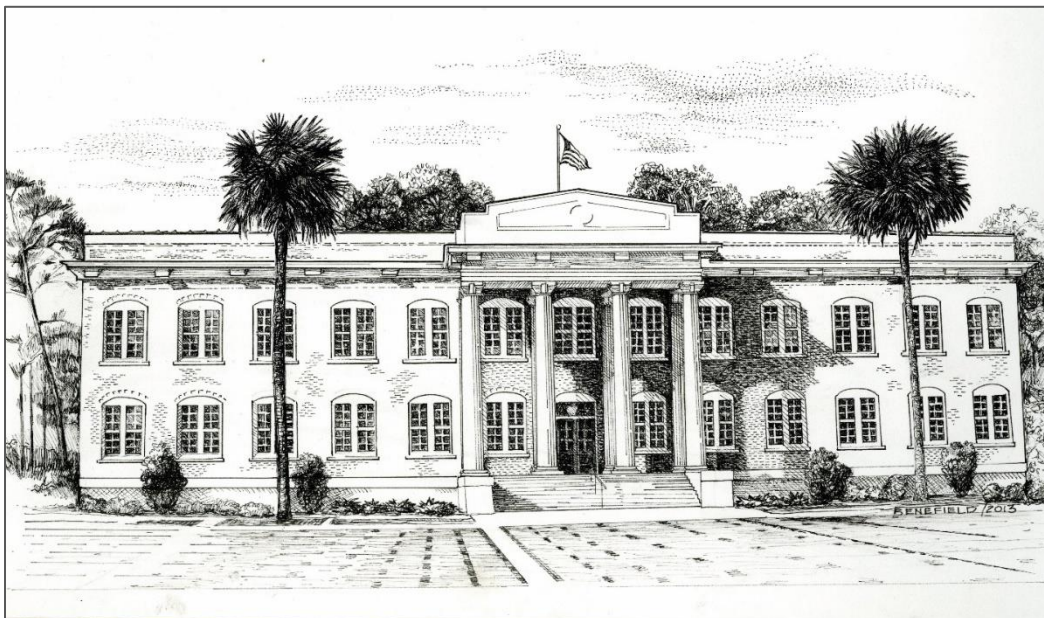




**Example: Early Clinical Experience
in
Agricultural Education Handbook***

AGED 4010



Revised Spring 2022

* The contents of this document are subject to change at the discretion of the ABAC Ag Ed Faculty

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Overview of Early Clinical Experience

Course Requirements: To successfully complete AGED 4010, the following are required:

Early Clinical Experience is a course designed to provide students experiences well beyond observation hours completed in earlier classes. This course is a more structured experience in which the student becomes engaged in the teaching and learning experience. This experience is the next step in teacher preparation beyond mere observation. Students will reflect on their experiences, prepare written reports outlined in this document, and discuss and debate their experiences in class with their peers.

Placement for Early Clinical Experience:

Students will be assigned to early experience sites and should not attempt to find a school placement on their own. Students must not contact local schools or individual teachers concerning early experience placement until officially assigned. Instructors and officials of ABAC will correspond with local school officials and teachers concerning early experience placement. Students will receive official notification from the ABAC Education Department of placement and be granted permission to contact the supervising teacher at the school.

Assignments will be made only after students are fully admitted to the ABAC Teacher Education program and obtain a Pre-Service Teaching Certificate from the Georgia Professional Standards Commission (PSC). See the requirements for program admission for more details.

Class Attendance Policy:

The EDUC class will meet two hours per week during the semester. Attend ALL classes. Be on time. Communicate with instructor, after the fact is too late. Absence must be documented and approved. Leave Form is accessed at GA View course home page is expected. Minus five points per absence from Attendance Grade and three tardies = one absence.

At each class attendance, students will report on and discuss their experiences in the schools. The sharing of experiences and group reflection of the past week's experiences are important to the mindset and general development of pre-service teachers.

Hours of Engagement:

Complete a minimum of 50 hours of engagement with your assigned teacher and classes. Although observation is a part of the experience, the student must strive to become engaged as a participant in the teaching and learning process. These are not observation hours, but hours of engagement in the classroom and laboratory.

