



AGED 4060
Directed Teaching (Student Teaching) Syllabus
12 Credit Hours
Spring 2017

Class Meetings/Days/Times/Locations: Adapted to each individual school schedule

Locations: Assigned cooperating school

Seminars/Other Requirements: Outside of the school classroom requirements as assigned based on cooperating teacher responsibilities and school SBAE Program requirements. Discuss with CT and US, review cooperating school and SCAGED calendar for details.

<http://www.clemson.edu/extension/scaged/calendar.html>

Assigned University Supervisor (US): Phil Fravel, Catherine DiBenedetto, and Preston Byrd

Office: McAdams Hall

Phone: Obtain from your assigned University Supervisor (US)

Email: fravel@clemson.edu, cdibene@clemson.edu, apbyrd@clemson.edu.

Office Hours: Phone, email or by appointment. Communication with your CT and US is a key to success throughout the student teaching experience.

Coordinator of Field Experiences: Bill Millar 100 Tillman Hall, 864-656-5095,
hmillar@clemson.edu

The Mission of the Agricultural Education Program at Clemson University is to:

1. Teach rigorous courses in Agricultural Education.
2. Develop instructional materials and conduct research on innovative means of instruction in Agricultural Education.
3. Provide services, support, and outreach to individuals interested in the teaching of agricultural education, such as special courses, institutes, technical assistance, FFA, and Young Farmer Leadership, in-service activities, extension activities, and other projects.
4. Promote interest, build awareness, develop leadership and prepare and support individuals for careers in agriculture, food, fiber, and natural resource systems in particular.

Required Text/Materials and Technology:

- Roles and Responsibilities Handbook- read and review all documents.
- Student teaching assignments, forms, and resource documents on College of Education web site:
<https://www.clemson.edu/education/academics/field-clinical-practice/teacher-education/agricultural-education.html>
- Undergraduate Teacher Education Program Guide

- Media X Account- login information to be provided <https://mxweb.media-x.com/home/clemson/>
- Canvas Course Management System for assignment submission

Course Description: Supervised observation and teaching experiences in the professional responsibilities of a school-based agricultural education teacher including an intensive study of the competencies developed and the challenges encountered. Experience includes case studies of adolescent and adult learning. Fourteen weeks of directed teaching in selected schools are required.

Prerequisite Courses: AGED 1000, 2010, 4000, 4010, 4230, and 4250.

Directed teaching becomes the focal point of the block-schedule, normally completed during the spring semester prior to graduation (AGED 4000). Preservice clinical teaching follows careful preparation for specific teaching assignments in designated cooperating teaching centers. Those specific assignments develop early in the block-semester through site visits (40 hours) with the cooperating teacher. During those visits, the content area, classes, and major instructional activities and objectives are identified for the clinical teaching experience.

The Instructional Methods (AGED 4010) and the Curriculum (AGED 4230) courses are then structured to assist the student teacher in preparing for the realistic world of teaching. School and community profiles, curriculum maps, unit plans, lesson plans, student activities, and instructional materials are developed and organized. Practical experiences are provided on campus to orient the student with classroom and laboratory learning management techniques.

Student teachers are provided:

1. Experiences that help to develop deep concern for the social, economic, and spiritual tensions of the surrounding cultures, which affect the development of educational, social, and career development of adolescents and adults.
2. Progressively complex assignments and responsibilities to allow testing and adjustment of their individual philosophies and techniques for professional and personal success in solving problems related to content, organization, pedagogy, evaluation, and guidance.
3. Comprehensive responsibilities spanning the entire instructional environment of the agricultural education program: classroom, laboratory, home, community, occupational placement centers and regular extracurricular activities to develop instructional and supervisory competence in various learning environments.
4. A cooperating teacher (CT) and a supervising teacher educator (US) to secure professional guidance in determining future programs for professional development and growth provide preservice teachers supervision and evaluation.

Course Learning Objectives:

Each student teacher of agricultural education will be able to:

1. Demonstrate an acquaintance with the school and community as documented by the completion of specific activities and reports.
2. Examine the policies and procedures of the agricultural education department documented by the completion of specified activities and reports.
3. Observe the teaching techniques of the cooperating teacher in both secondary and adult instruction and complete a teaching observation report.

