

Oklahoma Commission for Teacher Preparation Program Report for Agricultural Education

Institution: Oklahoma Panhandle State University

Date submitted: 9/15/10

Name of Preparer: R. Wayne Stewart and Nels Peterson

Faculty contributing to report: Nels Peterson

Phone #580-349-1408 **E-mail:** rwstewart@opsu.edu

Program documented in this report:

Name of institution's program(s): Agricultural Education

Grade levels for which candidates are being prepared: Grades 6-12

Degree or award level: B.S. Degree

Is this program initial or advanced? Initial

Is this program offered at more than one site? Yes

No

If yes, list sites at which the program is offered:

Title of the state license for which candidates are prepared:

Agricultural Education

Program report status:

Initial review

Rejoinder

Response to state recognition with conditions

Following our 9/15/09 rejoinder of the program review for Agriculture Education at Oklahoma Panhandle State University, we received the reviewer's report stating that our program was recognized with conditions. According to the reviewer's report, we were requested to address the following:

1. Align rubrics for all assessments to Agriculture standards.
2. Provide updated data for all assessments with revised rubrics.
3. Disaggregate data for all assessments in a way that specific program strengths and weaknesses can be determined.

We respectfully submit the following documentation and attached charts which will completely answer the areas of concern.

1. An updated chart is included showing the scores for the OSAT exam #42 Agriculture Education for the years 2003-current semester.
2. An updated chart is included showing the scores for the OPTE exam for the years 2003-current semester.
3. A revision of Assessment Three—Candidate's Ability to Plan with the narrative and three attachments.
4. A revision of Assessment Four—Student Teaching or Internship with the narrative and three attachments.
5. A revision of Assessment Five—Candidate's Affect on Student Learning with the narrative and three attachments.

In each of the revised assessments, the reviewer will find a reflection of the data including the identification of both strengths and weaknesses along with planned or implemented actions to improve the program. In addition to this, the following is also included.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

1. Content knowledge

Agriculture content knowledge of candidates was assessed through the Oklahoma Subject Area Test (OSAT) in Agricultural Education and through grades earned by candidates in core agriculture and agricultural education courses. Evidence presented from OSAT data for the past seven years indicated that 100% of the OPSU candidates passed. Although subareas of the agricultural education examination were generally very high, agricultural mechanics was noted as an area for improvement.

When candidates' GPAs were summarized for core agricultural courses it was discovered that the mean GPA for Agricultural Mechanics was the lowest of all core agriculture courses. After discussion with the faculty, it was determined that candidates' mean GPA would be monitored over the next year to determine if the lower GPA was related to the inquiry teaching approach used in the course or if there were other issues influencing GPA. Also, it was further confirmed that candidates' overall agricultural knowledge, as outlined in the OCTP Agricultural Education competencies, was very strong. Although

the mean candidate GPA for agricultural mechanics courses was strong, analysis of the data by faculty members revealed that course work of candidates was not consistent and some candidates appeared to be missing some key competencies in agricultural mechanics. The Agricultural Education Director will work closely with the faculty member teaching Agricultural Mechanics will assess the class material and make any curriculum adjustments necessary to improve the Agricultural Mechanics skills in our candidates.

2. Professional and pedagogical knowledge, skills and dispositions

Candidates' professional and pedagogical knowledge, skills and dispositions have been assessed using multiple measures that included: cooperating teacher and university supervisors' evaluations of candidates' knowledge, skills and dispositions (**Assessment #4**); Oklahoma Professional Teaching Test (**Assessment #6**); and professional portfolio (**Assessment #7**). Evidence presented for each of these assessments demonstrated candidates possessed the professional and pedagogical knowledge, skills and dispositions, as outlined by OCTP and expected for beginning teachers. However, a number of pedagogical/professional knowledge, skills and dispositions have been identified for improvement. In the area of candidates' ability to plan, faculty members will require candidates to develop formative assessments of student learning in their professional preparation, i.e., beginning in the course Foundations and Philosophy of Teaching Agricultural Education (AGED 3103), where candidates are first introduced to the concept and practice of unit planning. In addition, renewed emphasis will be focused on the importance of assessing student learning formatively and on candidates acquiring this pedagogical skill through topics and assignments in the course, Methods and Skills of Teaching and Management in Agricultural Education (AGED 4103). A unit of instruction work sample (**Assessment #3**) together with a pre- and post-test designed by the candidate over the taught unit of instruction (**Assessment #5**) was implemented beginning in the Fall 2007 semester.

The overall mean scores on the OPTE demonstrate that Agricultural Education candidates have mastered those competencies that reflect the INTASC/OCTP Teaching Standards. However, the mean scores on the constructed-response questions were much lower overall than the selected-response mean scores. As faculty members reviewed the data carefully, it was evident that the candidates' overall ability to synthesize the pedagogy and professional knowledge and apply it to constructed-response assignments in the three broad areas required on the OPTE was an area in need of improvement. Faculty members have integrated additional writing assignments in the professional and clinical courses (AGED 3103, 3203, 4103) that require all candidates to reflect on their professional practice using the theory base in teaching and learning. Also, reflection statements in Submissions II and III of the professional portfolio will continue to be critiqued carefully and feedback provided to the candidates.

3. Effects on student learning and on creating environments that support learning

In past years, effects on student learning and on creating environments that support learning by candidates were measured by the evaluation of student work samples together

with the lesson plan created by the candidate detailing the lesson taught. In the Fall 2007 semester, the following strategies were implemented to be used in addition to existing assessments: 1) a unit of instruction created by the candidate (**Assessment #3**); 2) a pre- and post-test of candidate taught unit of instruction (**Assessment #5**). Both of these additional assessments are geared to improve the Agriculture Education program in the area of affecting student learning.