Assigned School:

Candidates wishing to student teach in a high school will be assigned to a middle school and candidates wishing to student teach in a middle school will be assigned to a high school for early clinical experience. Student preferences will be considered, but the instructor will make the final decision on assigned schools. Each observation should be two class periods/hours or longer. For any one visit or event, not more than eight hours may be counted.

Dispositions Assessment:

Candidates will be evaluated on their written reports for the required activities as well as their professional behaviors and dispositions using the dispositions assessment rubric. Candidates will be assessed by faculty twice during the semester: first, a week before mid-term, and again between weeks 11 and 12. Candidates who do not score '2' (Meets Expectations) will be assigned remediation assignments.

Definitions

Early Clinical Experience – A Senior-level, school-based experience prior to student teaching, organized and directed by ABAC faculty in Ag Ed. During this time, students are placed in an accredited public or private school under the supervision of a qualified supervising teacher and ABAC faculty.

Early Clinical Experience Students, Pre-Service Teachers, or Teacher Candidates – Students who have been admitted to Teacher Education and are observing in agriculture classrooms. Early clinical experience students participate in a variety of field experiences in a classroom setting and under the guidance of a supervising teacher as part of the course AGED 4010 at ABAC. These experiences occur prior to the student teaching semester and help acclimate the student to the classroom.

Supervising Teacher or Cooperating Teacher - The supervising teacher is a certified Agriculture Education teacher in a school system, hosting an early experience student. This teacher is responsible for assisting in the professional development and growth of the early clinical experience student by demonstrating teaching skills and other duties of an agriculture education teacher. The supervising teacher works with the ABAC Supervisor to support and evaluate the early clinical experience student.

Written Reports:

The student will be responsible for many submissions throughout the semester. These include a final written report on each of the required activities and a time report validated by the supervising teacher.

Required Activities and Written Reports are:

The School and Community

- Activity 1: Description of the School
- Activity 2: Agriculture Industry in the Community
- Activity 3: Diversity in Agricultural Education and the School

The Agriculture Education Program

- Activity 4: Agriculture Education Program Overview
- Activity 5: Extended Year/ Extended Day

Teaching Resources and Support

- Activity 6: Instructional Materials
- Activity 7: Teaching Facilities
- Activity 8: Special Needs and Support Case Study

Observation of Teaching

- Activity 9: Observation of an Agriculture Teacher
- Activity 10: Student Survey on Teaching and Learning

FFA Activities

- Activity 11: FFA Member Interview
- Activity 12: Program of Activities Review
- Activity 13: SAE Student Interview

Teaching Experiences

- Activity 14: Agricultural Literacy Lesson (*Signature Assessment #4*) *****

Summary

- Activity 15: Summary of Early Clinical Experiences

*The Signature Assessment is a mandatory requirement for the course. This item may **NOT** be substituted by alternative activities.*

Students in AGED 4010 are required to complete all activities. If for some reason one or more of the required activities cannot be completed, the student may select alternative activities from those listed in the Alternative Assignment section. However, substitutions must be approved in advance by the professor.

Early Clinical Experience Expectations

Students engaged in clinical practice are representing Abraham Baldwin Agricultural College, themselves, and the Agriculture Education profession. Teacher candidates are expected to abide by the professional and ethical guidelines of the Agriculture Education profession and Georgia Professional Standards Commission (Rule 505-6-.01).

Students will complete the ABAC Quality Assurance Agreement (QAA) before they observe in public school classes as part of the early experience program or student teaching. Purpose of the QAA is to establish a clear understanding by the student of expectations of them in the Teacher Education Program and clinical experiences in the public schools. The QAA specifies the principles of professional conduct and ethical behavior the student agrees to uphold.

ABAC teacher candidates will demonstrate a commitment to professionalism in the Agricultural Education profession in coursework and all educational activities, including early clinical experience and student teaching.