4. Demonstrate appropriate methods and techniques for group, small group, and individual instruction and an oral evaluation of the teaching/learning activities.
5. Demonstrate special methods and techniques for adult learners in both group and individual instruction.
6. Develop and use instructional aides to match the learning environment and learning needs of individuals and groups.
7. Develop a curriculum framework for the community in which the student teaching experience is performed.
8. Compare and contrast the development of adolescents and adults and identify effective instructional strategies to meet individual and group learning needs.
9. Advise the local FFA Chapter or an approved youth leadership organization including the plan of activities, meetings, special activities, and achievement recognition as documented by the completion of specific activities and reports.
10. Demonstrate effective communication with students, peer teachers, parents, and community leaders substantiated by the completion of specific written documents and reports.
11. Construct accurate records and prepare appropriate reports as requested by the cooperating teacher, cooperating school district, and/or supervising teacher educator.
12. Demonstrate positive public relations through planned publicity for the department and students. Public relations should not be limited to youth leadership recognition and should include media releases, photographs, and work samples.
13. Plan, manage, and evaluate school and community services such as the greenhouse, land laboratory, or other community resources as documented by the completion of specific activities and reports.
14. Evaluate the local school program including the secondary and adult instructional programs as documented by the completion of specific activities and reports.
15. Reflect upon experiences on a regular basis by developing a weekly reflection log throughout the student teaching experience. Weekly reflections will be submitted to the US.

Attendance Policy:

All faculty policies of the cooperating school district apply during your preservice teaching experience. During student teaching, candidates must adhere to the daily schedule of the cooperating teacher (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals, meetings). Your attendance and attitude reflect your professional commitment to agriculture and education. Because you are key in the daily achievement of students, you are expected to be prepared and punctual. **A minimum of 60 days of preservice clinical experience is required.** Each day of **ABSENCE** must be made up before a grade is given and the course is considered completed.

Assessment Strategies Employed: Student teachers will be evaluated by the cooperating teacher and/or university supervisor for levels of proficiency in meeting South Carolina's ADEPT teaching standards and EEDA standards, CAEP professional standards, and School of Education professional dispositions for teaching. Evaluations include:

1. Fourteen-Week Plan- Evaluation by US

2. Experience Plan - by US & CT consensus
3. Long Range Plan- Evaluation by US
4. Unit Plan- Evaluation by US
5. Weekly Plans- Evaluation by US
6. Weekly Reflection Logs- Evaluation by US
7. Lesson Plans and Reflections- Evaluation by US
8. Midterm Evaluation- by US & CT consensus
9. Video Lesson and Self-Assessment- Evaluation by US
10. Professionalism/Disposition Reflection - Evaluation by US
11. Electronic Portfolio and Presentation - Evaluation by US
12. Final Summary Evaluation- by US & CT consensus

The Description of all Assignment/Instructions and Forms can be accessed via the Website at:
<https://www.clemson.edu/education/academics/field-clinical-practice/teacher-education/agricultural-education.html>

Grading Policy: The final grade is determined from total points received on the Final Summary Evaluation and the Portfolio. Total points for the final grade are calculated on the bottom of the Final Summary Evaluation form. Any student who does not take the required Praxis II tests and have ETS send scores to Clemson will receive a grade of incomplete (I). The incomplete grade can only be changed to a letter grade (A, B, C, D, F) when the required test scores are received. A candidate cannot graduate with an incomplete (I) in student teaching.

The following scale will be used to assign student grades:

<u>Letter Grade</u>	<u>Total Points Earned</u>
A	87 and above AND 0-2 Needs Improvement
B	80-86 AND no more than 4 Needs Improvement
C	76-79 AND no more than 6 Needs Improvement
D	71-75 AND no more than 8 Needs Improvement
F	70 and below AND 9 or more Needs Improvement

A The “A” Student Teacher is one who demonstrates capabilities for excellent teaching to such a degree that those who supervised his/her work are willing to predict his/her outstanding success in teaching the subject or grade in which he/she did his/her student teaching, and to recommend him/her without reservation to a prospective employer. This student will be recommended for certification.

B The “B” Student Teacher is one who demonstrates capabilities for above average teaching to such a degree that those who supervised his/her work are willing to predict his/her above average success in teaching the subject or grade in which he/she did student teaching and to recommend him/her to a prospective employer. This student will be recommended for certification.

C The “C” Student Teacher is one who demonstrates capabilities for average teaching to such a degree that those who supervised his/her work are willing to predict his/her average success in

teaching the subject or grade in which he/she did student teaching and to recommend him/her to a prospective employer. This student will be recommended for certification.