OPTE exam #76, State AG.ED. Professional Licensure Exam Data 2003-current

(click the TAB at the bottom of the screen to move between years)

AG. ED. OPTE Scores AGGREGATE SCORES

Pass/Fail	OVERALL SCORE	Constructed Response Questions					
		Subarea 1 Learners and the Learning Environment	Subarea 2 Instruction and Assessment	Subarea 3 The Professional Environment	Subarea 4 Critical Analysis	Subarea 5 Student Inquiry	Subarea 6 Teacher Assignment
1	PASS	260	264	252	231	228	265
2	PASS	264	258	290	266	282	229
3	PASS	250	265	263	231	264	212
4	PASS	251	240	271	266	193	265
5	FAIL	238	234	233	283	264	229
6	PASS	271	282	281	266	193	282
7	PASS	256	264	262	266	264	194
8	PASS	248	246	252	266	228	265
9	PASS	265	254	272	266	282	265
10	PASS	258	270	242	283	264	265
11	PASS	256	260	282	266	210	265
12	PASS	241	242	263	197	228	229
13	PASS	254	265	282	266	193	229
14	PASS	267	254	300	266	264	282
15	PASS	248	246	262	231	228	229
16	PASS	254	270	233	266	264	229
17	PASS	244	246	271	197	228	229
18	PASS	253	271	282	197	228	212
19	PASS	258	278	291	231	210	229

N= 19

Percent who passed 91%

Percent who failed 9%

Overall Mean Score 253

2003-CURRENT Scores aggregated 2788

Percent who passed Subarea 1	73%	# who scored 239 and below	3
Percent who failed Subarea 1	27%	# who scored between 240-250	2
Mean for Subarea 1	250	# who scored between 251-260	4
		# who scored between 261-270	1
		# who scored between 271-280	1
		# who scored between 281-300	0

Subarea 2	# who scored 239 and below	1
	# who scored between 240-250	3
	# who scored between 251-260	2
	# who scored between 261-270	4
	# who scored between 271-280	0
	# who scored between 281-300	1
	# who scored 239 and below	1
	# who scored between 240-250	1
	# who scored between 251-260	1
	# who scored between 261-270	3
Subarea 3	# who scored between 271-280	2
	# who scored between 281-300	3
	# who scored 239 and below	2
	# who scored between 240-250	0
	# who scored between 251-260	0
	# who scored between 261-270	7
	# who scored between 271-280	0
	# who scored between 281-300	2
	# who scored 239 and below	6
	# who scored between 240-250	0
Subarea 4	# who scored between 251-260	0
	# who scored between 261-270	4
	# who scored between 271-280	0
	# who scored between 281-300	1
	# who scored 239 and below	5
	# who scored between 240-250	0
	# who scored between 251-260	0
	# who scored between 261-270	5
	# who scored between 271-280	0
	# who scored between 281-300	1
Subarea 5	# who scored 239 and below	1
	# who scored between 240-250	0
	# who scored between 251-260	5
	# who scored between 261-270	245
	# who scored between 271-280	0
	# who scored between 281-300	0
	# who scored 239 and below	1
	# who scored between 240-250	0
	# who scored between 251-260	0
	# who scored between 261-270	5
Subarea 6	# who scored between 271-280	0
	# who scored between 281-300	1

Percent who passed Subarea 2	91%
Percent who failed Subarea 2	9%
Mean for Subarea 2	257
Percent who passed Subarea 3	91%
Percent who failed Subarea 3	9%
Mean for Subarea 3	264
Percent who passed Subarea 4	82%
Percent who failed Subarea 4	18%
Mean for Subarea 4	260
Percent who passes Subarea 5	45%
Percent who failed Subarea 5	55%
Mean for Subarea 5	235
Percent who passed Subarea 6	55%
Percent who failed Subarea 6	45%
Mean for Subarea 6	245

OSAT exam #42, State Agriculture Education Content Licensure Exam Data 2003/2004 through current

(click the TAB at the bottom of the screen to move between years)

Aggregated Data 2003/2004-current

	Pass/Fail	OVERALL SCORE	Subarea 1 Agricultural Business Marketing and Communications	Subarea 2 Animal Science	Subarea 3 Plant and Soil Science	Subarea 4 Agriculture Power and Technology	Subarea 5 Natural Resources
MD	PASS	272					
MH	PASS	288	295	289	284	284	284
RH	PASS	291	295	294	294	266	300
MH	PASS	265					
JH	PASS	279	290	267	278	276	284
CJ	PASS	272	271	278	273	276	259
DB	PASS	264	276	251	256	276	267
BM	PASS	264	276	251	256	276	267
BM	PASS	274	289	281	257	263	272
BW	PASS	263	261	250	263	281	263
RR	PASS	260	267	257	250	253	272
GC	PASS	287					
BG	PASS	272	274	265	283	265	274
WT	PASS	270	284	259	265	274	265
SW	PASS	280	284	277	283	265	291
RW	PASS	280	279	277	283	274	291
VA	PASS	259	290	259	236	239	265
TG	PASS	271	269	271	259	290	274
CM	PASS	265	274	254	277	257	257
ER	PASS	276	269	288	283	265	274

N= 19

Percent who passed 100%
 Percent who failed 0%
 Overall Mean Score 273
 03/04-current Aggregated 5180

who scored 239 and below 0

Percent who passed Subarea 1	100%		# who scored between 240-250	0
Percent who failed Subarea 1	0%		# who scored between 251-260	0
Mean for Subarea 1	279		# who scored between 261-270	4
			# who scored between 271-280	6
			# who scored between 281-300	7
			# who scored 239 and below	0
Percent who passed Subarea 2	100%		# who scored between 240-250	1
Percent who failed Subarea 2	0%		# who scored between 251-260	6
Mean for Subarea 2	269		# who scored between 261-270	2
			# who scored between 271-280	4
			# who scored between 281-300	4
			# who scored 239 and below	1
Percent who passed Subarea 3	94%		# who scored between 240-250	1
Percent who failed Subarea 3	6%		# who scored between 251-260	4
Mean for Subarea 3	269		# who scored between 261-270	2
			# who scored between 271-280	3
			# who scored between 281-300	6
			# who scored 239 and below	1
Percent who passed Subarea 4	94%		# who scored between 240-250	0
Percent who failed Subarea 4	6%		# who scored between 251-260	2
Mean for Subarea 4	269		# who scored between 261-270	5
			# who scored between 271-280	6
			# who scored between 281-300	3
			# who scored 239 and below	0
Percent who passed Subarea 5	100%		# who scored between 240-250	0
Percent who failed Subarea 5	0%		# who scored between 251-260	2
Mean for Subarea 5	274		# who scored between 261-270	5
			# who scored between 271-280	5
			# who scored between 281-300	5

Assessment #3 Candidates' Ability to Plan

A candidate's ability to plan instruction effectively is essential to creating classroom and laboratory learning environments in which students acquire the cognitive, psychomotor, and affective skills necessary for intellectual growth and development. Academic preparation supporting candidates gaining and practicing this ability includes the course *Methods of Teaching and Management in Agricultural Education* (AGED 4103)

Attachment 3A. Upon restructuring the Agricultural Education curriculum, assessment of the candidates' ability to plan has been implemented for the Fall 2007. A candidate's ability to plan, as demonstrated by developing units of instruction, is 30% of one's overall grade for the course AGED 4103. Candidates' performance as described by this assessment supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies A, B, C, D, F, G, H, K, and L. In AGED 4103 candidates will be required to plan and create comprehensive units of instruction based on significant content areas within the Oklahoma secondary agricultural education curriculum: animal science, plant science, soil science, horticulture, agricultural mechanics, agribusiness management, leadership, personal development, and natural resources management.