The following are excerpts from the QAA that apply specifically to students in the early experience program. The candidate understands and agrees to:

1. Obtain a pre-service teaching certificate prior to early field experiences.
2. Abide by the Georgia Professional Standards Commission (GaPSC) Code of Ethics.
3. Exhibit a professional relationship with the supervising teacher, other faculty, students, staff, school administrators, and community members.
4. Seek advice of the supervising teacher, ABAC supervisor, and school administrators, and respond positively to constructive criticism and feedback.
5. Be on time for all classes, meetings, and events.
6. Notify their ABAC supervisor as soon as possible if problems arise.
7. Keep the supervising teacher informed of activities and problems.
8. Demonstrate initiative, independent thinking, and problem-solving skills.
9. Seek out additional and varied learning experiences beyond program requirements.
10. Work cooperatively and professionally with faculty and other school personnel.
11. Meet obligations, deadlines, and other responsibilities on time.
12. Accept responsibility for his/her own decisions and actions.
13. Maintain a professional appearance and talk as a professional.
14. Acknowledge the supervising teacher as their first line of reporting and maintain good communications with the supervising teacher.

Teacher candidates should be aware that hosting an observer during early experience creates disruptions of the regular school program. Be genuinely courteous, cooperative, and sincere in dealing with cooperating teachers, administrators, faculty members, school employees, students, parents, and the public. Students should demonstrate the ability to work well with other people and to maintain desirable relationships. Appearance and conduct should be acceptable for professionals in the Agricultural Education profession.

Teacher candidates should dress, talk, and act as a professional. Additionally, students must demonstrate a professional attitude in all contacts within the school and community. Observers are expected to maintain a friendly, but professional relationship with students and should not associate with students outside of school, except in the role of a teacher candidate under supervision of the cooperating teacher.

Teacher Candidate's Role at the Cooperating Site

As a participant in AGED 4010, you are a special guest at the cooperating site. Cooperating teachers are devoting time and effort on your behalf. It is your responsibility to behave in a professional manner. Please consider the following guidelines:

1. State law requires all visitors in public schools to sign in initially at the office.
2. Actively explore settings, approaches, and teaching strategies. Raise questions with learners, educators, and other site personnel. Challenge your own ideas about “good” education practices by seeking and evaluating other points of view. Try to avoid snap judgments.
3. Discuss your role with the cooperating teacher and with other staff with whom you are working. Determine their expectations for your involvement in structured activities and in problem situations. (i.e. what should you do if you see learner having difficulty with an assignment? If you see a fight break out in the halls? If a learner violently disagrees with you and interrupts your presentation?)
4. You are expected to maintain a high level of professionalism. If, at any point during your clinical experiences, a member of the staff at the school questions your actions, ABAC Agricultural Education faculty will take appropriate measures. This may include removal from the program if the behavior warrants that decision.

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

(b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(e) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(f) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(g) “Revocation” is the invalidation of any certificate held by the educator.

(h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(m) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and

2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc.).
(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days

from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) Standard 10: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended,

or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Activity 1

Description of the School

This report should provide a general overview of the school system. Use the following to guide your research and development of the report.

Activities:

1. Be sure to cover the basic statistics of the system, school size, ethnicity of the students, number of teachers, etc.
2. What programs in academics are offered?
3. What programs in Career, Technical, and Agricultural Education are offered?
4. What are the distinguishing characteristics of the school?
5. What is the graduation rate?
6. What percentage attend college?
7. How does this school compare to other schools in the state?

Activity 2

Agriculture Industry in the Community

This activity can be completed prior to visitation to the school. Statistics for the community can be found on the internet utilizing various websites. The finished report should give the reader a general knowledge of agriculture in the community.

Activities:

1. Begin the report with a general description of the community.
2. What type of production agriculture is carried out in the community?
3. What off-farm agriculture is present?
4. How many processing plants, florists, nurseries, sawmills, etc. are present?
5. How does this community compare to others in agriculture, income, population, etc.?
6. Are there major historical events, soil types, climate, population, transportation, etc. that affects agriculture in the community?
7. Write a summary of agriculture in the community.

Activity 3

Diversity of Agricultural Education and the School

For this activity, students will compile data on the diversity in their assigned school and in the Agriculture Education Program.

The finished report should include definition and explanation of diversity. In addition, the report needs to include more than just data on gender and race. The socioeconomic diversity of the community should be explored. How does the Ag Ed program compare to the school?