OR

- C** The “C” student may also be one who demonstrates some but not all of the capabilities for teaching. This student, after consultation with the Classroom Teacher, the University Supervisor, and the Coordinator of Field Experiences has elected to pursue a non-certification track. This student will not be recommended for certification. If this student decides to pursue certification at a future date he/she understands that further remediation and experience would be required for re-entrance into student teaching.
- D** The “D” Student Teacher is one who demonstrates very few or below average capabilities for teaching. This student did not elect to pursue a non-certification track. This Student Teacher will not be recommended for state certification. If this student decides to pursue certification at a future date he/she understands that further remediation and experience would be required for re-entrance into student teaching.
- F** The “F” Student Teacher is one who, in the judgment of those who supervised his/her work demonstrates so few or so many unacceptable capabilities as to be completely ineffective as a teacher. This student will not be awarded any graduate or undergraduate credit for his/her student teaching and will not be recommended to a prospective employer or for state certification. If this student decides to pursue certification at a future date he/she understands that further remediation and experience would be required for re-entrance into student teaching.

Grounds for Dismissal from Student Teaching: It is expected that Student Teachers will show steady progress toward satisfactory levels in all objectives during the student teaching experience. Cause for removal from student teaching will be based on consistent deficiencies in any of the following areas:

Effective teaching (instruction and planning);
Classroom management;
Content knowledge;
Ethical and professional behavior.

Teacher candidates can be removed from field or clinical experiences at the request of the University Supervisor, the Cooperating Teacher, the Cooperating School, the Cooperating School District and/or the Coordinator, Office of Field Experiences for violations of the School of Education Policy for Field and Clinical Experiences. Removal from field or clinical experiences can result in the failure of courses requiring field or clinical experiences.

Professional Expectations of the Student Teacher: The student teacher is placed in a rather demanding role. He/she is a student on the one hand and a teacher/adult on the other. Understanding this precarious status, we expect the student teacher to assume the adult role; however, we also recognize that the student teacher may need encouragement and guidance in this direction at times. If at any point, the student teacher shows lack of growth or willingness to

learn with regard to the expectations set forth below, serious consideration will be given to his/her dismissal from student teaching.

Students should be aware that different supervisors may place different emphasis on various aspects of teaching. Student teachers are responsible for the assignments, requirements, and instructions given by their supervisor though they may differ to some degree from what students at another school are doing.

1. The student teacher is to call the cooperating teacher if he/she cannot attend class. It is highly recommended that the call be made the night prior to the absence. The University Supervisor should also be called. If the cooperating teacher cannot be reached, the Principal at the cooperating school should be contacted. Excessive absences and late arrivals and failure to notify the CT and US of absences may be cause for dismissal.
2. The student teacher is expected to place school duties ahead of personal concerns and accept responsibilities that are a necessary part of the profession.
3. The student teacher should strive to exemplify the attitudes and actions of a teacher rather than those of a student. Student teachers must ensure that their social media postings and communications are professional.
4. The student teacher must conform to school rules and policies and local standards of behavior. There will be absolutely no personal involvement, romantic or otherwise, with any student, teacher or administrator in their assigned school or in any school connected with Clemson University. Inappropriate relationships with P-12 students or school personnel will result in dismissal from student teaching.
5. The student teacher must plan work weekly in advance of the date the actual lesson is to occur, and secure approval from the cooperating teacher. Late submission of lesson plans and other assignments may be cause for dismissal.
6. The student teacher must safeguard all personal and confidential information and use it for professional purposes only.
7. The student teacher is expected to avoid unfavorable criticism of the participating school, the Classroom Teacher, and the community.
8. The student teacher is expected to be cooperative at all times with pupils, teachers, and administrators.
9. The student teacher is expected to dress appropriately, professionally, and in keeping with faculty standards.
10. The student teacher is expected to attend professional meetings such as faculty meetings, PTA meetings, County or District Teachers, and SCAAE meetings when feasible.
11. The student teacher is expected to take an active part in extracurricular activities.

12. The length of the student teacher's day is expected to correspond with that of the cooperating teacher. The student teacher is not expected to participate in "extra" activities for which the cooperating teacher is paid a stipend.
13. The student teacher is expected to attend seminars with the University Supervisor or at Clemson University.
14. The student teacher is to turn in reports and do all paperwork assigned to the cooperating teacher. This work must be completed with the same proficiency and efficiency as demonstrated by the cooperating.
15. The student teacher cannot receive compensation for any services rendered during student teaching.
16. The student teacher is expected to complete the university requirement of hours for a full semester. The cooperating teacher should notify the University Supervisor should a student violate any of these standards.