Candidates confer with their cooperating teachers to determine the list of courses and related topics they will teach during the clinical internship experience portion of their student teaching semester. Accordingly, candidates plan and develop units of instruction prior to the beginning of that experience. The units of instruction must contain the following components: four detailed lesson plans, including a review lesson, using the *OPSU Lesson Plan Format Attachment 3A*; appropriate visual aids to accompany the lessons; instruments and/or procedures (e.g., authentic assessment activities) to evaluate student performance, including "daily" or formative tests; comprehensive unit examinations; answer keys for each evaluation instrument.

Candidates' units of instruction will be evaluated by the Agricultural Education Director. The Agricultural Education Director's evaluations of candidates' units of instruction include the following criteria: coherence, methodology, visual aids, formative assessments/evaluations, summative assessments/evaluations, and professionalism. Candidates' units of instruction are measured against a scoring rubric for each of the criteria, i.e., "3" = "Target," "2" = "Acceptable," or "1" = "Unacceptable" and are graded as well. **Attachment 3B** Candidates receive written and oral feedback from the Agricultural Education Director about their units of instruction, including recommendations for improvement. Following evaluation by the Agricultural Education Director, units of instruction are returned to candidates for improvement where needed and receive additional review.

Attachment 3C displays a composite of the Agricultural Education Directors' ratings and grades of candidates' units of instruction planned and developed starting in the Fall 2007 semester.

Assessment 3B

Evaluation Rubric for Unit of Instruction

Candidate's Name _____ Name of Unit _____

Criteria	Target (3) 90 – 100% 40.50 – 45.00 pts.	Acceptable (2) 80 – 89% 36.00 – 40.49 pts.	Unacceptable (1) < 80% < 36.00 pts.	Rubric Score	% Score	Point Value
Coherence 45 pts. (30%)	Coherence is transparent and technically sound. Lesson plans are clearly linked to Oklahoma Agricultural Education Standards and follow prescribed format(s).	Coherence is somewhat transparent but not conclusive. At least one lesson plan lacks clear linkage to Oklahoma Agricultural Education standards and requires some revision to meet these standards.	Coherence is not transparent or conclusive. Two or more lesson plans require significant revision to meet Oklahoma Agricultural Education standards.			
Methodology 30 pts. (20%)	Teaching methods are appropriate for lesson topics and are clearly related to Oklahoma Agricultural Education Standards. Teaching	Teaching methods are appropriate but more preferred methods exist for one or more lesson topics. At least one lesson plan does not clearly link teaching methods to Oklahoma	Teaching methods described are not appropriate for lesson topics identified; Two or more lesson plans do not address Oklahoma Agricultural Education Standards. Little or no			

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Criteria	Target (3) 90 – 100%	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value
<i>connectivity to Oklahoma Agricultural Education Standards is clearly provided. Plans include linkages to 'real world' experiences utilized in Supervised Agriculture Experiences (SAEs) and FFA.</i>	methods are described/ explained in robust and meaningful ways, including the relationship to SAEs and FFA.	Agricultural Education Standards. In addition, lesson plans do not have descriptors identifying 'real world' SAE and/or FFA opportunities.	linkage is provided to identifying 'real world' experiences in SAEs or FFA.			
Visual Aids 30 pts. (20%)	27.00 – 30.00 pts.	24.00 – 26.99 pts.	< 24.00 pts.			
<i>Appropriate visual aids are provided or described. Visual aids clearly link to Oklahoma Agricultural Education Standards. Visual aids contain examples and coherence with 'real world' experiences available through SAEs and/or FFA.</i>	Visual aids are very appropriate for the lesson topics. Oklahoma Agricultural Education Standards are clearly demonstrated and explained. Visual aids show evidence of 'real world' activities of SAE and/or FFA are either provided or described in	Visual aids are appropriate for the lesson topics, yet one visual does not provide linkage to Oklahoma Agricultural Education Standards. Visual aids could show more evidence of 'real world' activities of SAE and/or FFA are either provided or described in	More than one visual aid does not provide completeness in lesson topics nor link to Oklahoma Agricultural Education Standards. 'Real world' experiences are not included in the presentation of visual aids.			

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Criteria	Target (3) 90 – 100% sufficient detail.	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value
Formative Assessment/Evaluation 15 pts (10%).	13.50 – 15.00 pts.	12.00 – 13.49 pts.	< 12.00 pts.			
<i>Evidence of planning for formative assessment/evaluation based in Oklahoma Agricultural Education Standards are provided and/or indicated. Linkages to SAEs and FFA are clearly defined. Answer keys, where appropriate, are provided.</i>	Lesson plans include evidence of or indicate plans for formative assessment of student learning clearly defined by Oklahoma Agricultural Education Standards. Potential changes are anticipated and planned to further develop student learning and to provide for 'real world' experiences through SAEs and FFA. Appropriate rubrics for evaluation of student performance are included.	One lesson plan lacks clarity in its description of procedures for formative assessment based on Oklahoma Agricultural Education Standards. Potential changes are not clearly defined. Opportunities to assess 'real world' activities are not clearly defined. One or more rubrics for formative assessment lack clarity. Improvement could be made to connect 'real world' experiences to formative assessment.	More than one lesson plan lacks clarity in its description of procedures for formative assessment based on Oklahoma Agricultural Education Standards. Potential changes are not addressed. Opportunities to assess 'real world' activities are not defined. Rubrics for formative assessment are missing. Very little or no evidence is presented that provides 'real world' experiences for students.			
Summative Assessment/Evaluation 15 pts. (10%)	13.50 – 15.00 pts.	12.00 – 13.49 pts.	< 12.00 pts.			
<i>A substantial unit</i>	Examination is	Examination is	Examination fails to			

