

# AGRICULTURAL EDUCATION

Everything you need to know  
about Student Teaching

Agricultural Education  
School of Agriculture

Dr. Andrew Baker  
(309) 298-1080

[AJ-Baker@wiu.edu](mailto:AJ-Baker@wiu.edu)

*Western Illinois University  
Macomb, IL 61455*

## ABOUT STUDENT TEACHING

*“We have too few teachers, but the worst part of it is,  
we have too few really good ones.”*

*-- Ernest O. Melby*

*“Students may not always remember what they were taught,  
But, they will always remember how they were treated”*

*-- Unknown*

The student teaching experience is designed to provide an opportunity for the prospective teacher to gain experience in teaching-learning processes under the supervision of an experienced teacher. In addition, the university teacher educator, the cooperating teacher, and the resident coordinator cooperate in providing for the successful participation in those experiences considered important for students in agriculture occupation education.

This booklet was written and assembled to provide, in a concise manner, those materials needed for AG ED 330 and Educational Field Experience 480, by the Agriculture Education Program at Western Illinois University. The materials in this booklet will serve as a partial requirement for the named classes.

# AGRICULTURAL EDUCATION 330

## Summer Experience in Teaching Agricultural Occupations

### *Syllabus:*

Course Description: Supervised experiences in a summer program in agricultural education. The course requires 80+ working hours during the summer months. The course also requires you to spend: 2 days and 1 night at the Illinois State FFA Convention; 1 day at the Teacher's Conference; at least 2 days at the placement center (school) during the month of May. The other hours will be worked out between the supervising teacher and yourself.

### I. OBJECTIVES

1. To assist students in Agricultural Education to develop abilities in carrying out the summer program of work of a teacher of agriculture.
2. To develop understandings and appreciation of a local program in Agricultural Education.
3. To assist students in obtaining pertinent information for use in Agricultural Education 439 and 480.

II. STUDENT'S RESPONSIBILITIES: So that you may get the most out of your field experience, accomplish as many of the following as possible.

### Check:

- \_\_\_\_\_ 1. Be familiar with the community in which you will do your student teaching and secure, with the help of the cooperating teacher, suitable living quarters prior to the beginning of the student teaching period.
- \_\_\_\_\_ 2. Become acquainted with your students early in the teaching experience.
- \_\_\_\_\_ 3. Put in extra hours when the needs of the student indicate the advisability of your doing so.
- \_\_\_\_\_ 4. Meet promptly the responsibilities of your daily work.
- \_\_\_\_\_ 5. Familiarize yourself thoroughly with school routine, course offerings, and physical plant.
- \_\_\_\_\_ 6. Take the initiative in seeking help from the cooperating teacher, supervisor, and administrators whenever you need it.
- \_\_\_\_\_ 7. Study the work of your cooperating teacher as a scientific observer, always trying to determine why it was done.
- \_\_\_\_\_ 8. Demonstrate a professional attitude in all your contacts in the school and the community.
- \_\_\_\_\_ 9. Develop an understanding of the ethics of the profession. For example, you must recognize the confidential nature of personal data used in your case studies and treat it accordingly.

- \_\_\_\_\_ 10. Become acquainted with and adhere to the rules applicable to students and teachers in the school in which you are working.
- \_\_\_\_\_ 11. Submit complete and accurate records and reports as requested by the cooperating school and the university.
- \_\_\_\_\_ 12. Become familiar with the community size, shape, population, and taxable evaluation of the school district; the number of farms, livestock, co-ops, etc.
- \_\_\_\_\_ 13. Become acquainted with the agricultural extension program for the county through a meeting with the agricultural farm advisor.
- \_\_\_\_\_ 14. Become acquainted with the administrative problems in education on a county level through a meeting with the Regional Superintendent of Schools.
- \_\_\_\_\_ 15. Plan and conduct SAE visits with high school students.
- \_\_\_\_\_ 16. Attend an Agricultural Education Advisory Council meeting.