Special Note: ALL Student Teachers must have taken and PASSED the Praxis II Specialty Area Exam for Agriculture (test code 5701) and the Principals of Learning and Teaching (PLT- test code 5624) exam for their major (administered by Educational Testing Services) and have scores on file in the Office of Field Experiences in order to receive a grade for student teaching. Any student who fails to take both of the required tests and fails to have passing scores on record in the Office of Field Experiences prior to the end of student teaching will receive a grade of incomplete (I). The incomplete grade can only be changed to a letter grade (A, B, C, D, F) when the required test scores are received. No student can graduate with a grade of incomplete (I) for student teaching.

When registering for PRAXIS tests, candidates must request that scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108). When registering a candidate must enter his/her correct social security number and Clemson record first and last name. If an incorrect social security number is entered or omitted on the registration form, scores will not be sent to the South Carolina State Department of Education. If for some reason score reports are not sent to Clemson University by ETS, the candidate must contact ETS and request scores be sent to Clemson. Clemson University's Office of Field Experiences will not process and sign off on licensure until the candidate has requested that ETS send scores to Clemson, scores have been received by Clemson, and scores have been uploaded into Clemson's student database.

The following requirements are to be completed from url provided by Office of Field Experiences in late April to receive a grade for student teaching:

- Teacher Education Program Exit Survey
- Student Evaluation of the Cooperating Teacher & University Supervisor Survey
- AGED 4060 Course Evaluation

Standards Addressed: [South Carolina's ADEPT teaching performance standards](#) domains for effective teaching - Planning, Instruction, Environment, and Professionalism. [South Carolina Education Economic Development Act \(EEDA\) standards](#) ensure teachers understand career guidance as a process by which P-12 students become aware of the world of work, explore career

options, and prepare for post-secondary opportunities. [CAEP standards](#) ensure teacher candidates obtain content knowledge, pedagogical content knowledge and skills, and dispositions for teaching for impacting the learning of all students. College of Education professional dispositions for teaching include the behaviors and beliefs we value of graduates in our teacher preparation programs and are aligned to all of the fore-mentioned standards.

ADEPT Performance Standards (APS's 1 – 10)

1. Develop and maintain appropriate long-range plans for the semester
2. Develop and maintain appropriate short range plans of instruction
3. Exhibit skill in planning assessments and using the data gathered
4. Establish and maintain high expectations for learners
5. Use a wide variety of instructional strategies to facilitate learning
6. Provide appropriate content for the learner
7. Monitor, assess, and enhance learning
8. Maintain an environment that promotes learning
9. Manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)
10. Fulfill professional responsibilities

A. ADEPT Performance Standards 1-3

- 3 Proficient:** Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning.
- 2 Developing:** Component parts may be represented, but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented, but may require clarification as to the value to the learner and the criteria for assessing learning.
- 1 Unsatisfactory:** Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.

B. ADEPT Performance Standards 4-9

- 3 Proficient:** Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process.
- 2 Developing:** Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process.
- 1 Unsatisfactory:** Competencies reflect poor instruction, classroom environment, and professionalism and deter the teaching/learning process.

C. ADEPT Performance Standard 10

- 3 **Regularly** demonstrates professionalism and dispositions expected of professional teachers.
- 2 **Sometimes** demonstrates professionalism and dispositions expected of professional teachers.
- 1 **Rarely** demonstrates professionalism and dispositions expected of professional teachers.

Conceptual Framework Teaching Dispositions and Competencies

The following student teacher products will be evaluated to provide input for the evaluation of the six components of the Conceptual Framework Teaching Dispositions and Competencies – long range plan, unit plan, eight formal teaching evaluations (4 from CT, 4 from US) portfolio/presentation, and the Professionalism/Teaching Dispositions (APS10) evaluation. The Conceptual Framework Teaching Dispositions and Competencies are mapped to the ADEPT Standards on evaluation forms.

Connection to College of Education (CoE): Agricultural Education is housed in the College of Agriculture; however, Agricultural Education is still a part of the College of Education for purposes of assessment of student teachers (ST) and licensure requirements. Therefore, we also strive to achieve the mission and commitment to diversity as stated by the CoE.

College of Education Mission Statement: The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

Commitment to Diversity: The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

Academic Integrity Policy: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Accommodations to Students with Disabilities: It is the University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodations. If you have a documented disability that requires accommodations, you must notify the Office of Field Experiences in writing when submitting your request for Student Teacher placement.

Non-Discrimination Policy: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

Emergency Guidelines from Clemson University Police Department

All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](https://www.dhs.gov/video/options-consideration-active-shooter-preparedness-video).