

STUDENT TEACHING INTERNSHIP MANUAL



***Department of Agricultural and
Extension Education***

VIRGINIA TECH

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Virginia Tech Agricultural Education Student Teacher Manual

This manual has been prepared to guide you in planning for and completing your student teaching internship. It includes a broad range of suggestions and guidelines that will assist you in selecting the activities that will be most important and valuable to you during student teaching. It provides a basis for evaluating your progress toward developing proficiency in the competencies needed by beginning teachers of agriculture. Finally, it provides you with a systematic means of documenting your completion of Virginia requirements for Licensure to teach Agricultural Education. You should become thoroughly familiar with this material before beginning student teaching.

GOALS OF STUDENT TEACHING

For many years, the evidence has been overwhelming that the student teaching internship is the single most important experience in the preservice preparation of prospective teachers. An effective student teaching internship is predicated on several factors: a cooperating center in which appropriate facilities, programs, and students are available; a dedicated, empathetic, and technically and professionally competent cooperating teacher; adequate pre-professional teacher education preparation; and adequate availability of a competent university supervisor. We will make every effort to match you with an appropriate cooperating center and teacher. Your technical expertise and professional goals should be consistent with the curriculum of the cooperating center and cooperating teacher.

The overarching goal of student teaching is to provide to you a supervised pre-professional clinical experience in which you will be expected to apply the technical, theoretical, and pedagogical preparation you have received, in a normative and summative setting. More specific goals are as follows:

1. During the internship, you will gradually assume the full role of teacher in your cooperating center. For at least part of the internship, you will have a full teaching load and you will perform all of the associated duties of a teacher. In essence, you will gradually become a full-time teacher and experience the pressures and challenges associated with that role. This aspect of your internship will result in a minimum of 150 clock hours of supervised classroom and laboratory teaching experience.
2. You will plan, in conjunction with your cooperating teacher, a teaching calendar for which you have adequate technical preparation and which is appropriate within the context of the educational program of the cooperating center.
3. In addition to your teaching responsibilities, you will undertake a planned series of related learning experiences designed to strengthen your professional and technical background. As one component of this series of learning activities, you will observe a variety of teachers and teaching settings and analyze them as they provide implications for your own teaching and professional development. You will conduct in-depth examinations of your community, your school, your fellow teachers, and your students. The learning experiences will be planned jointly among you, your cooperating teacher, and your university supervisor and will form the basis of the Student Teaching Agreement which you will find later in this document.
4. You will develop and demonstrate a reflective approach to professional practice. As a minimum, you will maintain a daily and weekly journal of reflective exercises. Your

cooperating teacher and university supervisor will assist you in reflective self-examinations on a regular basis. Finally you will participate in a post-internship seminar designed primarily to promote continued professional growth through reflective practice.

OVERVIEW OF STUDENT TEACHING

You are beginning a new undertaking. It should be an experience of value and interest to you. Every beginning teacher should cultivate the abilities to work well with other people and to maintain desirable relationships. Proper conduct and desirable professional procedures are essential to all successful teachers

First impressions are important. Be courteous, cooperative, and sincere in your dealings with students, cooperating teachers, administrators, faculty members, school employees, and parents. Be observant of what is done and how it is done in the school to which you are assigned. The student teaching center is our laboratory for practice in teaching.

As a teacher, you must follow the policies and procedures of the school in which you do your student teaching. You should realize that the coming and going of student teachers causes some interruption in the regular school program. The members of the agriculture classes in the school must adjust to a new personality with the arrival of each new student teacher.

At the same time, you have the opportunity to make contributions to the school. You are an added faculty member in the school and as such, you may have additional ideas to present for consideration which can be of value to the educational program.

You will find your cooperating teacher, the school administration, and other persons in the school community cooperative and helpful. Report to the cooperating teacher promptly on your first arrival at the school.

The principal expects you to become one of the teaching staff. Every teacher has certain responsibilities in the total program and you must be willing to do your share in this respect. At the same time, you are not assigned to the school to do "odd jobs" which are not required or expected of other teachers.

The cooperating teacher is your immediate supervisor. Work through him or her in your professional relationships.

Do not hesitate to ask for assistance from the cooperating teacher. If you do not know how to do a particular job, be sure to say so. Obtain help in learning to do it and do not place yourself in an embarrassing predicament by claiming to "know it all."

Do not be afraid to suggest new ideas, but do not be surprised if they are not used. Try to understand why not all of your suggestions and ideas are not used.

Do not wait to be told what to do. After general instructions have been given you, or certain activities planned, proceed to get the job done. Use initiative, but be sure to keep your cooperating teacher informed. He or she will tell you if your activities are inappropriate.

Learn from your cooperating teacher. How does he or she handle situations, problems, learning to work with people in conducting programs? Keep a record of special techniques or devices that are successful.

Attitude

Be observant, willing, dependable, resourceful, enthusiastic, tactful, fair, understanding, and patient. Be discreet in everything you do within the department and between departments. Do not make derogatory comments about students, teachers, the school in general, or other local peculiarities. Do not gossip! Personal appearance is important. Be neat and clean and present a pleasant appearance. Take criticism in the spirit in which it is offered. You are "learning to do," suggestions will be offered for your professional improvement. Continually improve your use of grammar, handwriting, board work, and spelling.

