms.

Approved May 1996 Board of Trustees

All other questions should be directed to Sharon A. Ward, Council on Teacher Education District Liaison, at 217-333-2804, saward1@uiuc.edu; or visit our web site at <http://www.cote.uiuc.edu>.

RESPONSIBILITIES of the UNIVERSITY SUPERVISOR

University supervisors are a liaison between the University of Illinois and the cooperating schools. They are charged with the following responsibilities:

1. The University supervisor will work with the cooperating teacher and the student teaching intern in planning, executing and evaluating the student teaching internship experience.
2. The university supervisor will make observations on at least two separate occasions. Each observation will be followed by a conference to evaluate progress, make constructive suggestions and provide help as requested by the intern and/or cooperating teacher.
3. The university supervisor will determine the intern(s) final grade, taking into consideration the grade recommended by the cooperating teacher.
4. The university supervisor will act as a resource person for the intern. The supervisor should be contacted immediately when a problem or concern arises.

SUPERVISORY OBSERVATION by the UNIVERSITY SUPERVISOR

Expectations of the Student Teaching Intern

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

Expectations of the Cooperating teacher

1. Be present with the university supervisor in the classroom or laboratory to observe the intern teach.
2. Complete the Common Student Teaching Evaluation (mid-term and final report).
3. Complete the Teaching Performance Evaluation form with suggestions for improvement.
4. Participate in a feedback conference with the student teaching intern and the university supervisor.
5. Share any concerns that might strengthen the intern(s) preparation program.

Expectations of the University Supervisor

1. Arrive at the cooperating department in time to adequately review the instructional plans with the student teaching intern prior to the start of classes.
2. Observe teaching with the intent of providing support and encouragement to the intern and the reinforcement of successful teaching.
3. Provide intern with objective feedback on the current state of his/her instructional skills.
4. Analyze what happens in the classroom in terms of the objectives for the lesson.
5. Lead the intern and the cooperating teacher in a feedback conference.
6. Assist the intern and cooperating teacher in diagnosing and solving instructional problems.
7. Complete a midterm and final Common Student Teaching and Formative Assessment of Teaching evaluation.

SUGGESTED INTERNSHIP TIMETABLE

January 5 - April 10*, 2009

1st Day:

- Report to Student Teaching Internship Center
- Visit with administration, teachers, community, etc.
- Identify your personal work area
- Learn about resources available (media, library, community, e-mail, etc.)
- Obtain class rosters, seating arrangements, daily schedule, etc.
- Secure copy of school policy manual and map of area
- Establish rules of the school, department, classes
- Review discipline procedures with cooperating teacher
- Become acquainted with safety procedures
- Identify students with special learning needs
- Establish housekeeping expectations
- Complete School Specific Bloodborne Pathogens Questionnaire (CTE website at <http://www.ed.uiuc.edu/cte>, and mail to University Supervisor).

1st Week:

- Teach 1st class
- Observe the next class(es) you will teach
- Secure teaching materials for next class(es)
- Begin preparing lesson plans for 2nd and 3rd classes
- Conduct at least two SAE visits with cooperating teacher
- Meet with cooperating teacher daily in conference
- Assist cooperating teacher with FFA and other activities
- Submit weekly report

2nd Week:

- Add 2nd class to your teaching load
- Continue daily conferences
- Observe cooperating teacher in his/her classes
- Plan for 3rd and 4th classes
- Conduct at least one SAE visit with cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly report

3rd Week:

- Add 3rd class
- May move to less frequent conference schedule if directed by cooperating teacher (minimum of one per week)
- Plan for 4th and 5th classes
- Conduct at least one SAE visit with cooperating teacher
- Conduct one SAE visit without cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly report

4th - 6th Weeks:

- Add 4th, 5th, and 6th classes (as directed by cooperating teacher)
- Conduct at least one SAE visit with cooperating teacher
- Conduct at least one SAE visit per week without cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly reports

7th - 10th Weeks:

- Assume full teaching load
- Conduct remaining SAE visits
- Assist cooperating teacher with FFA and other activities
- Submit weekly reports

11th - 12th Weeks:

- Begin returning classes to cooperating teacher as outlined by the cooperating teacher
- Complete internship manual and all university reports
- Assist cooperating teacher with FFA and other activities
- Submit weekly reports

* Note: The timeline above is an approximation. Please consult with cooperating teacher to determine what day you are to report to the site. Interns are required to complete 60 days of the internship experience. A day is equal to 1 school day in which all teachers are required to attend per district requirements. School holidays, personal or sick days, and evenings or weekends will not be counted toward the 60-day requirement.