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Criteria	Target (3) 90 – 100%	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value
<p><i>examination, including a variety of questions reflecting the scope and depth of the lesson linked to Oklahoma Agricultural Education Standards are is provided. Assessment also includes opportunities for students to connect 'real world' experiences in SAEs and/or FF. An appropriate answer key or assessment rubrics are included in the unit plan.</i></p>	<p>comprehensive based on Oklahoma Agricultural Education Standards. It is sufficiently rigorous and includes a variety of questions that address higher-order thinking skills and relate student learning to 'real world' experiences provided by SAEs and/or FFA. An appropriate and accurate examination answer key or assessment rubrics are provided.</p>	<p>somewhat comprehensive but lacks clear linkage to Oklahoma Agricultural Education Standards in measuring student learning objectives. The variety of questions is minimally sufficient but could be improved. Evidence of attempts to measure students' higher-order thinking skills is lacking. 'Real world' experiences need improvement. Answer key requires improvement per deficiencies identified in the examination.</p>	<p>include a variety of questions; items are primarily of one type. Evidence of comprehensiveness and sufficient rigor per student learning objectives linked to Oklahoma Agricultural Education Standards and lesson content deficient. An appropriate and accurate answer key is needed, or the answer key provided requires significant improvement per deficiencies identified in the examination.</p>			
<p>Professionalism 15 pts. (10%)</p>	<p>13.50 – 15.00 pts.</p>	<p>12.00 – 13.49 pts.</p>	<p>< 12.00 pts.</p>			

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Criteria	Target (3) 90 – 100%	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value
<i>Appropriate rules for spelling, grammar, syntax, and punctuation were followed. A professional understanding and use of Oklahoma Agricultural Education Standards relevant subject matter is conveyed.</i>	Appropriate rules for spelling, grammar, syntax, and punctuation were followed. Any mistakes are minimal and easily corrected. An understanding and use of relevant subject matter is linked to Oklahoma Agricultural Education Standards and 'real world' experiences are fully and professionally presented.	In a few cases, appropriate rules for spelling, grammar, syntax, and punctuation were not followed completely. Mistakes, where noted, should be corrected. In at least one instance, understanding and use of relevant subject matter is linked to Oklahoma Agricultural Education Standards and 'real world' experiences need to be more fully developed and presented.	Little attention is given to following appropriate rules for spelling, grammar, syntax, and punctuation. Numerous errors exist and must be corrected. Throughout the unit plan, understanding and use of relevant subject matter is not clearly linked to Oklahoma Agricultural Education Standards and 'real world' experiences are not fully developed or presented. Accordingly, the unit requires significant revision and improvement.			
Comments:						
Overall Rating:						
Additional Comments:						

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Criteria	Target (3) 90 – 100%	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value

Connection between unit plan's overall rubric score, overall % score, and overall point value for grade: "3" = 90 – 100% = 135.00 – 150.00 points; "2" = 80 – 89% = 120.00 – 134.99 points; "1" = < 80% = < 120.00 points.

Attachment 3A
Candidates' Ability to Plan

A candidate's ability to plan instruction effectively is essential to creating classroom and laboratory learning environments in which students acquire the cognitive, psychomotor, and affective skills necessary for intellectual growth and development. Academic preparation supporting candidates gaining and practicing this ability includes the course *Methods and Skills of Teaching and Management in Agricultural Education* (AGED 4103). During the four-week, on-campus portion of the student teaching semester, candidates are required to plan and create comprehensive units of instruction based on significant content areas within the Oklahoma secondary agricultural education curriculum: animal science, plant science, soil science, horticulture, agricultural mechanics, agribusiness management, leadership, personal development, and natural resources management. Starting in Fall 2008 AGED 4103 will become a semester long class. A candidate's ability to plan is demonstrated by developing Unit of Instruction. The unit is 30% of a candidate's overall grade for the course AGED 4103.

LESSON PLAN FORMAT
List the Subject or Title of the Lesson

Name

Grade Level

Topic or Assignment #

A. State Competency - This should be an exact copy of the required Oklahoma state competency that teachers are required to teach at specific grade levels. (Because each of the Oklahoma competencies have several aspects, you may choose only one or two rather than trying to teach all of the competencies in one class period.) This section of the lesson plan in some states or in some schools would be called the "Goal."

B. Objectives for this lesson - State specifically what the student will know or be able to do when you have taught the lesson (For example: The student will be able to spell 10 assigned science words at the fourth grade level of proficiency. Or the student will be able to analyze the story grammar of a short story. Or the student will be able to identify the causes of the War Between the States.) Remember that objectives must be measurable. Bloom's Taxonomy can help with measurable objectives.

C. Materials and Resources—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. (Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.)

D. Instruction

a. Introduction – What student prior knowledge will you access? What activities will you use to access that knowledge? How will you find out what the student already knows about your information? (pre-test, KWL, discussion?) How will you tie today's lesson into previous lessons? How will you motivate the student to learn what you have to present in this lesson?

b. Instructional process—What activities will you use to teach this lesson? What will you do or say? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? **These activities MUST match your objectives.**

c. Closure – This will end the lesson by reviewing the lesson taught, checking for understanding, asking questions, and student activities to reiterate the information.

E. Assessment – How will you know the student learned what you thought you taught? (Test, skills sheet, physical task, project, etc.) Your **assessment must match the objectives.** (For instance, you will give a written test over the 10 science words. Or you will have a spelling bee over the 10 words. Or you will have students write an essay over the concept reflected in the 10 words and check for the spelling of these words.)

F. Modifications/Accommodations – How will you adjust instruction and activities for those students unable to do regular course work? (Don't tell me you will have them read the book in their own language unless you are sure they can read their own language!) State the reason for the modification (dyslexia, vision impairment, ELL/ESL, deaf, autistic, etc.) and how you will modify the lesson. **You should have at least 2 modifications or accommodations.**

G. Reflection - You cannot do this step until you have actually taught the lesson. At that time you should list the changes you must make because of time constraints, student abilities, or materials that were not adequate. Or perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.

Attachment 3C

Agricultural Education Director's Ratings^{a, b, c} of Candidates' Ability to Plan and Develop Units of Instruction Ratings and Grades Assigned by Agricultural Education Faculty Members for Candidates' Units of Instruction, Fall 2007 through current Semester (N=8)

Intern & ST Sem/Yr	coherence	methodology	visual aids	formative	summative	professional	overall	% score	grade
RC--FA07							142.5	95	A
BW--FA07							142.5	95	A
BG--SP08							129.75	87	B
CT--FA08							135	90	A
RW--SP10	45	30	30	15	15	15	150	100	A
ER--FA10	40	25	25	10	12	13	125	83	B
TG--FA10	42	22	23	12	15	12	126	84	B
VA--FA10	43	29	29	13	15	14	143	95	A
mean	42.5	26.5	26.75	12.5	14.25	13.5	136	91	
mean as %	94%	88%	88%	83%	95%	90%	91%		
standard deviation	2.08	3.70	3.30	2.08	1.50	1.29	9.15	6.10	

^a Rating scale for evaluation criteria: "3" = "Target," "2" = "Acceptable," or "1" = "Unacceptable."