Social Considerations

Dating of students in particular is totally unacceptable. Teachers cannot afford to socialize with students as peers. Remember, you are a teacher, not a student while you are student teaching.

Your Status

It is important to remember that you are not and cannot be the legally contracted agent of your school system while you are student teaching. In terms of liability, the student teacher is a student first and a teacher second. Essentially what that means is that as a student teacher you CANNOT legally accept certain responsibilities in regard to your students. In situations where teacher liability is concerned (such as working in the laboratory or on field trips) your cooperating teacher still retains responsibility for the students' safety, just as though the student teacher were not there. That affects you directly. An example situation should make the implications very clear. If a cooperating teacher were to leave the agriculture department and place the intern "in charge" in the agricultural mechanics laboratory and a student were injured, the courts would likely hold the cooperating teacher and not the intern liable for any damages.

On occasion, student teachers have been used as "substitutes" when the cooperating teacher is absent from the school. **That practice is unacceptable and dangerous** for a number of reasons. Unless the student teacher is paid as a substitute, then he or she cannot be considered a contracted agent for the school. Virginia Tech does not allow the intern to receive pay as a substitute teacher and at the same time receive academic credit for a SUPERVISED internship. Some contracted agent must always be available to supervise the intern and to assume responsibility for the students, whether that agent is another teacher or a hired substitute teacher. This consideration is still valid, but probably not as critical in settings such as bus duty or hall duty. When assigning such responsibilities, be sure to keep in mind that the you, as a student teacher, have no legal authority and must rely on your cooperating teacher's authority because he or she is the contracted agent of the school.

Classes

First contacts are important. Your cooperating teacher will introduce you to each class. Be friendly, sincere, but reserved. Know the name of each pupil by the time you teach your first class.

Provide your cooperating teacher with a copy of your plans for each class at least one week in advance. Plan each lesson in detail and turn the lesson plan in to the cooperating teacher before you teach the lesson. Your cooperating teacher should review and approve each lesson plan in advance.

Prepare your lesson plans carefully. Know what your objectives are for each unit, and how you expect to achieve your objectives. Utilize good teaching techniques. Make your teaching interesting and active for the student. Be creative with audio visual

materials. Remember to build in frequent stimulus variations and active learning in every class.

Secure the cooperation of your class but do not try to do this by being too “easy” or overly friendly. On the other hand, do not be unreasonably strict. Endeavor to maintain an orderly, business-like classroom atmosphere. Do not use testing as a means of punishment. As you gain experience you can more easily direct and supervise classwork which allows greater student activity and freedom.

Other Instructions

You are expected to devote your time to work and activities in the agriculture department and to regular activities of the faculty and school. Arriving early and staying late do not constitute “overtime.” That is just the way we do business in Agricultural Education.

At your student teaching site, you will be expected to “be an Agricultural Education teacher.” That means all kinds of additional responsibilities beyond the classroom and laboratory. If your cooperating teacher is assigned hall duty, so are you. If he or she has faculty meetings, adult evening classes, PTA meetings, parent conferences, Saturday FFA officer meetings, area teachers meetings, and other such professional responsibilities, SO DO YOU. Consider yourself to be a full-fledged faculty member while you are student teaching.

Whenever you leave the school for any reason be sure that you have the approval of your cooperating teacher. Planned absences are to be reported to your cooperating teacher as far in advance as possible.

Learn all you can while at the student teaching center. An agriculture teacher has a challenging job. Get all the experience possible in all phases of the job - organization, teaching, field and laboratory work, supervised agricultural experience programs, continuing education classes, and FFA activities.

Make special efforts to become familiar with:

1. Department class schedules;
2. Department course outlines;
3. School and departmental policies and procedures;
4. Department budget;
5. Department filing system;
6. Department program of work;
7. Sources of supplies and materials;
8. Sources and kinds of reference materials;
9. Agricultural mechanics organization;
10. FFA activities, required records, and reports;
11. Young Farmer organization, required records, and reports;
12. Continuing education programs, required records, and reports; and special administrative policies.

SAE Supervision

Visit some of your students at their homes to become acquainted with their parents and their home situations. Visit students at their home farms or agribusiness locations to follow up instruction. Check on the degree to which your students are carrying out their plans. Give individual instruction in solving problems encountered including problems relating to the lessons taught in group instruction, and other problems they have encounters. Help students identify problems they should be solving.

Continuing Education Classes

Visit young farmers and adult class members to become acquainted with their farming problems or businesses to identify (with them) problem areas in which they need and desire instruction. You must visit young farmer and adults if you expect them to attend classes.

Daily and Weekly Logs

You will be expected to keep a daily journal as part of your student teaching experience. In the daily journal you should record both your experiences, both classroom and laboratory related, and those outside the classroom and laboratory. Your descriptions should be detailed enough that someone reading your journal can tell the depth and breadth of your experiences. Your journal will also be the basis for determining the number of your experiences. Bring our journal to school and be ready to use it as a basis for discussion during your university supervisor's visits. Other materials in your notebook are:

1. Activities to be accomplished while student teaching;
2. Student Teaching Training Agreement;
3. Evaluation form; and
4. The student teacher's daily and weekly journal.

Your Schedule

No later than your third day at your internship site, complete the following Class Schedule and FAX it to your university supervisor. We use this information in determining how to get to your school and when to arrive there on our supervisory visits.