INTERNSHIP SKILLS AND ASSIGNMENTS

Your teaching internship will expose you to a variety of new experiences. As a beginner in the field of teaching, you should carefully record the happenings and events of your entire internship experience and organize them in a notebook. The notebook is a recording of what you have done during your internship, and it will be used as a basis for determining the extent to which you participated in the internship experience and will play a major role in determining your final grade. Therefore, you are encouraged to keep accurate, neat, well organized notebook(s). Your notebook should be available to the university supervisor at every visit, and you will be required to turn it in at the end of the internship. It will be returned after it is graded. The following are some of the items that should be placed in the notebook:

- Calendar of Activities At the beginning of your internship you should prepare a schedule of all the school related activities that you will be engaged in during the semester. The activities schedule should include FFA activities, CDEs, banquets, fairs, professional meetings, and any other school related event in which you might participate.
- Weekly Lesson Outline A weekly lesson outline should be developed to show major units of instruction with tentative beginning and ending dates for each of the units. Your outline must be planned by both you and the supervising teacher so you have a good idea of what and when you will be teaching. A lesson plan book can be used in place of the form provided in the appendix.
- Lesson Plans You are expected to write and use lesson plans for all classroom and laboratory instruction. Daily plans should include objectives, interest approaches, content/instructional techniques and evaluation sections. With each lesson plan, you should include copies of any handouts, transparencies, power points, etc. that you used with the lesson. Review your Ag Ed 420 notes for detailed information on lesson plan writing.
- Weekly Journal You are asked to reflect on the happenings of each week and commit to writing your perceptions of these incidents. You are encouraged to be very open with your thoughts as the aim of the journal is self-discovery. The purpose of the weekly journal is not to simply record the events of each day, but to reflect upon your challenges, problems, successes, and personal growth as a teacher. You want to include what did not work, why, and would you could do differently. These journal entries will be emailed to your university supervisor weekly.
- SAEP Visits You should plan to visit at least 6 students who are involved in supervised agricultural experience programs. On each visit you should use the form provided to record your observations and recommendations to the student. These six visits can include any SAEP visits that you conducted during Ag Ed 350. It is important that you try to visit as many different SAE projects as possible (ex: Production, Placement, Non-traditional).

Idea Bank

Throughout your student teaching internship you will be exposed to many different ideas from your cooperating teacher as well as from other teachers in your section. Use this exercise to record the practices which you would like to use when you administer your own department. You may also want to record those practices that you will choose not to use in your agriculture program as well. You will share these ideas with other teacher candidates during the seminar classes.

It is important that you gain as much as possible through your teaching internship (Ed Pr 442). The following is a checklist of the skills that you should have by the completion of the internship experience:

- Course and Curriculum Development
 - Creating Course Outlines & Descriptions
 - Developing a Curriculum Guide
- Understanding of Teacher Contracts and Stipends
 - Summer Contracts
 - FFA Stipends
- Program Promotion and Marketing Plan Development
 - Establishing a Calendar of Events
 - Developing a Recruitment Plan
- Understanding the Fundamentals of a Quality FFA Chapter
 - Career Development Event (CDE) Preparation
 - Running Meetings Effectively
 - Implementing Activities
 - Developing Chapter Officer Notebooks/Officer Retreat
 - Starting SAE Projects and Record Books
- Understanding School Policies and Procedures
 - Developing budgets and grants
 - Implementing the School Improvement Plan
 - Working with Administration and Support Staff

There will be graded assignments as part of Ag Ed 450 (Seminar Classes) based on the skills developed throughout your teaching internship. Assignments may include creating course descriptions and outlines, interviewing a school administrator, participating in a case study with special needs students, developing a recruitment plan and presentation, etc. Details of assignments will be given to you at a later time.

The Ag Ed 451 Class is devoted to the development of your portfolio which consists of the artifacts and reflections that meet the standards for all Illinois Teachers (Professional Teaching Standards, Language Arts Standards, and Technology Standards). In addition, you will include your teaching philosophy, resume, and work experience verification in the portfolio.

APPENDIX

Orientation Checklist for Student Teachers

Please review the following school and program procedures with your cooperating teacher during the **first week** of the student teaching experience.

School/Program Procedures

- _____ School Calendar
- _____ Bell Schedule; Teachers Hours
- _____ First-Aid; Health Services
- _____ Accident Reporting
- _____ Telephone Use; Long Distance
- _____ Disciplinary Policies
- _____ Media Center & Computer Services for Students & Teachers
- _____ Audio-Visual Services & Materials
- _____ Copying Services & Policies
- _____ Lunchroom Procedures
- _____ Faculty Absence Reporting
- _____ Parking Regulations
- _____ Faculty Meetings; In-Service Opportunities
- _____ Attendance Reporting
- _____ Tardy Policies
- _____ Field Trip Policies
- _____ Requisition Procedures for Supplies, Materials, & Texts
- _____ Equipment Maintenance & Repair Procedures
- _____ Visitor Policies
- _____ Faculty Lounge; Facilities Use
- _____ Home Visitation Policies

- _____ Non-Teaching Responsibilities (e.g., hall, lunchroom, & study hall duty)
- _____ Public Relations; News Reporting Policies
- _____ Emergency Procedure (fire & weather)
- _____ Dress Policy; Students & Teachers
- _____ Tool Control Procedures
- _____ Money Collection & Reporting
- _____ After-School & Weekend Work Policies
- _____ Guidance Services
- _____ Key & Building Security
- _____ Grading Policies & Grade Book
- _____ Lesson Plan Book