^b Connection between unit plan's rubric score, % score, and point value for grade follows: "3" = 90 - 100% = 135 - 150 points; "2" = 80 - 89% = 120 - 135 points; "1" = < 80% = < 120 points.

^c Assessment of units of instruction began in the Fall 2007 semester, but disaggregated score data was not recorded until the SP09 semester due to a change in the Agriculture Education directorship.

This assessment takes place during AGED 4103 Methods and Management of Agriculture Education, a class that is normally taken one or two semesters prior to the candidate's Internship (Student Teaching).

While scores on unit plans are acceptable, certain strengths and areas for increased learning are presented. The goal is that all congregate scores be in the greater than ninety percent range. The above table indicates that overall unit planning is acceptable and exceeds the OPSU grading scale of greater than 90% has been achieved.

Areas of strength as indicated by assessment indicate that students are able to coherently plan units that are coherent and tie to Agricultural education standards. Lessons comprising the unit are related to one another and have flow from introductory instruction to fulfillment of meeting the content standards as outlined by Oklahoma Agricultural Education Standards. The planned unit also provide for target summative evaluation with a composite score of 14.25/15; for a percentage score of 95%. Summative evaluations are clearly linked to the objectives and are also linked to Oklahoma Agricultural Education Standards. Units are planned in a professional manner with few errors in grammar and syntax.

The areas of methodology, visual aids and formative assessment, while scoring in the B range by OPSU grading standards are areas in which instruction needs to be strengthened. Overall assessment in the area of methodology indicates that when planning for instruction, future teachers need to incorporate a variety of instructional styles and activities to further meet the needs of the students. Priority should be placed on instruction on learning styles and unit plans adjusted accordingly. Visual aids need to incorporate more examples of how instruction can be enhanced and linked to Supervised Learning Experiences (SAE) and provide for personal growth in the student organization, the FFA. These two components; SAE and FFA provide for the transformational learning that allows students to build constructs in agricultural skills and practices. Formative evaluation is necessary to check for student learning while teaching the lessons of the unit, providing feedback to the teacher on the learning taking place in the classroom. These can be as simple as perception checks built into the lesson, or as formal as worksheets and quizzes incorporated into the planning process.

Assessment #4: Student Teaching or Internship

Candidates in agricultural education complete a 12-week clinical internship experience under the supervision of highly-qualified cooperating teachers. Beginning Fall 2008, this internship became a full semester. Cooperating teachers provide continuous feedback regarding candidate performance during the experience, and complete two evaluation instruments. In addition, university supervisors observe candidates who teach and interact with students at their assigned schools on at least two occasions. Candidates' performance, as described by this assessment, supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies E, F, H, I, J, L, M, and N.

Evaluations of candidates' performance completed by the cooperating teacher and the university supervisor include the following: *Student Teaching Intern Evaluation Form*. **Attachment 4A** The *Student Teaching Intern Evaluation Form* captures the cooperating teacher's and the university supervisor's perceptions of candidates' behaviors regarding professional dispositions, diversity, and integration of knowledge, skills, and pedagogy. The *Internship Evaluation Rubric of Agricultural Education Subject Area Competencies* also with **Attachment 4A** addresses the candidates' agricultural content knowledge and ability and significant attributes related to delivering a comprehensive secondary agricultural education program model not assessed by the other instrument (e.g., "advising FFA activities"). Scoring rubrics describing cooperating teachers' and university supervisors' perceptions of candidate performance are included in **Attachment 4B**.

For the evaluation instrument completed by cooperating teachers, candidates' "overall" performance was scored between "target" and "acceptable." **Attachment 4C** These scores demonstrate that our student teacher have the desired knowledge, skill and disposition competence required of beginning teachers within the state of Oklahoma. University supervisors' ratings per the *Student Teacher Final Summative Evaluation* instrument were slightly higher than cooperating teachers' perceptions. So, in general, based on the viewpoints of two professional educators—cooperating teachers and university teacher educators—candidates demonstrated a high level of competence during their clinical internship experience.

Attachment 4A

Student Teacher Evaluation Instruments

OKLAHOMA PANHANDLE STATE UNIVERSITY
Teacher Intern Evaluation

Intern Name: _____

Please use the following scale. Any scoring below a three, in any section, requires an explanation in the comments section.

3=Target (demonstrates skills, knowledge, dispositions beyond novice level; comparable to seasoned teacher)

2=Acceptable (demonstrates skills, knowledge, dispositions expected from novice level; comparable to inexperienced teacher)

1=Unacceptable (demonstrates skills, knowledge, dispositions below novice level; comparable to one with little or no pedagogy)

If Indicator is not observed during this observation, circle nothing

Please refer to OPSU Teacher Intern Evaluation Rubric Definitions for specific information about each Domain/Indicator.

Domain I: Teacher Management

1. **Preparation/** plans for delivery of lesson relative to objectives.
3 2 1
2. **Routine/** uses minimum class time for non-instructional routines thus maximizing time on task.
3 2 1
3. **Discipline/** clearly defines expected behavior. Encourages positive behavior and controls negative behavior.
3 2 1
4. **Learning Environment/** establishes rapport with students and provides pleasant, safe climate.
3 2 1

Subtotal _____ _____ _____ Total _____

Comments:

Domain II: Teacher Instructional Indicators

1. **Establishes Objectives/** communicates instructional objectives to students.
3 2 1
2. **Stresses Sequence/** shows how present topic is related to other topics or real life situations.
3 2 1
3. **Relates Objectives/** relates topics to existing student experiences.
3 2 1
4. **Involves all Learners/** uses a variety of methods to involve all learners.
3 2 1

5. **Explains Content/** objectives are met through a variety of methods.
3 2 1
6. **Explains Directions/** gives clearly stated directions related to learning objectives.
3 2 1
7. **Models/** demonstrates the desired skill.
3 2 1
8. **Monitors/** checks for progression of learning toward objectives.
3 2 1
9. **Adjusts instruction/** changes instruction based on monitoring and student understanding.
3 2 1
10. **Guides practice/** practice by students under supervision of teacher.
3 2 1
11. **Provides independent practice/** students practice new skill without direct supervision.
3 2 1
12. **Establishes closure/** summarizes or reviews context of what was taught.
3 2 1