STUDENT TEACHER CLASS SCHEDULE AND OTHER INFORMATION

Student Teacher: _____

Cooperating Teacher: _____

School Phone: _____

School Fax: _____

Home Phone: _____

Complete and fax to 540-231-3824 by 3rd day

	Start Time	End Time	Class Taught	Number of Students	Grade Levels	Comments
Time I Arrive at School						
First Bell						
Period/Block 1						
Period/Block 2						
Period/Block 3						
Period/Block 4						
Period/Block 5						
Period/Block 6						
Period/Block 7						

Directions to school from Blacksburg:

Directions to Agricultural Education Department from Main Office:

STUDENT TEACHING AGREEMENT

Teaching students in classroom and laboratory settings is the primary responsibility of each student teacher. At the same time, the responsibilities of successful teachers of agriculture go far beyond classroom and laboratory instruction. This Student Teaching Training Agreement is designed to assure that the student teacher gains experience in a wide range of those additional areas of responsibility.

Select at least 25 activities from the list in the next section and record them on page two of this agreement form. You must accomplish the activities selected during your student teaching internship. At least one activity must be selected from each general area (A, B, C, etc.). A number of the activities are indicated as "mandatory." Those activities must be included in the list IF they are available at your student teaching site. **For "mandatory" activities** that are not available at the school, we prefer that you accomplish the activity at a nearby school where the activity is available. If that is not possible, **equivalent activities may be substituted, by agreement among all three parties.**

Your cooperating teacher will supervise your accomplishment of the selected activities.. Accomplishments from the list of activities will be recorded and described in the student teacher's journal (daily or weekly logs). When an activity has been completed successfully, your cooperating teacher will initial beside that activity on the list. If an activity cannot be completed, another activity from the same general area may be substituted, as long as all three parties to this agreement accept the substitution. Once the cooperating teacher has indicated approval of the activity, no further formal documentation is required for your university supervisor.

I agree to the list of activities: (Signatures)

Student Teacher _____	Date _____
Cooperating Teacher _____	Date _____
University Supervisor _____	Date _____

THIS AGREEMENT MUST BE COMPLETED AND SIGNED BY ALL THREE PARTIES NO LATER THAN THE FIRST VISIT TO THE SCHOOL BY THE UNIVERSITY SUPERVISOR.

Student Teaching Agreement Activities

#	Activity Menu Item	Description (Describe the actual activity you will complete rather than using the menu item verbatim.)	Cooperating Teacher Approval
1	A ___		
2	B ___		
3	C ___		
4	D ___		
5	E ___		
6	F ___		
7	G ___		
8	H ___		
9	I ___		
10			
11			
12			
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22			
23			
24			
25			

Menu of Student Teaching Activities

Select experiences from the following activities for you to accomplish outside the classroom and laboratory while student teaching. Record the items selected on the Student Teaching Training Agreement and report on the progress and completion of the experiences in the daily log. You must select at least one item from each category.

Items marked with an * are mandatory, **if they are available** at your cooperating center or in a nearby Agricultural Education department. Other activities may be substituted for those marked "mandatory," by agreement among all three parties to the agreement.

The "Other" item under each category may be used as many times as needed.

- A. Experience with continuing education **(1 or 2 required)**
1. * Observe and evaluate an adult class being taught
 2. * Teach an adult class
 3. Advise the young farmer chapter at one meeting
 4. Conduct a case study on an adult student or potential student
 5. Help plan an adult course of study
 6. Recruit five members for an adult class
 7. Other _____
- B. Experience with FFA
1. * Plan and conduct a major FFA activity
 2. Meet with FFA Alumni affiliate
 3. Coach a team or an individual for a contest
 4. Help plan the FFA banquet
 5. Participate in Food for America, PALS, or related activity at a lower level school than the one to which you are assigned
 6. Supervise the completion of one award application
 7. Serve as advisor at one chapter meeting
 8. Other _____
- C. Experience with SAE Programs
1. * Supervise 5 student Supervised Agricultural Experience programs
 2. Establish one new cooperative training station
 3. Establish one student cooperative work experience contract
 4. Conduct an agribusiness case study
 5. Grade student record books
 6. Other _____
- D. Experience with departmental administration
1. * Review the departmental record keeping system
 2. File at least 10 references using the department filing system
 3. Complete the purchase of one item using school approved requisitions and vouchers
 4. Complete one State Department of Education form
 5. Attend an advisory council meeting
 6. Complete two pages of the departmental inventory form
 7. Arrange for a class field trip
 8. maintain competency records for a class of students
 9. Other _____