III. SUGGESTED ACTIVITIES: For students participating in the Summer Field Experience Program (check off those actually accomplished). Note—it is not expected, nor is it possible, for each of you to do all of the things listed. Do as many as practical for your situation.

Check:

- \_\_\_\_\_ 1. Meet the superintendent and principal of the high school.
- \_\_\_\_\_ 2. Meet the county or regional superintendent of schools.
- \_\_\_\_\_ 3. Meet the local newspaper editor, farm editor, and manager of local radio and television stations.
- \_\_\_\_\_ 4. Attend a citizens' advisory committee meeting. Review minutes of previous committee meetings.
- \_\_\_\_\_ 5. Study community area and school district boundaries, agricultural census data, assessed valuation, tax rate, school organization.
- \_\_\_\_\_ 6. Observe an FFA Chapter meeting. Study Program of Activities and special activities for the year.
- \_\_\_\_\_ 7. Attend FFA Leadership Camp and participate in activities in which agriculture teachers engage.
- \_\_\_\_\_ 8. Plan a radio program featuring some phase of the agriculture education program.
- \_\_\_\_\_ 9. Study report forms required of teachers on both the local and state level.
- \_\_\_\_\_ 10. Study the policies that have been established for the agriculture department.
- \_\_\_\_\_ 11. Study course outlines which have been prepared for each high school class and assist with any necessary revisions.
- \_\_\_\_\_ 12. Obtain a teaching assignment for at least one agriculture class and the problem areas to be covered in the class during the sixteen-week period that you will be doing your student teaching. (A MUST!!)
- \_\_\_\_\_ 13. Counsel with the students enrolled in the class you will teach during the sixteen-week period.
- \_\_\_\_\_ 14. Provide supervision of the SAE programs of high school students, young farmers, and adult farmer enrollees.
- \_\_\_\_\_ 15. Attend sectional Agricultural Teachers' meeting.

- \_\_\_\_\_ 16. Observe and study local soil and crop demonstration plots.
- \_\_\_\_\_ 17. Order classroom and shop supplies for the ensuing school year.
- \_\_\_\_\_ 18. Study the departmental facilities and the method of filing, storing, and using visual aids and teaching materials.
- \_\_\_\_\_ 19. Attend faculty meetings called by the high school administrator.
- \_\_\_\_\_ 20. Attend faculty meetings for the Unit called by the Superintendent.
- \_\_\_\_\_ 21. Attend faculty social gatherings (picnic, tea, or mixer).
- \_\_\_\_\_ 22. Review school regulations and agriculture department regulations.
- \_\_\_\_\_ 23. Attend first session of high school classes.
- \_\_\_\_\_ 24. Lead discussions of safety precautions for classroom and shop.
- \_\_\_\_\_ 25. Meet young farmer course or adult farmer course committee to plan the course of instruction and enrollment of members for the courses to be held during the year.
- \_\_\_\_\_ 26. Review with the cooperating teacher the course outlines for each high school class, objective for each, and major problem areas.
- \_\_\_\_\_ 27. Help the freshman class with orientation to the ag department and to the high school.
- \_\_\_\_\_ 28. Attend FFA Leadership Training School for the officers of the local chapter.
- \_\_\_\_\_ 29. Attend parents' meeting—aims and purposes of agriculture education.
- \_\_\_\_\_ 30. Attend FFA meeting—confer with officers of FFA about duties and responsibilities.
- \_\_\_\_\_ 31. Study teaching plans of the cooperating teacher.
- \_\_\_\_\_ 32. Record functional data on students' SAE experience programs.
- \_\_\_\_\_ 33. Participate in planning for special projects—land use selection, meat, or livestock selection, etc.
- \_\_\_\_\_ 34. Observe a regular meeting of the Agriculture Advisory Committee.
- \_\_\_\_\_ 35. Assist with the distribution of textbooks and the collection of the rental fees.
- \_\_\_\_\_ 36. Assist with teaching in the shop and in the leading of class discussions.
- \_\_\_\_\_ 37. Assist in the instruction of the freshman class regarding the use of notebooks.
- \_\_\_\_\_ 38. Become familiar with the names of students in classes you will teach.
- \_\_\_\_\_ 39. Keep a record of all SAE visits, listing the purposes and mileage.