Activities:

1. Secure data on diversity in the Ag Ed program and school.
2. Define diversity and provide an in-depth explanation.

Activity 3 (cont.)

3. Secure and present data on diversity of the Agriculture Education program and the school in a table.
4. Prepare a reflection piece concerning the impact of diversity on education, especially in an Agriculture Education classroom.

Activity 4

Agriculture Education Program Overview

For this activity, it may be best to begin with a general discussion with the supervising teacher. The student may want to record the audio of the interview. The audio recording can be used to prepare the report. The finished report should give the reader an overall view of the program.

Activities:

1. Interview the supervising agriculture teacher and other agriculture teachers in the school.
2. What are the program components? (i.e., YF, number of teachers, percent of FFA members)
3. What courses are taught and what pathways are offered?
4. Does the teacher(s) meet Program of Work standards? Explain.
5. Prepare a reflection piece concerning your overall impression. Success of the program, its standing in the community, etc. Also, include what you think would improve the program. What is the teacher's perception of the school administration support and community support?

Activity 5

Extended Day & Extended Year

This report requires you to discuss Extended Day and Extended Year contracts and activities with your supervising teacher. The finished report should include a list of major extended day and extended year activities and the number of hours and days (estimated) allocated to each activity.

Extended Day:

1. Interview the supervising teacher about their extended day and extended year contracts.
2. How many hours of extended day is the teacher contracted to work? Are there options, such as one-half hour extended day or more or less? What source of funds pay for extended day services?
3. What activities count as extended day, i.e., weekends, holidays, after or before regular school days? Explain the guidelines.
4. How are extended day hours and activities recorded and who reviews/approves the reports?
5. Develop a list of extended day activities the teacher includes in the monthly report. Which activities require the greatest amount of time? How do extended day activities benefit students? How do administrators, academic teachers, and the community perceive the extended day activities? Which months are the busiest? Explain. What is the average number (estimate) of extended hours the teacher works per month during the school year?
6. How many days of extended year is the teacher contracted to work? Are there options for extended year contracts? Explain contract options such as 20 days, 30 days, etc. What source of funds pay for extended year services?
7. What activities count toward the teacher's extended year contract and when are extended year activities recorded?

8. Develop a list of extended year activities the teacher includes in the monthly report. Which activities require the greatest amount of time? How do extended year activities benefit students? How do administrators, academic teachers, and the community perceive the extended year activities? Which months are the busiest? Explain. What is the average number (estimate) of extended year hours the teacher works per month during the summer?
9. Explain how extended year differs from extended day.
10. Develop a list of activities your supervising teacher includes in their extended year activities and the number of days allocated to each activity. Put this in chart form as shown below:

Extended Day Activities	Estimated Hours Per Year on Each

Extended Year Activities	Number of Days

Activity 6

Instructional Materials

Students will take inventory and note the main teaching materials that the supervising teacher utilizes. Students will list sets of textbooks and note major references that the teacher uses. What major reference books does the teacher use?

Activities:

1. Interview teacher about teaching materials.
2. Conduct an inventory of the teaching materials. Put this in chart form as shown below.
3. What major reference books does the teacher use?
4. What 3-D models are used in the classroom (e.g. plastic model of a flower)?
5. What materials do they have to go with the smart board?
6. Do they use online videos?
7. Do they use the Georgia Ag Ed website?
8. What other teaching materials does the teacher use? You will need to ask your supervising teacher about the instructional materials that he/she uses.

Instructional Materials	Notes

Activity 7

Teaching Facilities

Students should analyze the teaching facilities that are provided to the teacher.

Activities:

1. Interview teacher about teaching facilities.
2. Conduct an inventory of the teaching facilities. Put this in chart form as shown below:
3. Does the teacher have an office?
4. Does the agriculture program have a greenhouse, pole barn, school farm, welding shop etc.?
5. Is the teacher able to utilize all the facilities that are provided? Is there anything that the teacher would change about the facilities?

Facility	Notes About the Facility

Activity 8

Special Needs and Support Case Study

For this activity, it will be best to have the supervising teacher help identify a special education resource person to be interviewed.