- E. Experience with counseling students
1. * Interview one guidance counselor - discuss Agricultural Education and guidance programs
 2. Recruit students
 3. Review the permanent records of 5 students in your classes
 4. Review student records kept in the Agricultural Education department
 5. Counsel students on career objectives
 6. Other _____
- F. Experience with exceptional students
1. * Conduct a case study on an exceptional student
 2. Examine an Individualized Instruction Plan (IEP) and discuss with a special needs teacher
 3. Interview a social case worker
 4. Tutor an exceptional student
 5. Other _____
- G. Experience with community involvement
1. * Write a newspaper article
 2. Meet local mass media representatives
 3. Meet professional agriculture personnel in community
 4. Participate in a radio program
 5. Live in community while student teaching
 6. Participate in civic activities
 7. Other _____
- H. Experience with school environment **(1-3 required)**
- 1.* E-mail university supervisor your class schedule no later than day 3 of internship
 2. * Plan and conduct an activity in conjunction with an academic teacher involving discipline integration
 - 3.* Help your cooperating teacher to use his or her Virginia Pen account or other e-mail account to subscribe to the AGED listserv at Tech
 4. Read school faculty handbook and discuss it with cooperating teacher
 5. Teach a class in another department
 6. Complete and submit requests for maintenance
 7. Participate in extra duties
 8. Attend a school faculty meeting
 9. Other _____
- I. Professional development
1. * Observe & evaluate teachers in 5 other depts., including special needs
 2. Attend an area or federation Agricultural Education meeting
 3. Hold a mock job interview with a school administrator
 4. Read professional journals
 5. Become a member of professional organizations
 6. Observe and teach classes for 5 days at the other level school -- MS for teachers in a HS and HS for teachers in a MS
 7. Other _____

GUIDELINES FOR CASE STUDIES

Case Study of an Adult Student ¹

Purpose: The purpose of this exercise is to familiarize yourself with the adult student and their educational needs.

Assignment:

1. Identify an adult learner in your cooperating center. Select a student that is enrolled in the local Young Farmer, adult class, farm machinery repair, or other agriculturally related program.
2. Observe the adult learner for a minimum of one class setting.
3. Interview the adult student, recording your observations in the form of field notes in a journal.
4. On the basis of your observation, interview, and field notes, respond to the items in the checklist below. Organize your notes into a 2-3 page, doubled space synopsis of your observations and state in the final paragraph what you learned.

The checklist provided will assist you with this project. The checklist is a list of questions that you should answer during the activity. The checklist serves only as a guide, any other things you observe that do not fit into one of these specified categories should be included in your synopsis.

Checklist of Questions to Be Answered During your Observations:

1. What is the nature of the adult program? Purpose of the program?
2. Why is the adult student in the program?
3. What needs of the adult student are being met through the program?
4. What methods of instruction are being provided by the teacher?
5. What instructional methods work best with the adult student?
6. How does the adult student interact with other members of the program and the instructor?
7. How is the adult student being observed assessed?
8. What role does the adult student have, if any, in the content of the instruction?
9. What are the similarities/differences between the instruction of the adult student and the high school student?

¹ Developed by Darla Miller

Case Study of an Exceptional Student ²

Purpose: The purpose of this exercise is to familiarize you with special needs students and the accommodations they require to function in a public school setting.

Assignment:

1. Observe a special needs student for a minimum of two instructional periods. One of the two instructional periods must be in a vocational setting and the other in an academic setting. Special needs students may be either disabled or disadvantaged. Examples may be: mental retardation, learning disabled, emotionally disabled, physically disabled, academically disadvantaged, economically disabled, deaf-blind, speech impaired, etc.
2. Interview the student's Special Education teacher. Interview the student's Special Education Aide. Ask to look at the student's Individualized Education Plan (IEP). IN some school systems, this will not be permitted.
3. During both activities, record your observations in the form of field notes in a journal.
4. Based on your visit and interview and using your journal field notes, respond to each of the items in the checklist below in a 2-3 page, double-spaced synopsis of your observations and state in the final paragraph what you learned.

The checklist provided will assist you with this project. The checklist is a list of questions that you should answer during the activity. The checklist serves only as a guide. Any other things you observe that do not fit into one of the specified categories should be included in your synopsis.

Checklist of Questions to Be Answered During Your Observations:

1. What are the special needs of the student that you are observing?
2. What classroom or laboratory accommodations are used to assist the special needs student you are observing? (ex. Instructional aide, modified tools or equipment, more time given for assignments, etc.)
3. How does the teacher provide instruction to the special needs student that you are observing?
4. What are some of the behaviors exhibited by the other "regular" students towards the special needs student you are observing; are the behaviors any different from those exhibited towards other students?
5. Is the special needs student involved in class activities with the regular students or are all the special needs students grouped together?
6. How is the student you are observing assessed?
7. What responsibilities does the classroom teacher have in assisting to develop the students "IEP" (if applicable)?
8. What are the similarities/differences between the instruction and assistance the special need student receives in the vocational class verses the academic class?

² Developed by Brian Ashby

Case Study of an Agribusiness

Purpose: The purpose of this exercise is to familiarize you with one significant agribusiness and its owner or manager in your cooperating center community.

Assignment:

1. Identify an important agribusiness in the local community.
2. Personally contact the owner or manager of the business and schedule a time when you can visit the business and discuss it with that person.
3. Visit the business and interview the manager or owner, recording your observations in the form of field notes in a journal.
4. Based on your visit and interview and using your journal field notes, respond to each of the items in the checklist below. Next, organize the notes you made in a 2-3 page, double space synopsis of your observations and state in the final paragraph what you learned.

The checklist provided will assist you with this project. The checklist is a list of questions that you should answer during the activity. The checklist services only as a guide, any other things you observe that do not fit into one of the specified categories should be included in your synopsis. Do not be surprised if the business owner/manager cannot or will not provide parts of the information requested.