#### IV. RECORD OF ACTIVITIES

Keep a record of your activities during this summer experience. This assignment will be in a journal format. Divide each day's experiences into morning, afternoon, and evening. Outline all of your experiences which occurred that day. It is best to complete this exercise the night of the experience.

#### V. CASE STUDIES

Begin a case study of two agricultural students, which you will have in your classes during your regular student teaching period. Consult departmental records, confer with the students, visit their homes or home farms, and observe these students in various activities possible. (1 page each).

#### VI. REQUIRED WORK TO BE HANDED INTO THE INSTRUCTOR: (All work must be typed!)

***Due:***

***Fall student teachers need to submit documents by the summer grade deadline and spring student teachers need to submit when returning in the fall semester.***

Turn in the following:

- \_\_\_\_\_ 1. This booklet.
- \_\_\_\_\_ 2. Experience check off (II & III).
- \_\_\_\_\_ 3. Record of activities (IV).
- \_\_\_\_\_ 4. "Brief" on the two students selected for your case studies (V).
- \_\_\_\_\_ 5. Community Descriptions: pertinent information about the school, the departmental program, number of students, types of SAE programs, industry, community make-up, etc.

Also required:

- \_\_\_\_\_ 1. FFA National Chapter Application
- \_\_\_\_\_ 2. Schedule of classes for the semester you will be student teaching.
- \_\_\_\_\_ 3. Copy of Ag Department Policies & Procedures.
- \_\_\_\_\_ 4. Schedule of Section IAVAT/FFA Events.
- \_\_\_\_\_ 5. Plans for teaching unit (Ed 439).
- \_\_\_\_\_ 6. Salary schedule
- \_\_\_\_\_ 7. Copy of program handbook or other PR material used by the chapter to promote the program.

**Course Grade:**

The course grade will be based on VI. (Required Work). The grade will be determined in the following manner:

**Grades Requirements**

A	All items on VI were completed.
B	One item in VI was not completed.
C	Two items in VI were not completed.
D	Three items in VI were not completed.
F	Four or more items in VI were not completed.

**Note:**

Because the course occurs during the summer and many activities will not be completed until after summer grades are due, the student will receive an (I) incomplete. The change of grade slip will be processed during the Fall Semester, after the course materials have been given to the instructor.

# **CHECKLIST OF PARTICIPATING EXPERIENCES FOR AGRICULTURAL TEACHER CANDIDATES**

This section consists of a large number of participating experiences for teacher candidates in agriculture. Those listed are believed to be important and strategies, but no claim is made that the list is all inclusive. You should consider these as minimum activities.

The teacher candidate is urged to familiarize himself/herself with the contents of this section and refer to them, not only one time but many times. The candidate is to use this section as a checklist, and is to develop a program for himself/herself to cover all of these activities during his/her student teaching/field experience assignment.

It is intended that this checklist be used in both group and individual conferences with teacher candidates. Check with the supervising teacher before each report period to assure that important aspects of the experience are not being overlooked.

Careful planning by the teacher candidate in conjunction with the assistance of his/her supervising teacher and teacher educator will assure a most rewarding experience.

Your evaluations will be based upon the degree of quantity and quality of your performance as perceived by your supervising teacher and teacher educator. Each of these activities must be performed with at least a level of satisfactory accomplishment.