Subtotal _____ _____ _____ Total _____

Comments:

Domain III: Teacher and Student Products

1. **Lesson Plans**—writes daily lesson plans designed to achieve the identified objectives.
3 2 1
2. **Student Files**—maintains a written record of student progress.
3 2 1
3. **Grading Patterns**—utilizes grading patterns that are fairly administered and based on identified criteria.
3 2 1
4. **Student Achievement**—evidence of students demonstrating mastery of the stated objectives through projects, daily assignments, performances and test scores.
3 2 1

Subtotals _____ _____ _____ Total _____

Comments:

INTERN SCORING SUMMARY

Number of Indicators observed ____ x 3 = ____ (total possible points)

DOMAIN I Points _____

DOMAIN II Points _____

DOMAIN III Points _____

TOTAL Points _____

Divide total points by total possible points _____

(example—observed 9 indicators = 27 possible points, and received 21 total points— $21/27=77\%$)

90-100% = 3

60-89% = 2

Below 60% = 1

OVERALL SCORE (1-3) _____

COMMENTS:

Intern Signature
Intern Signature acknowledges receipt of evaluation. It does not signify agreement.

Evaluator Signature

Date

White copy returned to Education Office
Pink Copy given to Intern
Yellow Copy kept by Evaluator

Effective fall 2005

**OKLAHOMA PANHANDLE STATE UNIVERSITY
 INTERNSHIP EVALUATION RUBRIC
 AGRICULTURAL EDUCATION
 SUBJECT AREA COMPETENCIES**

Student Teacher Name _____ **Class Observed** _____

School _____ **Cooperating Teacher** _____

Target (3) – The candidate demonstrates a clear and confident knowledge of the material being presented. The information being presented is complete, accurate, and clearly presented. The candidate goes beyond the content presented in the book to make the subject matter more relevant and exciting to the students. The candidate has internalized the content to the point where little or no referral to notes or the book is necessary.

Acceptable (2) – The candidate appears to have a satisfactory grasp of the material being presented. Content being presented is complete, accurate, and clearly presented. The candidate has internalized the content to the point where excessive referral to notes or the book is necessary.

Unacceptable (1) – The candidate does not appear to have a clear grasp of the subject matter being covered. Content being presented appears to be incomplete, inaccurate, or confused. The candidate is, or appears to be, “reading from the book”.

N/O - This competency is not relevant to class observed

N/A - This competency is not relevant to the candidate’s teaching assignment

	(3)	(2)	(1)	(N/O)	(N/A)
Thematic Standards					
Agricultural Business/Marketing					
Understands the fundamental principles of agricultural business/marketing and management including principles of basic record keeping and methods for acquiring and managing.					
Animal Science					
Selects and handles livestock, recognizes factors related to the safe handling of animals and animal products which become food for human consumption, and understands the importance of alternative agricultural enterprises.					

Understands concepts and principles of animal reproduction and the importance of livestock health and nutrition.					
Plant and Soil Science					
Understands concepts, principles, and laboratory skills related to plant and soil science including the importance of traditional crops and alternative enterprises.					
Knows factors related to the safe handling of plants and plant products which become food for human consumption and identifies causes and characteristics of common plant pests and diseases.					
Agricultural Mechanics					
Practices shop safety including the operation and knowledge of hand/power tools, basic principles/concepts of power and machinery, metals and metal processes, and basic principles of building construction.					
Natural Resources					
Evaluates the relationship between agriculture and the management of water, land, and air quality and understands concepts and principles of plant and animal environmental factors including the handling of chemicals.					
Communications/Leadership					
Acknowledges the foundations of agricultural education including its purpose, functions, and the background of Future Farmers of America (FFA).					
Demonstrates an understanding of basic parliamentary procedure, effective oral and written communication skills, and promotes teamwork, motivation, and leadership principles.					

Please check appropriate blank:

___ Cooperating Teacher ___ University Supervisor ___ Other _____

Signature _____

Date _____

Comments:

Intern Signature _____

Date _____

Intern's Comments:

Attachment 4B

Rubric for Student Teacher Evaluation and for Agriculture Education Subject Area Competencies Evaluation

3 = Target (demonstrates skills, knowledge, dispositions beyond novice level; comparable to seasoned teacher)

2 = Acceptable (demonstrates skills, knowledge, dispositions expected from novice level; comparable to inexperienced teacher)

1 = Unacceptable (demonstrates skills, knowledge, dispositions below novice level; comparable to one with little or no pedagogy)

Attachment 4C

Mid-term and Final Students Teaching Evaluations Scores from University Supervisor and Cooperating Agricultural Education Teacher

Candidates & Student Teaching Sem/Yr	University Sup Mid-Term Eval	University Sup Final Eval	Coop Teacher Mid-Term Eval	Coop Teacher Final Eval
CJ-FA05	3	3	2	2
MH-FA05	NA	NA	NA	NA
BM-SP06	2	3	2	NA
BM-SP07	2	NA	2	2
RC-FA07	2	3	2	3
BW-SP08	3	3	2	3
BG-FA08	3	3	3	3
CT-SP09	3	3	3	3
RW-SP10	2	3	3	3
Overall Mean	2.75	3.0	2.30	2.66

Evaluation rubric: Agricultural Education, Subject Area Competencies

RW-SP10	Score
Agribusiness	(N/A)
Animal Science	2
Plant Science	2
Agricultural Mechanics	(N/A)
Natural Resources	2
Communications/leadership	2

Oklahoma Panhandle State University Agricultural Education students in their intern semester score well in the mechanics of teaching as indicated by the table above. Overall percentage scores place the student interns above the OPSU grading scale of 90% for grades of A for their intern experiences.

University supervisors tended to score the interns higher than cooperating teachers. Care must be taken that both University and Cooperating teachers make those essential visits and assessments of intern practices to provide the best learning environment for the intern. This will provide the best leaning in that the student intern will receive input into their teaching, helping them improve during this experience.

Turnover in Agricultural Education staff at OPSU has led to little data being collected in the area of Subject Area Competencies for interns. While data was collected in Spring 2010, it yields little information. Further data collection is needed to examine trends and provide for analysis. In the Academic year of 2010-11, five interns will be placed, providing for additional data. These students have been made aware of the

scoring rubric and have been instructed to incorporate these competencies into their planning and instruction.