Checklist of Questions to Be Answered During Your Observations and Interview:

1. What is the nature of the business? Major clients? Primary products or services?
2. What are the name, title, address, and phone number of the person you are interviewing?
3. How many employees are there? Full time? Part time? Seasonal? Year round?
4. What can the local Agricultural Education program do to help meet the needs for trained workers for the business?
5. What could the business do to help the local Agricultural Education department better accomplish that job training task?
6. Would the business be appropriate to provide SAE training stations?
7. Complete the following information for each different type of job in the business.

Job Title	Special Skills or Training Needed for Job	No. of Workers	Weekly Hours	Expected Openings 1 yr., 2 yrs., 5 yrs.

WEEKLY LOG

name: _____ DATES _____ - _____

Complete a copy of this form on the last day of every week that you work. Retain the copies for discussion with your university supervisor. Mail the logs to Dr. Camp at the end of the internship.

6. The biggest problem I ran into this week was:

7. The way that I handled (or plan to handle) it was (is):

8. The biggest success I had this week was:

9. I learned this about teaching this week:

Licensure record:	
Hours (or periods) taught this week	_____
Hours (or periods) observed this week	_____
Hours of other school-related work completed this week	_____

EVALUATIONS

Daily Teaching Evaluations

At least once weekly, ask your cooperating teacher or a school administrator to formally evaluate a class for you. Your university supervisor will evaluate at least one class on each visit. You may use your local school's evaluation form. If that is unavailable, an evaluation form you may use is included on the following pages. This is the form your university supervisor will use.

Final Evaluation of Internship

At the end of your student teaching internship, your cooperating teacher will complete a Final Evaluation and submit it to your university supervisor. This evaluation will become a part of our permanent file and is very important. You should request an interim, informal evaluation sometime near the middle of your internship to determine areas of strength and areas in which you might put more effort. A copy of the final evaluation form is included after the teaching evaluation form.

DAILY TEACHING EVALUATION
VIRGINIA TECH
AGRICULTURAL EDUCATION

Teacher: _____ Date: _____ Evaluator: _____

Title of Lesson: _____

Objective(s): _____

Rating Scale: (Circle Your Response)
P = Poor, F = Fair, G = Good, E = Excellent

	RATING
<p>1. Preparation for Class: The teacher had planned the lesson in advance. Everything was on hand for the class to start on time Lesson plans were complete, logically organized, and based upon an accurate assessment of student needs and abilities.</p>	<p>P F G E P F G E P F G E</p>
<p>2. Set Induction Phase The teacher aroused the interest of the students in the lesson. The teacher maintained the interest of the students in the lesson. The teacher provided appropriate advance organizers to the students The teacher appropriately reviewed previous instruction or evaluated student readiness for the current lesson.</p>	<p>P F G E P F G E P F G E P F G E</p>
<p>3. Instruction Phase: The teacher's questions helped students to think and reason. Teacher was positively responsive to students' needs, concerns, and questions Teacher use appropriate instructional materials and teaching aids. Proper pacing of instruction was evidenced throughout the lesson. The teacher's expression, verbal and nonverbal, reinforced desirable student behavior. There was evidence of rapport between the teacher and students Student practice and application were included in the lesson. Adequate stimulus variation was provided</p>	<p>P F G E P F G E P F G E P F G E P F G E P F G E P F G E P F G E</p>
<p>4. Closure Phase The teacher included an appropriate summarizing activity for the lesson. Evaluation of students' progress in achieving the performance objectives was included. Advance organizers for subsequent instruction were provided</p>	<p>P F G E P F G E P F G E</p>
<p>5. Overall Rating of Instruction</p>	<p>P F G E</p>

8. *Comments:*

9. *Strong Points:*

10. *Suggestions for Improvement:*

Student Teacher Intern Evaluation
Department of Agricultural and Extension Education
Virginia Tech
Blacksburg, VA 24061-0343

Teacher Intern _____ Semester _____ Year _____
 Cooperating Teacher _____ School _____
 Program and Grades Taught _____

This evaluation is modeled after recommendations from the Interstate New Teacher Assessment and Support Consortium (INTASC). It is important for evaluators to recognize that this evaluation should focus on what *beginning* teachers should know and do. Please complete the following evaluation in those areas which you have observed using the following scale and descriptors:

- 3 *Distinguished:* Consistently observed; exceeds expectations for a beginning teacher.
- 2 *Proficient:* Frequently observed; meets expectations for a beginning teacher.
- 1 *Basic:* Occasionally observed; minimally meets expectations for a beginning teacher.
- 0 *Unsatisfactory:* Not observed: does not meet expectations for a beginning teacher.

I. Teachers are Committed to All Students and Their Learning

- _____ The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
- _____ The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Comments:

II. Teachers Know the Subject and How to Teach Those Subjects to Students

- _____ The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
- _____ The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.
- _____ The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- _____ The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom

Comments:

III. Teachers are Responsible for Managing and Monitoring Student Learning

- _____ The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- _____ The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Comments:

IV. Teachers Think Systematically about Their Practice and Learn from Experience

- _____ The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- _____ The teacher intern responds well to constructive feedback.

Comments:

V. Teachers are Members of Learning Communities

- _____ The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students and well being.
- _____ The teacher intern demonstrates a professional attitude toward the community by learning and adhering to school policies.