# **Student Teaching**

**Mandatory Requirements**

**Agriculture Education  
School of Agriculture**

**Western Illinois University  
Macomb, IL 61455**

## REQUIREMENTS

1. 12 SAE visits (on-site or at school)
2. 1 School Board Meeting
3. 3 FFA meetings
4. Obtain a completed copy and awarded State Degree application
5. Obtain a completed American Degree application
6. Obtain several completed Proficiency Award applications
7. 1 Parent-Teacher conference
8. 10 parent contacts (telephone or in-person)
9. 10 approved lesson plans (approved by supervising teacher)
10. 10 approved lab activities (approved by supervising teacher)
11. 10 approved student assessments (approved by supervising teacher)
12. 1 meeting with guidance counselor
13. 2 classroom observations with other approved teachers in the school
14. 1 meeting with the Special Needs teacher
15. Attend as many night activities as possible
16. Set up an interview with the building administrator before leaving school
17. Administer the grade management of at least one class for the 16 weeks
18. E-mail weekly reports to Dr. Baker ([AJ-Baker@wiu.edu](mailto:AJ-Baker@wiu.edu))

## SAE Visit #1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

### SAE Visit #3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

### SAE Visit #4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #6

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #7

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #9

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #11

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## SAE Visit #12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAE: \_\_\_\_\_ Years of Project: \_\_\_\_\_

Awards: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Notes:

## School Board Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Notes/Action Taken:

### FFA Meeting #1

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

# Present: \_\_\_\_\_

### FFA Meeting #2

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

# Present: \_\_\_\_\_

### FFA Meeting #3

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

# Present: \_\_\_\_\_

## Parent-Teacher Conference

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Parents: \_\_\_\_\_ Supervisor's Signature: \_\_\_\_\_

Notes:

**Parent Contact #1**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #2**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #3**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #4**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #5**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #6**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #7**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #8**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #9**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

**Parent Contact #10**  
(in-person or telephone)

Student's Name: \_\_\_\_\_ Parents: \_\_\_\_\_

Date: \_\_\_\_\_ Means of Contact: \_\_\_\_\_

Supervisor's Signature:

Notes:

## APPROVED LAB ACTIVITIES

Title	Class	Supervisor's Signature
Lesson #1 _____ Date: _____	_____	_____
Lesson #2 _____ Date: _____	_____	_____
Lesson #3 _____ Date: _____	_____	_____
Lesson #4 _____ Date: _____	_____	_____
Lesson #5 _____ Date: _____	_____	_____
Lesson #6 _____ Date: _____	_____	_____
Lesson #7 _____ Date: _____	_____	_____
Lesson #8 _____ Date: _____	_____	_____
Lesson #9 _____ Date: _____	_____	_____
Lesson #10 _____ Date: _____	_____	_____

# APPROVED LESSON PLANS

Title	Class	Supervisor's Signature
Lesson #1 _____ Date: _____	_____	_____
Lesson #2 _____ Date: _____	_____	_____
Lesson #3 _____ Date: _____	_____	_____
Lesson #4 _____ Date: _____	_____	_____
Lesson #5 _____ Date: _____	_____	_____
Lesson #6 _____ Date: _____	_____	_____
Lesson #7 _____ Date: _____	_____	_____
Lesson #8 _____ Date: _____	_____	_____
Lesson #9 _____ Date: _____	_____	_____
Lesson #10 _____ Date: _____	_____	_____

**APPROVED STUDENT ASSESSMENTS**

Title

Class

Supervisor's  
Signature

S.A. #1 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #2 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #3 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #4 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #5 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #6 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #7 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #8 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #9 \_\_\_\_\_  
Date: \_\_\_\_\_

S.A. #10 \_\_\_\_\_  
Date: \_\_\_\_\_

## Meeting with Guidance Counselor

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Years as a guidance counselor: \_\_\_\_\_

Years at this school: \_\_\_\_\_

Notes:

## Classroom Observation #1

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

# of students: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

## Classroom Observation #2

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

# of students: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

## Meeting with Special Needs Teacher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Grade: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Notes:

## Night Activities

NUMBER	DATE	ACTIVITY	DESCRIPTION
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

## Interview with Building Administrator

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_\_ Supervisor's Signature: \_\_\_\_\_

Years as an administrator: \_\_\_\_\_

Years at present school: \_\_\_\_\_

Personal education: \_\_\_\_\_

Notes:

# STUDENT TEACHING ACTIVITIES

## 1. Observing and Teaching Agriculture Classes

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
A. Develop an understanding of individual pupils in your classes:				
1. Learn student's names.	_____	_____	_____	_____
2. Visit homes of <u>all</u> the students in your class.	_____	_____	_____	_____
B. Observe teaching of all-day classes in agriculture:				
1. Obtain copies of courses of study and teaching & plans used by supervising and other teachers.	_____	_____	_____	_____
2. Observe & discuss the following with supervising:				
a) Teaching skills through job breakdown methods.	_____	_____	_____	_____
b) Methods & procedures used in agricultural classes, such as getting started, checking out materials & tools, assigning jobs, dress, returning tools, and clean up.	_____	_____	_____	_____
3. Take notes on classes observed & discuss with supervising teacher.	_____	_____	_____	_____
C. Plan for teaching:				
1. Obtain a copy of the course of study of classes you are to teach & discuss with supervising teacher.	_____	_____	_____	_____
2. Make & check with supervising teacher, the teaching calendar.	_____	_____	_____	_____
3. Select units to be taught, prepare teaching plans & obtain approval of supervising teacher.	_____	_____	_____	_____
4. Budget your time, plan daily & weekly schedules.	_____	_____	_____	_____
D. Teach class:				
1. Agricultural classes utilizing approved procedures.				
a) Set up specific goals & measureable objectives for each unit.	_____	_____	_____	_____
b) Outline the complete unit.	_____	_____	_____	_____
c) Utilize methods such as field trips, supervised study, demonstrations, problem solving, & films/videos.	_____	_____	_____	_____

# FIELD EXPERIENCE ACTIVITIES

*Instructions: The candidate and his/her supervising teaching should meet at least three times during the semester and arrive at an appropriate rating for each of the following activities. Plans should be made during each evaluation session to accomplish those activities, which have not yet been achieved.*

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
<b>I. Getting Established in the School and the Community</b>				
<b>A. Get acquainted with "key" personnel.</b>				
1. Principal &/or superintendent, guidance counselors, curriculum coordinator, & school faculty.	_____	_____	_____	_____
2. Department advisory committee members & persons.	_____	_____	_____	_____
3. Business men (bankers, implement, feed, & lumber dealers).	_____	_____	_____	_____
4. Editor &/or reporter of local paper.	_____	_____	_____	_____
5. County agriculture advisor.	_____	_____	_____	_____
6. FFA officers.	_____	_____	_____	_____
<b>B. Become informed early on about school &amp; department policies. Confer with appropriate school officials regarding:</b>				
1. Organization of the school, stressing the lines of authority.	_____	_____	_____	_____
2. School & class schedule.	_____	_____	_____	_____
3. Department budget, ordering supplies & equipment, provision for school travel, insurance carried, handling funds.	_____	_____	_____	_____
4. Community, school & department standards as to dress & conduct.	_____	_____	_____	_____
5. Requirements for drivers licenses for operating school vehicles.	_____	_____	_____	_____
6. Provisions for liability insurance.	_____	_____	_____	_____
<b>C. Become a citizen of the community. Attend:</b>				
1. Agriculture organization meetings.	_____	_____	_____	_____
2. Non-agricultural organization meetings.	_____	_____	_____	_____