Assessment #5

Candidates' Effect on Student Learning

An essential aspect of teaching and learning includes the assessment of student performance per prescribed learning objectives. The evaluation of student learning should involve an element of formal or "pencil and paper" assessment, e.g., a unit examination. Accordingly, candidates are required to create comprehensive unit examinations for instructional units developed prior to the clinical internship experience. **Attachment 5A** Characteristics of an appropriate unit examination and procedures to follow when developing said tests are addressed as a part of candidates' on-campus learning experience in the course *Methods of Teaching and Management in Agricultural Education* (AGED 4103). Candidates' examinations are critiqued by the Agricultural Education Director and unit examinations are returned to candidates for improvement where warranted. **Attachment 5B** Candidates' performance, as described by this assessment, supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies G, H, and L.

Starting with the Fall 2007 semester clinical experiences, candidates will pre- and post-test one class of students using the unit examination they developed while on campus. Students' pre- and post-test grades will be recorded and a percent difference calculated. **Attachment 5C** In sum, candidates plan instruction based on prescribed learning objectives, develop an examination to measure student learning as an outcome of the instruction, and measure student knowledge per the instructional unit taught in a pre/post fashion so that their "effect on student learning" can be assessed. **Attachment 5C** will display all pre- and post-test performance of secondary agricultural education students for a candidate-developed unit examination administered by candidates during their clinical internship experience starting in Fall 2007.

Attachment 5A
Candidates' Effect on Student Learning

Beginning in Fall 2007, candidates' effect on student learning will be assessed per development and administration of unit examinations during their on-campus and clinical internship experiences. Candidates develop their unit examinations while on campus as a requirement of the course *Methods and Management in Agricultural Education* (AGED 4103; see excerpts from course syllabus below). Examinations will be assessed and critiqued by the Agricultural Director; improvements needed will be identified and then made by the candidates. **Attachment 5C** Candidates will administer examinations as pre- and post-tests of student knowledge. Students' examination scores will be recorded and percent difference or change (i.e., candidates' effect on student learning) will be determined by class. **Attachment 5C**

The complete units must contain the following components:

- Four detailed lesson plans using the *OPSU Lesson Plan Format*. See the following URL:
<http://www.opsu.edu/education/StudentInternHandbook/Lesson%20Plan%20Format.html>
- Appropriate visual aids to accompany each lesson
- Answer keys to each evaluation instrument (quizzes and exams)

Attachment 5B
Candidates' Effect on Student Learning

Rationale

During their clinical experiences, candidates are required to pre- and post-test one class of students using the unit examination they developed while on campus. Following pre-test administration and evaluation of student performance, candidates are expected to adjust their instruction to meet student learning needs and abilities. Candidates are expected to reflect on their students' pre-test performance, modify their teaching behaviors where appropriate, monitor student learning formatively during instruction and continue to adjust their teaching as needed, and then post-test students using the same examination at the end of the unit to describe change in student learning. Results of students' pre- and post-test performance as well as pre/post percent difference (i.e., student gain) by candidate for a particular class are shown in **Attachment 5C**. These clinical experiences will begin in Fall 2007.

Attachment 5B

OPSU – Ag Ed

Unit Plan Rubric

	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
<p><u>Target Grade/ Subject</u></p> <p>Identify the target grade and the target ability level. (5 pts)</p>	<p>The grade and ability levels are identified and the appropriateness of the lesson (for this group) is obvious. (5 pts)</p>	<p>The grade level is identified (2 pts)</p>	<p>The grade and ability levels are missing and/or, the appropriateness of the lesson (for this group) is not convincing. (0 pts.)</p>
<p><u>Objective(s)</u></p> <p>Describe the behavior that the students will perform, the conditions under which it will be performed, and the criteria for assessing mastery. (20 pts)</p>	<p>Behavior, criteria, and conditions are clearly and concisely written (no unnecessary word). (20 pts)</p>	<p>Behavior, criteria, and conditions are a bit ambiguous and/or too "wordy." (10 pts)</p>	<p>Behavior, criteria, and/or conditions are unclear or poorly written. (2 pts)</p>
<p><u>Materials</u></p> <p>Include all materials (and explanations if necessary) that are needed for lesson. (10pts)</p>	<p>Materials provided and explained. (10 pts)</p>	<p>All materials are included but are unclear or use of materials is unclear. (5 pts)</p>	<p>All materials are not included or are sloppily organized. (1 pts)</p>
<p><u>Lesson Description</u></p> <p>Describe how the lesson will work. Describe the lesson so that another teacher could understand it and implement it without your presence. (20 pts)</p>	<p>Description is sufficiently clear to enable a third party to try the lesson out. Description is clear yet economical. (20 pts)</p>	<p>Description is fairly clear but is wordy and repetitive. (10 pts)</p>	<p>Description is unclear and difficult to follow. (2 pt)</p>
<p><u>Evaluation Procedure</u></p> <p>Describe the assessment measure for determining whether the lesson's objective(s) were met. (20 pts)</p>	<p>The behavior assessed exactly matches the behavior described in the objective and description of the lesson. (20pts)</p>	<p>The behavior assessed closely resembles the behavior described in the objective and description of the</p>	<p>The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson. (2 pts)</p>

		lesson. (10 pts)	
<p><u>Guiding question 1</u></p> <p>Does technology SUPPORT instructional activity? Technology should not BE the lesson. Do not teach students how to use a word processor for example. Use technology as a tool.</p> <p><u>Guiding question 2</u></p> <p>Is the use of technology transparent? Students should learn how to use the application without being aware of it. It is a means to an end, not an end in and of itself.</p> <p>(10 pts)</p>	<p>The technology supports the instructional objective in a meaningful way. It enhances it and possibly facilitates additional beneficial outcomes not directly measured. (10 pts)</p>	<p>The technology does support the lesson but may "get in the way" somewhat, e.g., when students need to "learn" to use the software as a separate endeavor. (5 pts)</p>	<p>Technology tends to be the focus of the lesson. Technology intrudes into the lesson or becomes the activity itself, e.g., teaching students how to use a spreadsheet. (1 pt)</p>
<p><u>Guiding question 3</u></p> <p>Is the lesson/activity intrinsically motivating? If students hate to write, they will hate to write as much <i>using</i> a computer as they do <i>without</i> it. The activity must be engage and motivate. Ask yourself the question "Why will the students care?"</p> <p>(10 pts)</p>	<p>Activity is interesting and engaging for the target population. It is fun, even goofy enough to motivate students to do whatever it takes to accomplish it and would want to do it again.</p> <p>(10 pts)</p>	<p>Activity is reasonably different from students' normal classroom activities. Students are motivated to try the activity. (5 pts)</p>	<p>The activity is dry and boring. Technology cannot make a bad activity good or a boring activity exciting. The activity itself must be imaginative, thoughtful, and creative. (1 pt)</p>
<p><u>Guiding question 4</u></p> <p>Can the lesson be taught without technology? The answer to this question will often be "yes." But the lesson should be at least as easy and worthwhile with it as it is without it. (5 pts)</p>	<p>Technology definitely improves the lesson in some fashion.</p> <p>(5 pts)</p>	<p>Technology is appropriate but the lesson could have been carried out without it. (3 pts)</p>	<p>Poor or contrived use of technology -- the activity would be easier and more effective without it. (1 pt)</p>