Comments:

Total score: _____

- 36-31** *Distinguished:* Candidate's overall performance exceeds expectations for a beginning teacher
- 30-24** *Proficient:* Candidate's overall performance clearly meets expectations for a beginning teacher
- 23-12** *Basic:* Candidate's overall performance minimally meets expectations for a beginning teacher
- 11-0** *Unsatisfactory:* Candidate's overall performance does not meet expectations for a beginning teacher

Based upon my contacts with this teacher intern:

_____ I recommend _____ for a teaching job.

_____ I do not recommend _____ for a teaching job.

Signature _____ Date _____

Report completed by (x):

Cooperating Teacher _____

University Supervisor _____

Teacher Education Coordinator _____

SUMMARY OF STUDENT TEACHING INTERNSHIP¹

Complete this form and mail it to Dr. camp at the end of the student teaching internship.

Name	_____
Semester	_____
School	_____
Cooperating Teacher	_____
Principal	_____
University Supervisor	_____

Number of Activities on Training Agreement Completed _____

Number of Activities on Training Agreement Not Completed _____

Total Hours or Periods Taught (Minimum 150 Required) _____

Total Hours or Periods Observed _____

Total Hours of other Supervised Experiences _____

TOTAL HOURS (Minimum 300 hours required ²) _____

Signatures:

Cooperating Teacher _____

Student Teacher _____

Detach this page from the manual or make a copy and submit it to:

Dr. Bill Camp
 Agricultural Education
 288 Litton Reaves Hall
 Virginia Tech
 Blacksburg, VA 24061-0343

This form must be returned before credit before student teaching is complete.

1 This summary provides documentation for application for licensure in Agricultural Education

2 The 300 hour requirement is in addition to the 40 hours required in the Field Study Practicum

STUDENT TEACHING ASSIGNMENT CHECKLIST

1. **Student Teaching Agreement Completed** - Submit a copy of the agreement with all items properly initialed by your cooperating teacher during the **1st visit** by your University supervisor.
2. **Daily and Weekly Logs** - All logs must be completed and up to date by each visit of your University supervisor. Your University supervisor will check logs during each visit. Final logs will be completed and submitted to Dr. Camp at the May Seminar.
3. **Summary of Student Teaching Experiences** - This report should be completed and submitted to Dr. Camp no later than the May seminar. Be sure that both you and your cooperating teacher sign the form before it is submitted.
4. **Required Student Teaching Agreement Activities** -
 - a.
 - *1. Teach an adult class* - enclose a copy of your lesson plan and teaching materials for this class, or
 - *Observe and evaluate an adult class being taught* - enclose a copy of your evaluation if an observation is completed for the assignment.
 - b. *Plan and conduct a major FFA activity* - enclose a full description or other evidence showing what was done to accomplish this activity.
 - c. *Supervise 5 student SAE programs* - identify the students visited and describe what was done on each supervisory visit.
 - d. *Review the departmental record keeping system* - 1) enclose a description of the system which you reviewed **or** 2) get your personal VA PEN ID number and e-mail your University supervisor at: burkesr@vt.edu, wgcamp@vt.edu, or hillison@vt.edu.
 - e. *Interview a guidance counselor* - discuss Ag. Ed. and guidance programs. Write a summary of this interview and provide other appropriate description of what occurred.
 - f. *Conduct a case study of an exceptional student* - provide a written copy of your case study.
 - g. *Write a newspaper article* - include a copy of the printed article, the date, and paper in which the article appeared.
 - h. *Read the school faculty handbook and discuss it with the cooperating teacher* - Enclose a brief summary statement indicating what was in and discussed about the handbook.
 - i. *Observe and evaluate 5 teachers in other departments in the school* - Enclose a brief description of each visit and your evaluation of the class. Some of these visits may have been made prior to student teaching.
5. **Student Teacher Notebook(s)** - A part of your internship grade will be derived from the materials you prepared and used during the internship period. You were instructed

to organize and keep these materials in a notebook(s). Bring or mail the notebook(s) to arrive at your University supervisor's office on or before the Monday prior to graduation. They will be ready for pick-up by the Monday after graduation. **Any notebooks not picked up by July 1 will be discarded unless you make other arrangements.**

HELPFUL HINTS FOR STUDENT TEACHERS

Maintaining Classroom Discipline ³

1. Learn all you can about your students' previous school experiences (but do not let this information bias you).
2. Be prepared for class. As a matter of fact, prepare too much material each day. Ten seconds of idle time can develop into ten minutes of problems.
3. Start the class on the bell with real class work.
4. Set up the room to encourage good discipline. Make sure you can get to every one in the class. Use a seating arrangement.
5. Accept the responsibility for maintaining the discipline in your class.
6. Believe it or not, don't see and hear everything. Learn to tolerate some noise and movement.
7. Keep your rules simple and clear. Make certain that everyone understands what you expect.
8. Keep your rules to a minimum; basic rules are needed, but many rules have no real purpose.
9. Enforce all of your rules consistently every day, every time.
10. Learn to distinguish between discipline problems and other kinds of problems.
11. Approach teaching in a serious and businesslike manner. Be a good and neat dresser, be businesslike, and be friendly.
12. Avoid threats; provide warnings and consequences.
13. Avoid head on confrontations (stay calm).
14. Make all class assignments clear and reasonable.
15. You're a fool if you punish the entire class for the actions of a few.
16. Never say anything to a student in front of a class that you would not say in the presence of his or her parents.
17. Never, never, never humiliate a student in front of others.
18. Students have plenty of buddies. Don't be a buddy; be a teacher.
19. Don't be afraid to apologize.