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
<b>II. Discovering Community &amp; Student Needs In Developing a Community Program of Agricultural Education</b>				
A. Study & discuss with supervising teacher:				
1. Agriculture portion of the District Plan for Vocational Education.	_____	_____	_____	_____
2. Department records—course of study, surveys, follow-up records of students, SAE programs, etc.	_____	_____	_____	_____
3. Reports & programs of summer work.	_____	_____	_____	_____
4. Types & trends of farming & off-farm agricultural services in the community.	_____	_____	_____	_____
B. Consult with other sources:				
1. Curriculum coordinator regarding services & policies of the school.	_____	_____	_____	_____
2. Advisory Committee.	_____	_____	_____	_____
<b>III. Out-of-Class Instruction &amp; Supervision</b>				
A. Observe & assist in students' SAE Programs:				
1. Observe supervising teacher in techniques & used in supervisory techniques.	_____	_____	_____	_____
2. Accompany supervising teacher on a minimum of three visits.	_____	_____	_____	_____
3. Assist 20 students in selecting & planning SAEs.	_____	_____	_____	_____
a) Discuss plans with a last 5 parents & students at home.	_____	_____	_____	_____
<b>IV. Advising FFA Chapter</b>				
A. Assist in planning or become familiar with the Program of Activities:				
1. Study & discuss with the chapter advisor, the previous year's National Chapter Application & plans for the current year's program & assist committees in setting up the current Strategic Plan.	_____	_____	_____	_____
2. Obtain a copy for your files; obtain copies of programs from other student teachers in your area.	_____	_____	_____	_____
B. Assist in advising or become familiar with other chapter activities such as:				
1. Acting as advisor in at least 1 regular meeting.	_____	_____	_____	_____
2. Providing instructions & practice in parliamentary procedure.	_____	_____	_____	_____

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
3. Preparing at least 1 application for State &/or American FFA Degrees.	_____	_____	_____	_____
4. Preparing state & local reports.	_____	_____	_____	_____
5. Participating in planning for & competing in a CDE.	_____	_____	_____	_____
6. Participating in planning & conducting an FFA banquet or dinner.	_____	_____	_____	_____
7. Attend & participate in leadership training school.	_____	_____	_____	_____
8. Planning & conducting at least 1 cooperative & 1 community service activity of the chapter.	_____	_____	_____	_____
<b>C. Evaluate the effectiveness of a chapter with the assistance of the supervising teacher.</b>				
1. Evaluate progress made toward the goals in the Strategic Plan.	_____	_____	_____	_____
2. Determine the percent of chapter members actively participating in the program of the chapter.	_____	_____	_____	_____
3. Evaluate the extent of member responsibilities & initiative in chapter activities.	_____	_____	_____	_____
4. Determine the contribution of FFA to SAE class instruction.	_____	_____	_____	_____
<b>V. Young &amp; Adult Agriculture Education Activities</b>				
<b>A. Develop an understanding of the role of Adult &amp; Continuing Education in Agriculture through performing at least of the following:</b>				
1. Observe &/or assist with 2 adult class meetings.	_____	_____	_____	_____
2. Attend 2 Young Farmer Chapter meetings.	_____	_____	_____	_____
3. Attend a regional or State Young Farmer meeting.	_____	_____	_____	_____
4. Discuss the local adult education program with the school principal.	_____	_____	_____	_____
<b>VI. Guiding, Counseling, Selection, &amp; Placing of Students</b>				
<b>A. Recruitment</b>				
1. Determine the standards & procedures of recruitment of students for the department.	_____	_____	_____	_____
2. Determine methods used to locate & interest prospective pupils.	_____	_____	_____	_____

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
B. Guidance & Counseling:				
1. Confer with guidance officer regarding the services & policies of the local school & the guidance responsibilities of the agriculture teacher.	_____	_____	_____	_____
2. With consent of supervising teacher provide individual guidance & counseling for the following situations:				
a) School problems (disciplinary).	_____	_____	_____	_____
b) On finishing school or quitting to work.	_____	_____	_____	_____
c) Planning needed high school courses.	_____	_____	_____	_____
3. Deciding whether or not to go to post-secondary education or where to go.	_____	_____	_____	_____
C. Placement and follow-up:				
1. Bring student follow-up record cards up-to-date in classes which you teach.	_____	_____	_____	_____
2. Assist supervising teacher in surveying placement opportunities & in the placing of students.	_____	_____	_____	_____