Attachment 5B

STUDENT PRODUCT FINAL PORTFOLIO RUBRIC

CANDIDATE NAME _____ DATE _____

OVERALL SCORE _____

INDICATORS	TARGET=3	ACCEPTABLE=2	UNACCEPTABLE=1	Score
DESIGN OF LESSON	Lesson is developmentally appropriate to student cognitive, social, emotional, physical (4) needs. Follows prescribed format with clarity.	Lesson is developmentally appropriate to at least two or three student needs. Follows prescribed format.	Lesson demonstrates very little understanding of child development or does not follow prescribed format.	
MOTIVATION	Lesson indicates high level of knowledge and application of motivational practice that captures student interest or understanding of purpose for the lesson.	Lesson indicates average level of knowledge and application of motivational practice that captures student interest or understanding of purpose for the lesson.	Lesson indicates little or no knowledge of motivational practices.	
INSTRUCTIONAL APPROACHES	Instructional approaches are inclusive for differing learning styles, intelligences, cultural differences, etc.	Includes some instructional approaches to create learning opportunities for diverse students.	Lesson indicates little or no variation of instructional approaches to meet student needs.	
ADAPTATIONS TO DIVERSITY	Lesson indicates specific adaptations of learning activities and materials for diverse students.	Lesson indicates general adaptations of learning activities and materials for diverse students.	Lesson indicates little or no adaptations of learning activities and materials for diverse students.	
ASSESSMENTS	Lesson includes pre-assessment and post-assessment activities that are aligned with the objectives.	Lesson includes at least post-assessment activities aligned with objectives.	Lesson indicates little or no appropriate assessment activity.	
REFLECTION	Reflection describes teacher/student interaction; acceptable mastery of objectives; numbers of students who reached above average, average, below average levels; remediation action taken of those who were below level; and self reflection of teacher behaviors. Reflection written in clear manner.	Reflection description and addresses prescribed indicators somewhat but is unclear and warrants questions from the reader.	Reflection unclear and has little or no description of prescribed expectations.	
STUDENT WORK	Student work clearly and creatively reflects the objectives of the lesson and includes above average, average, below average work samples.	Student work reflects the objectives of the lesson and includes above average, average, below average work samples.	Student work does not reflect objectives of the lesson and work samples do not include above average, average, below average.	

Assessment #5C
Candidates' Effect on Student Learning

Candidates Pre and Post Unit Exam Grades with Percent Difference

Student Intern: RC Semester: Fall 2007 Course: Introduction to Agriscience Unit: Beef Breeds			
Student (N=7)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	80	70	-10
2	40	40	0
3	40	60	20
4	60	80	20
5	20	80	60
6	90	100	10
7	50	90	40
Average	54.29	74.28	20.00

Student Intern: BW Semester: Spring 2008 Course: 8th Grade Agriscience Unit: Oxy-Acetylene Cutting			
Student (N=6)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	39	84	45
2	32	85	53
3	16	78	62
4	50	89	39
5	70	86	16
6	71	85	14
Average	46.33	84.50	38.17

Student Intern: BW Semester: Spring 2008 Course: Introduction to Agriculture Unit: Oxy-Acetylene Cutting			
Student (N=10)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	26	77	51
2	63	88	25
3	64	76	12
4	67	90	23
5	72	97	25
6	75	94	19
7	64	97	33
8	42	80	38

9	47	95	48
10	66	100	34
Average	58.60	89.40	30.80
Student Intern: BG			
Semester: Fall 2008			
Course: Introduction to Agricultural Mechanics and Power (Section 001)			
Unit: Arc Welding			
Student (N=8)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	40	90	50
2	50	90	40
3	10	90	80
4	30	90	60
5	20	100	80
6	40	70	30
7	50	60	10
8	40	80	40
Average	35.00	83.75	49.00

Student Intern: BG			
Semester: Fall 2008			
Course: Introduction to Agricultural Mechanics and Power (Section 002)			
Unit: Oxy-acetylene			
Student (N=6)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	14	100	86
2	42	100	48
3	28	100	72
4	14	79	86
5	14	93	86
6	14	100	86
Average	21.00	95.33	77.33

Student Intern: CT			
Semester: Spring 2009			
Course: Introduction to Agriculture			
Unit: Agricultural Mechanics Orientation and Safety			
Student (N=16)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	21	92	71
2	17	88	71
3	15	88	73
4	8	50	42
5	13	90	77
6	12	57	45
7	15	89	74
8	5	89	84
9	17	93	76

10	17	86	69
11	20	89	69
12	8	76	68
13	21	90	69
14	18	90	72
15	17	92	75
16	7	79	72
Average	14.44	83.63	69.19

Student Intern: CT
Semester: Spring 2009
Course: Introduction to Animal Science
Unit: Horse Breeds/Terminology

Student (N=3)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	53	96	43
2	24	84	60
3	20	91	71
Average	32.33	90.33	58.00

Student Intern: RW
Semester: Spring 2010
Course: Introduction to Plant Science
Unit: Horticulture

Student (N=12)	Pre-test Score (%)	Post-test Score (%)	Change in Score (%)
1	0	76	76
2	10	73	63
3	7	67	63
4	5	17	12
5	17	63	47
6	50	83	33
7	27	87	60
8	60	87	27
9	0	27	27
10	0	7	7
11	0	0	0
12	0	63	63
Average	15%	54%	31%

As part of the intern experience, Agricultural Education students are required to administer pre-post tests for one unit of instruction. This is done to insure that the students in the intern's classes are learning the material taught and to quantify that learning. As indicated by the above tables the overall performance of the interns in the assessed unit indicate an increase in student learning. With improved planning to include a broader base of teaching methods; and assessment of these plans, the intended result is that student scores on all post tests will improve.