³ Source: Rush, W. J.. (1983, February). Discipline: The greatest killer of teachers. *NASSP Newsletter*. Reprinted with permission

20. Use the telephone. Let the parents work with you.
21. Never argue with a student in front of the class. The odds are 25 to 1 that you will lose.
22. Be enthusiastic; enthusiasm is contagious.
23. Don't be a screamer. A barking teacher does nothing but make noise.
24. Don't make study a punishment. You cannot motivate a student to "learn a punishment." Think about this statement.
25. Know your students' hobbies, interests, problems, and friends; show a sincere interest in these things.
26. Keep administrators informed when dealing with problem students.
27. Record everything.
28. Find out your principle's philosophy on discipline.
29. Learn to ignore little things.
30. Stop and think before you do anything.

50 Tips on Motivating Students ⁴

1. Know your students and use their names as often as possible.
2. Plan for every class; never try to wing it.
3. Pay attention to the strengths and limitations of each of your students. Reward the strengths and strengthen the weak spots.
4. Set your room in a U-shape to encourage interaction among the students.
5. Send lots of positive messages with posters, bulletin boards, and pictures.
6. Be sure that your classroom is comfortable; check the air circulation, temperature, lighting, and humidity.
7. Keep the laboratory well-organized and efficient.
8. Vary your instructional strategies; use illustrated lectures, demonstrations, discussions, computers, tutoring, coaching, and more.
9. Review the class objective each day. Be sure the students see how the entire program moves along.
10. Make your instruction relevant. Be sure your students see how the content relates to them and the world of work.
11. Open each presentation with an introduction that captures the interest of your students.
12. Move around the room as you teach; walk energetically and purposefully.

⁴ Source: Sullivan, R., & Wircenski, J. L. (1988). 50 tips on motivating students. *Vocational Education Journal*, 63(3), 39-40. Reprinted with permission.

13. Be expressive with your face. SMILE!
14. Put some excitement into your speech; vary your pitch, volume, and rate.
15. Use demonstrative movements of the head, arms, and hands; keep your hands out of your pockets.
16. Use words that are highly descriptive; give lots of examples.
17. Accept students' ideas and comments, even if they are wrong; correct in a positive manner.
18. Maintain eye contact and move toward your students as you interact with them; be sure to nod your head to show that you are hearing what they say.
19. Give lots of positive feedback when students respond, offer their ideas, perform a task correctly, come to class on time, and bring their materials to class.
20. Foster an active vocational student organization.
21. Use appropriate humor in your teaching and in tests to relieve anxiety.
22. Post program-related cartoons, and use them on overheads and in handouts.
23. Provide opportunities for the students to speak to the class.
24. Be available before class starts, during break, and after class to visit with students who wish to see you.
25. Return assignments and tests to students ASAP. Be sure to make positive comments and suggestions.
26. Teach by asking lots of questions during introductions, presentations, demonstrations, and laboratory work.
27. Plan laboratory activities so that all of the necessary tools, equipment, and materials are available when the students are ready to use them.
28. Give the students an opportunity to participate in the organization and management of the laboratory.
29. Be aware of those students requiring assistance and then see that they get it.
30. Maximize the use of time so that the students keep busy with productive, relevant activities.
31. Be a model of the work ethic in your dress, language, support of the school, and respect for the profession.
32. Be consistent in your treatment of students.
33. Make sure that your tests are current, valid, and reliable. They must be based on your curriculum objectives.
34. Organize a "student of the month" award.
35. Invite parents, advisory committee members, and school administrators to visit your program for special activities.

36. Plan relevant study trips out of the school.
37. Bring dynamic subject matter experts into your program.
38. Recognize appropriate behavior and reward it on a continuing basis.
39. Use a surprise, such as an interesting film, special break, or similar activity, to reward the class for good behavior.
40. Use games and simulations to spark interest, provide a break in the routine, and to supplement a unit in your curriculum.
41. Praise students in front of the class but reprimand them in private.
42. Explain why rules are used, why activities are important, and why some requests must be denied.
43. Involve all of your students in your teaching.
44. Provide clear directions for program activities and assignments.
45. Plan around fifteen three-minute cycles. Students have difficulty maintaining attention after a longer period of time.
46. Provide opportunities for the students to read alone and in a group.
47. Make home visits (in the summer) for new students entering your program.
48. Send "happy-grams" home to parents periodically.
49. Use task and job sheets to help students remember the steps to perform skills.
50. Be enthusiastic about yourself, your students, and your profession.

Some Thoughts about Secondary Students ⁵

As a university supervisor of student teachers in marketing programs, I observe and listen to a lot of frustrations on the part of the student teachers and I often hear those same frustrations in other settings from practicing teachers. I decided to stop and think about the other side of the coin, the student's side. As I reminisced on my years of teaching high school, I wrote down some thoughts about students. I share these with our student teachers at our seminars and now I would like to share these thoughts with you. I ask you to read slowly and think about each one.