The finished report should include the following:

- A description of the organizational network of special needs resource personnel.
- Learner assessment procedures (modifications to worksheets and exams that are common; different room, additional time).
- Membership on learner placement/IEP teams.
- Involvement of agricultural educator in development of objectives for the IEP.
- Follow-up procedures, if any.
- Resources available that teachers can take advantage of when planning for instruction and for all learners in the classroom.
- Reflect on how these resources and modifications will impact special education students.

Activities:

1. Interview a special education resource person.
2. Observe the planning for and use of a modified worksheet or exam used in the Ag classroom.
3. Discuss learner placement/IEP teams with your supervising teacher.
4. Observe a special education student in the classroom. Explain modifications made for the student.
5. Reflect on how the special education personnel assist the Ag Teacher to best meet the needs of the special needs student.

Activity 9

Observation of an Agriculture Teacher

For this activity, observe your cooperating teacher as he or she teaches a class.

The finished report should include courses taught and numbers of students in the course. What teaching methods did the teacher use? Explain the behavior of the class. How did the teacher correct student behavior?

Be sure to reflect on the teacher's philosophy of education. What is his/her views on agriculture education as a vehicle for teaching academic content? What are the teacher's views on the image of the agriculture education program in the school?

Activities:

1. Describe the class, lesson, etc. that is being taught.
2. Interview the cooperating teacher after observing the day of teaching. How did they evaluate their own teaching?
3. Reflect on how the teacher incorporates his/her philosophy of teaching in the classroom. In addition, did he/she use more than one teaching method to reach the students? What are things that you observed that you will incorporate when you teach?

Activity 10

Student Survey of Teaching and Learning

Work with the cooperating teacher to obtain student responses to a survey about teaching and learning. Use the items below to develop a survey.

Activities:

1. With the assistance of the cooperating teacher, identify the class in which to administer the survey.
2. Prepare the survey and ask the cooperating teacher to review the instrument.
3. Explain to the students the purpose and meaning of the survey, impressing upon them that you need their help in becoming a successful teacher by understanding teaching and learning from the student perspective.
4. Prepare copies for each student.
5. Review each item with the class before they begin the survey.
6. Summarize the responses and write your reflections based on student response and reactions.

Student Survey of Teaching and Learning

Suggested format:

Directions: Answer the following questions to the best of your ability and return to your observing teacher. Please do not include specific teacher's names. This assessment is NOT for a grade, but instead is to assist your observing teacher as he/she enters student teaching. All answers will remain confidential.

1. What are some things that a teacher has done that made a great impression on you? Explain.
2. What has been your favorite hands-on activity throughout your middle and/or high school career? Why?
3. List three or more characteristics of a teacher that you believe makes a teacher effective.
4. Have you ever looked up to a teacher as a role-model? What qualities did he/she possess that made a difference in your life?
5. Has there been a time that you felt unfairly treated by a teacher? What do you believe the teacher could have done differently?
6. How do you like to learn and why? Class lecture, group projects, PowerPoint, videos, hands on activities, etc.
7. Do you feel comfortable answering questions in class? Explain.
8. What are some effective ways your teacher helps prepare you for a test?
9. If you were in a class that was getting out of control, what tactics do you think would be most effective for a teacher to get his/her class to respect the teacher?
10. Describe a time when you saw a teacher handle a discipline problem very effectively.
11. What have you observed in a teacher that annoyed students?
12. What is your best advice to a beginning teacher?

Activity 11

FFA Member Interview

For this activity, interview an active member. You may wish to use an FFA officer or a more experienced member. Ask your cooperating teacher for their recommendation of a member to interview.

The finished report should include information on the FFA member – name, responsibilities, major activities, etc. Be sure to include the member's view regarding the image of the FFA chapter, its strengths, and opportunities for improvement.

Activities:

1. Develop a list of interview questions.
2. Interview an active FFA member. Ask for their views on the value of FFA. Has FFA been beneficial to them, etc.? How?
3. What are the student's views regarding the image of the local FFA chapter, its strengths, and opportunities for improvement?
4. Reflect on the benefits to the student by being in the FFA.