School/Program/State Department Information

- _____ FFA Program of Activities
- _____ State FFA & Proficiency Award Applications
- _____ National & State FFA Chapter Award Applications
- _____ FFA Secretary, Treasurer & Reporter Books
- _____ Course of Study; Curriculum Guide
- _____ Advisory Committee Meeting Minutes
- _____ Faculty & Student Handbooks
- _____ Professional Teachers Organizations Brochures & Information
- _____ Annual Program Report
- _____ Salary Schedule for School District
- _____ School District Teaching Application
- _____ Course Outlines for Each Class

INTERNSHIP JOURNAL (WEEKLY REPORT of ACTIVITIES)

Intern

Student Teaching Site (School)

Report for Week : Monday ____ / ____ / 2009 through Friday ____ / ____ / 2009

Directions: Record the number of hours that you engaged in the following activities for each week day as well as weekends. In the weekdays listed below the table, write a brief reflection of your activities and reactions for the day. Then attach the form as a word document and email to your university supervisor on a weekly basis.

Indicate Clock Hours	Observation	Preparation for Teaching	Teaching	Activities Related to Teaching	Administrative Duties	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Sat / Sun						
Weekly Total						

Monday

Tuesday

Wednesday

Thursday

Friday

In addition to emailing this report to your university supervisor, you must log in your timesheet online at the Council for Teacher Education website at <http://www.cote.uiuc.edu>, go to Clinical Experiences, and then go to Student Teaching Time Report Worksheet. The time report must be completed and submitted online or a candidate MAY NOT be certified. Please read the directions carefully, and make hard copies to back up your reports.

**WEEKLY CALENDAR FOR ADVANCED
PLANNING**

Month

- _____
Dates

2009

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Instructional Plan		Instructor:	
Course:			
Unit:			
Competency:			
Lesson Title:			
Estimated Time:			
Terminal Performance Objective:			
Enabling Objectives / Study Questions			
Materials, Supplies, Equipment, References, and Other Resources:			
Situation:			

Interest Approach (Motivation):	
Communicate Objectives, Define Problem or Decision to be Made, <u>or</u> Identify Questions to Investigate:	

Instructor Directions / Materials	Content Outline, Instructional Procedures, and/or Key Questions
Application:	
Closure/Summary:	
Evaluation:	



Intern: _____ Date: _____ Observer: _____

Class: _____ # of students: _____ Class length: _____

Lesson: _____

Performance Rating Scale*

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

*Rating is an indication of performance toward an established standard and should not be interpreted as a letter grade.

Assessment Criteria	Rating	Suggestions/Comments
PREPARATION		
<input type="checkbox"/> Develops clear objectives and expectations (lesson plan)		
<input type="checkbox"/> Subject and learning experiences are organized and structured		
<input type="checkbox"/> Reviews and handles announcements effectively		
<input type="checkbox"/> Creates a positive learning environment		
<input type="checkbox"/> Motivation – creates interest for learning the subject		
<input type="checkbox"/> Communicates objectives verbally and/or in writing; develops problem(s) to solve, decisions to make, and/or study questions		
<input type="checkbox"/> Clarity – explains concepts in concise, clear manner; provides clear directions; illustrates concepts clearly		
PRESENTATION – INSTRUCTION		
<input type="checkbox"/> Provides opportunity to learn stated objectives		
<input type="checkbox"/> Demonstrates technical knowledge of the subject		
<input type="checkbox"/> Uses discussion and distributes questions effectively		
<input type="checkbox"/> Challenges students' thinking – asks higher order questions		
<input type="checkbox"/> Provides opportunities for individual differences		
<input type="checkbox"/> Variety – implements a variety of instructional approaches, teaching methods, and/or instructional materials and resources		
<input type="checkbox"/> Enthusiasm – displays enthusiasm for the subject and teaching and demonstrates the ability to motivate students		
<input type="checkbox"/> Task-oriented – keeps students on task, uses instructional time effectively, and manages behavior in a constructive manner		
<input type="checkbox"/> Closure – summarizes key points and concepts; concludes with definite decision(s) and/or recommendation(s)		
APPLICATION		
<input type="checkbox"/> Provides opportunity to apply and practice concepts/skills		
<input type="checkbox"/> Discusses and evaluates solutions to problems, decisions that were made, and/or study questions		
EVALUATION		
<input type="checkbox"/> Uses appropriate evaluation tools and/or techniques		
<input type="checkbox"/> Provides students with knowledge of their progress and evaluative feedback		

SAE Program Supervision Record

Student Name: _____ Date _____

Travel (miles) _____ Time: _____ to _____

Situation of visit (home, job, assisting with preparation for SAE, etc.)

Description and observation of current SAE program

Suggestions, comments, and instruction offered to student

Future needs, education, support and/or follow-up

Conditions of records (circle one) Excellent Good Poor

Discussed program with parent(s)/guardian(s) during visit (circle one): Yes No

Name(s): _____

Other Notes:

Signatures: _____

Student: _____ Instructor _____

Parent/Guardian _____ Employer _____

Idea Bank

List and describe practices and ideas that you see being used in all areas of the agriculture program. These are ideas that you would like to use when administering your own department. Record at least 15 ideas that work for your cooperating teacher.

	Description of Ideas
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