Students sit in class day after day six to seven hours for one to twelve years or more with only five-minutes between classes.

Students are very social, especially at the high school age. They come to school anxious to see and talk to their friends, but most school schedules do not allow for this

⁵ Written by Betty Heath-Camp as class notes for students in her teaching methods courses at Virginia Tech. Reprinted with permission.

interaction. So, if given the slightest opportunity during class, what can we expect but interaction. Even we don't care for three hour graduate classes, especially if they are boring.

Students experience good and bad teaching.

Many teachers are very well prepared and present a variety of good learning activities. However, there are also many who are not prepared and either do not care how the material is presented or just do not know how to deliver good instruction. Often students cannot see relevance in what they are learning.

Students experience positive and negative attitudes on the part of the teacher.

In my lifetime of classes and observations, I have observed many teachers who love what they are doing. These are the ones who belong in the classroom. Yet it seems as though there are others who hate being where they are. Many teachers seem to take this attitude out on the students. Maybe these teachers should reassess their careers.

Students experience good and bad home environments.

Some students have been awake all night listening to their parents fight or they have worked half the night trying to help support their brothers and sisters. For some, the only procedure they know for obtaining what they want is violence, for that is what they have seen in the home environment.

Many students have poor self-images and are very insecure.

There are students who have never received a positive comment from anyone in their lives. They are "marked" as bad buys who will never amount to anything. Often these students have been brought up by parents who never offer any praise and the only feedback they get is how stupid and lazy they are. I wonder how secure we would be with our self-images if we dealt with that kind of feedback on a regular basis.

Some teachers give nothing but negative reinforcement.

For some reason some teachers' only feedback to the students is negative. Instead of building up the good things the students do, the teachers dwell on the wrong things students do. Usually this happens even more to the students who have poor self-images.

Many students are frustrated and have anxieties about life in general.

Even students who come from solid, loving family backgrounds experience these feelings. These feelings vary among students, but the feelings are there. High school

students are in between being a kid and a grown up and often the adults around them are the ones who try to make the decision as to which they should be at any given time.

Some students have emotional or physical problems.

It would serve us and the students well to be familiar with the students' backgrounds-culturally, socially, and physically. This would help us to understand if there is a reason why the students behave the way they do or if there is a reason why they do not learn as well as others.

Students often have to put up with the moods and quirks of their teachers, sometimes more than once in a day.

Depending on the school schedule, students may experience six to eight different teachers in one day. Some teachers are gremlins on a regular basis and others bring their problems to school and they show their moods in the classroom. What kind of mood would you be in if you experienced this four times in one day, five days a week?

Students are constantly comparing themselves with each other.

It seems that in our society the smart, good looking, and the wealthy are usually more acceptable to peers, administrators, and teachers (for some reason, this seems to be human nature). Students know that; and, if they are not among the favored, their self images are poor thus affecting their attitudes.

Some students think in terms of traditional roles.

This quite often causes conflict among students on the definition of male and female roles. Some girls and guys still think in terms of getting married and the female not working. In today's society, this is becoming less and less the norm. Teachers and parents send mixed signals which cause further confusion. Today's female is growing up with the feeling she should be everything to everyone: a wife, a mother, a professional, and a homemaker.

Often the classroom environment is not good.

Many classrooms have bad lighting, hard chairs, uncontrollable temperature, and crowded condition. The walls are dingy and the seats are poorly arranged.

In conclusion

We wonder why students are resistant and often bored and why they resist learning and authority. We want them to be model students and model people. I ask you, are we model teachers? Do we offer the students a model environment? Think about it.

Time Management Hints ⁶

1. Always keep your lesson plans done at least a week ahead for every class. Get them done on weekends and leave the weekdays for last minute details in getting ready for class. You will find that this in itself is a stress reliever.
2. Keep your lessons organized for each course. Once you get through your first year of lesson plans, the following years will get easier.
3. Keep a calendar and keep it up-to-date. Always note appointments, meetings, or reminders. Try to have your calendar with you at all times.
4. Learn to say no to the requests that are not important to you or your students or that are not requirements of your job.
5. Keep yourself and your program organized. Your materials can very quickly get disorganized and become stacks of items around your office.
6. Set up a filing system that you can understand and use effectively and efficiently. If you set up a filing system for both your curriculum and the management of your program, you will find yourself spending less time looking for items. Your curriculum file can be set up prior to your developing your lessons. As you develop lessons, just drop your materials in the appropriate file. Have empty file folders ready to label and file materials you need to keep.
7. Make a daily to-do list. Set priorities by numbering your items in order of importance. Remember to be realistic about how much you can accomplish in one day. Keep your list where you are able to see it clearly. Use the 80/20 rule (80 % of the value comes from doing 20 % of the items).
8. Don't waste time worrying about things out of your control. Do something about the things you have control over.
9. Use your time wisely and to your advantage. "Waiting time" can be used to accomplish small tasks or take small chunks out of the larger ones.
10. Remember these truths:
 - "Tomorrow begins with no mistakes."
 - "Procrastination can steal your dreams."

⁶ Heath-Camp, B., Camp, W. G., & Adams, E. (1992) *Professional development of beginning vocational teachers: Beginning vocational teacher handbook*. Berkeley, CA: The National Center for Research in Vocational Education. Reprinted with permission.