Activity 12

Program of Activities Review

For this activity, you will review the Program of Activities for the FFA chapter. The finished report should include an attached copy of the Program of Activities. Evaluate how realistic and achievable the program is. Who developed the program? What was the process of development? Who implements the program? Who evaluates success of the program?

Activities include:

1. Review the FFA Program of Activities at your assigned school.
2. Does the plan meet the minimum requirements of two (2) activities (may include more) for each of the five (5) quality standards in each of the three (3) divisions?
3. Discuss the Program of Activities with your supervising teacher.
4. Reflect on the number and variety of activities that are included in the Program of Activities. Do they meet the necessary requirements? Are there sufficient activities to involve and all the members? Are there too many activities? Is the Program of Activities achievable? Etc.

Activity 13

SAE Student Interview

For this activity, working with your cooperating teacher, identify a student to work with to develop a Supervised Agricultural Experience program or identify one student with an SAE program and conduct a visit (at home or on the job). If you are assigned to a teacher with a fellow student; interview the student together – each writing up the report separately.

The finished report should describe this student's SAE program. Is this a new SAE? Is this a continuation of a SAE from previous years? Why did the student choose this SAE? Be sure to ask the students about their record keeping system? Are they being paid?

Be sure to reflect on how much you feel the SAE enhances learning experiences of the student. What is the Ag Educator's role in the student's SAE?

Activities:

1. Work with your supervising instructor to select a student with a SAE or a student that is in the process of developing a SAE.
2. Interview and work with assigned student on plans for his/her SAE.
3. List the student's goals and objectives for the SAE.
4. Determine how the cooperating teacher incorporates SAE activities and information into their curriculum. Determine if and how credit/grades is/are given for SAE.
5. Reflect on the benefits of SAE in Agricultural Education.
6. What does the student feel about the value of their SAE?
7. Explain your overall feelings about the value of this student's SAE.

Activity 14
Agricultural Literacy Lesson
(Signature Assessment # 4)

Work with your cooperating teacher to identify one or more lessons and the students/class you should work with. Your cooperating teacher must approve your lesson plan prior to teaching the lesson.

The finished report must contain a copy of your lesson plan and a description of the group to which the presentation was made. After the presentation, reflect on its success and how the audience responded.

Activities:

1. Identify the class and subject you will be teaching.
2. Prepare the lesson plan and obtain approval from the cooperating teacher.
3. Present lesson and critique your performance.
4. Ask the cooperating teacher for feedback.
5. What were your problems and successes?
6. What was the reaction of the students? Were they engaged?
7. Did you attempt differentiation in this lesson? If so, how?
8. Reflect on your teaching performance. How will you improve?

Activity 15:
Summary of Early Clinical Experiences

Reflect upon your total experiences this semester and summarize your experiences and thoughts.

The following items should be used as a guide in writing your Summary/Reflection.

1. Describe your overall feelings about your early clinical experience.
2. What was the best classroom teaching strategy you observed this semester? Explain.
3. What is the best classroom management strategy you observed? Explain.
4. What new technical content did you learn during this experience?
5. What was the most engaging hands-on activity you observed?
6. How has this experience helped prepare you for student teaching?
7. Does this teacher have qualities you would like to emulate? If not, what qualities have you observed in other teachers would you like to emulate?
8. Are you prepared to step into student teaching?
9. How could the early experience practicum be improved?

Alternative Activities

Students in AGED4010 are required to complete activities 1-20. If for some reason one or more of the activities cannot be completed, the student may select alternative activities with approval from the professor from list of alternative activities below.

Signature Assessments cannot be substituted and must be completed by all students enrolled in AGED 4010. This required assessment activity is:

Activity 18: Agricultural Literacy Lesson (*Signature Assessment #4*)

Alternative activities may be approved for substitution by the professor if circumstances prevent one or more of activities 1-20 from being completed. (*No substitution for Activity 18-Signature Assessment #4*)

1. Interview an FFA Alumni member
2. Attend a Faculty Meeting
3. Attend a School Board Meeting or other Professional Meeting
4. Interview a Guidance Counselor
5. Interview a Cooperative Extension Agent
6. Interview a School Administrator
7. Observe another Teacher at the School
8. Additional alternative activities may be approved by the professor.

Alternate Activity 1 Interview an FFA Alumni member

Interview an FFA Alumni member and document the impact of the alumni or the local FFA. The finished report should include the FFA Alumni member's name and information on the chapter from which they graduated. Are they active in an alumni chapter? How did FFA impact their career selection?

Activities

1. Develop interview questions.
2. Identify an alumni member to be interviewed.
3. Interview the alumni member. Be sure to record your interview session to be able to recap the information that you obtained.
4. Reflect on the role Agriculture Education and FFA has on individuals and communities beyond high school.

Alternate Activity 2 Attend a Faculty Meeting

For this activity, students will attend a school faculty meeting with their supervising teacher. The finished report should include the topics covered in the faculty meeting.

Activities:

1. Attend faculty meeting.
2. Reflect on the responsibilities that an educator manages each day. How will you stay organized in order to meet your goals and objectives once you are an educator?
3. Was the Agricultural Education program referenced during the meeting? If so, how was it discussed?
4. Did your supervising teacher have a part in the faculty meeting? If so, what was the role?

Alternate Activity 3

Attend a School Board Meeting or other Professional Meeting

For this activity, the student will attend a School Board meeting or some other type of professional meeting. The finished report should include the name of the meeting, location, and people in attendance. Be sure to note the topics covered and if there were any guest speakers. Include the agenda, if available. What was the level of interest at the meeting?

Activities:

1. Explain the purpose of the meeting.
2. Take notes on meeting topics, attendance, etc.
3. Explain your involvement and the involvement of your supervising teacher, if any.
4. Reflect on the productivity of the meeting. What was accomplished?

Alternate Activity 4

Interview a Guidance Counselor

Interview a guidance counselor to obtain a better understanding of their role in the school. The student will need to have developed a list of interview questions prior to the interview.

Activities:

1. Set up an interview with a Guidance Counselor after consulting with the cooperating teacher.
2. Develop a list of interview questions.
3. Interview the counselor and take notes or record. An audio recording is suggested, if approved by the counselor.
4. Reflect on the interview. What is the role of the guidance counselor? Does he or she have an impact on the agriculture program? What is their image of the Agricultural Education program? Do they understand FFA and SAE? What is the philosophy of the counselor regarding Agricultural Education and college-bound students?

Alternate Activity 5

Interview a Cooperative Extension Agent

For this activity, the student will interview a Cooperative Extension Agent. The finished report should include job description of a Cooperative Extension Agent. Reflect on how an agriculture teacher and an Extension agent are similar? Different?

Activities:

1. Identify a Cooperative Extension Agent to interview.
2. Schedule an interview.
3. Develop a list of interview questions.
4. Interview the agent.
5. Reflect on the similarities and differences between a county extension agent and an ag teacher.

Alternate Activity 6

Interview a School Administrator

For this activity, the student will interview a school administrator. The student should consult with the supervising teacher to determine who to interview, etc.

The finished report should include the name and title of the administrator. Also, include how closely the administrator interacts with the agriculture program. What are his/her views about the Agricultural Education program?

Activities:

1. Discuss the proposed interview with the supervising teacher.
2. Develop a list of interview questions.
3. Interview the school administrator and take notes. An audio recording is suggested if the administrator approves.
4. Reflect on how the school administrator supports the agriculture program in the school. How does the administrator feel about FFA, SAE's, and CDE's and their benefits to the students? Reflect on the image of the local Agricultural Education program in the school and community as perceived by the school administrator.

Alternate Activity 7 Observe another Teacher at the School

For this activity, ask the supervising teacher for help identifying a successful educator in the school to observe. The teacher does not have to be an agriculture teacher or CTAE teacher. A teacher with an excellent teaching reputation should be observed.

The finished report should include information on the teacher that is being observed – subjects taught, educational background, number of students, etc. Be sure to include the reason why this teacher was selected.

Activities:

1. Identify a teacher to observe.
2. Briefly interview the teacher to obtain background and educational information.
3. Observe the teacher in a class.
4. Document the topics taught, teaching strategies used, and classroom activities observed.
5. What practices does the teacher utilize to engage learners? Do you feel these practices work? If not, what suggestions do you have after observing to make the classroom environment more conducive to student learning?
6. Reflect on your observations of the teacher. Including traits that you believe are valuable to be an effective educator (student engagement, student-teacher rapport, application, etc.).

Other Alternative Activities may be used if special circumstance exist and the substitute activities are approved by the instructor.

Early Clinical Experience Assessment of the Candidate

Students enrolled in the Early Clinical Experience course, EDUC 4010, will be evaluated utilizing scores on each of the individual activities.

Scoring and feedback on the signature assessments and the dispositions will be provided.

For each of these required activities, students will receive a score based on a rating scale for each assignment.

Signature Assessment: The Activities in EDUC 4010 contain Signature Assessment #4. The student must achieve an aggregate score of 2 (Meets Expectations) on this assessment.

During early clinical experience, each student is assessed twice using the dispositions rubric. The first professional dispositions assessment is done a week before mid-term. Any student with less than an aggregate score of 2 will be counseled and provided a written plan for improvement.

The second professional dispositions assessment is done during weeks 11 and 12. Any student with less than an aggregate score of 2 will be counseled and provided a written plan for improvement. Any individual item with a score below 2 will be addressed in a written plan for improvement and reassessed.

Dispositions Assessment

Dispositions are defined as “habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Teacher candidates are required to demonstrate professional dispositions in coursework and field experiences. Dispositions will be evaluated Fall semester of the teacher preparation program by each course instructor and in the Spring semester of student teaching by the candidate’s clinical supervisor and the candidate’s cooperating teacher. Teacher candidates must demonstrate professional dispositions resulting in an aggregate score of 2 (Meets Expectations) during the Early Clinical semester. During the Clinical Student Teaching semester, teacher candidates must obtain a minimum score of 2 (Meets Expectations) across all disposition items.

Items to be Graded

Attendance & Participation	20%
Assessments	80%

Time Report

Early Clinical Experience

Observation

Name: _____

Cooperating Teacher's Name: _____

Use one line for each visit to the school. Record hours for the observation period and list the activities completed. A minimum of 50 hours minimum is required.

DATE	Activities and Observations	Hours
	Total	

To be completed by the student and validated by the cooperating teacher by signing below.

This to verify that the above-named student completed the hours specified above:

Cooperating Teacher's Signature

Date

Comments:

Course Syllabus

Course Name: EARLY CLINICAL EXPERIENCE IN AGRICULTURAL EDUCATION
Course Number: AGED 4010
Course Schedule: Days, times, and locations change each semester
Course Description: This course provides students opportunities to learn the primary responsibilities of secondary school agriculture teachers, and to understand the agriculture teacher's role within the larger school community. Utilizing observations of school-based agriculture programs, students will recognize and reflect on effective classroom/laboratory, FFA, SAE, and classroom management while preparing to teach in school-based agricultural education.
Pre-requisites/Co-requisites: A minimum of 60 overall earned hours. No corequisites.
Instructors: Farish Mulkey 103 Environmental Horticulture Building (o) 229-391-5277; (c) 229-205-6842 fmulkey@abac.edu Office hours: ***** and ***** ***** & *****; by appointment Sallie K. McHugh 134 Environmental Horticulture Building (o) 229-391-4798; (c) 229-326-0285 smchugh@abac.edu Office hours: ***** and ***** *****; ***** and ***** *****
Course Learning Outcomes: AGED 4010 serves as an opportunity for students to: <ol style="list-style-type: none">1. Describe the primary responsibilities of a school-based agriculture teacher.2. Describe the agriculture teacher's role within the larger school community.3. Define the three-circle model of school-based agricultural education (SBAE)4. Create a plan for effective classroom/laboratory, FFA, and SAE instruction5. Reflect on clinical observations how teacher/s utilized FFA, SAE, and classroom/lab instructional time.6. Analyze FFA Chapter components, CDEs, SAEs, and class/lab needs based on clinical observations.7. Develop pre-professional skills to obtain an agriculture teaching position.