**VII. Organizing, Administering, & Maintaining a Department**

A. Follow the organizational & administrative procedures of the local department. Learn & use local department procedures in:				
1. Ordering & purchasing supplies & equipment.	_____	_____	_____	_____
2. Preparing & administering department budget.	_____	_____	_____	_____
3. Keeping & reporting mileage/travel & submit claims.	_____	_____	_____	_____
4. Securing & using secretarial assistance in administering program.	_____	_____	_____	_____
5. Reporting absences & disciplinary action.	_____	_____	_____	_____
6. Handling funds.	_____	_____	_____	_____
7. Assisting in preparation of special project application.	_____	_____	_____	_____
8. Keeping room & office clean & orderly.	_____	_____	_____	_____
B. Keep records & prepare reports.				
1. Study & discuss with supervising teacher last year's reports & assist in preparing current year's reports.	_____	_____	_____	_____
2. Study departmental budget; obtain copy for your files.	_____	_____	_____	_____
3. Study & analyze department inventory; obtain copy.	_____	_____	_____	_____
4. Study department filing system.	_____	_____	_____	_____
5. Keep file of all correspondence.	_____	_____	_____	_____
6. Identify sources of budget revenue.	_____	_____	_____	_____

	NO ACTIVITY	UNSATISFACTORY	SATISFACTORY	EXCELLENT
C. Become familiar with instructional materials & facilities.				
1. Secure lists of equipment, tools, & supplies for department.	_____	_____	_____	_____
2. Collect & preserve teaching materials.	_____	_____	_____	_____
D. Participate in department & professional programs:				
1. Maintain satisfactory relationships with administration, faculty, & staff.	_____	_____	_____	_____
a) Get acquainted & cooperate with other teachers & school employees.	_____	_____	_____	_____
b) Attend faculty meetings.	_____	_____	_____	_____
2. Develop an understanding of the function of the Illinois Association of Vocational Agriculture Teachers (IAVAT)	_____	_____	_____	_____
a) Became acquainted with the regional supervisor of your region & learn the names & responsibilities of the other State Staff members.	_____	_____	_____	_____
b) Become acquainted with the IAVAT officers in your region & learn the names & duties of the state IAVAT officers.	_____	_____	_____	_____
3. Develop ability to publicize & promote the program in agriculture education through accomplishing at least 2 of the following:				
a) Prepare 1 or more suitable news articles for local newspaper.	_____	_____	_____	_____
b) Assist in preparing & presenting radio programs.	_____	_____	_____	_____
c) Assist in preparing an exhibit for public display.	_____	_____	_____	_____
d) Assist in presenting assembly programs &/or programs before community groups publicizing the local departmental program.	_____	_____	_____	_____
4. Observe methods used by the supervising teacher in relations with 4-H clubs, farm organizations, service, clubs, fraternal groups, & other groups in the community.	_____	_____	_____	_____

**VIII. Improving Professionally & Personally**

A. Acquire & perfect technical skills & abilities:				
1. Attend & participate in district & regional meetings.	_____	_____	_____	_____
2. Write "thank you" letters whenever appropriate.	_____	_____	_____	_____
3. Perfect your ability to preside, conduct, & participate in a meeting using parliamentary procedures.	_____	_____	_____	_____

	<b>NO ACTIVITY</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
B. Acquire & perfect social abilities in dealing effectively with individuals:				
1. Practice & perfect yourself in making introductions.	_____	_____	_____	_____
2. Develop your ability to learn names of people you meet.	_____	_____	_____	_____
3. Learn to initiate & carry on a conversation with strangers.	_____	_____	_____	_____
4. Develop the habits of effective personal relationships.				
a) Let people know in advance of any plans or changes that affect them.	_____	_____	_____	_____
b) Give credit when due by letters, phone calls, or personal contact.	_____	_____	_____	_____
c) Treat people as individuals & as you would wish to be treated.	_____	_____	_____	_____
d) LISTEN & ask questions.	_____	_____	_____	_____
C. Acquire affiliation with professional organizations:				
1. Become a student member of the IAVAT.	_____	_____	_____	_____
2. Become familiar with the IAVAT & the local education organizations.	_____	_____	_____	_____

# Suggestions for the Beginning Teacher

Western Illinois University  
School of Agriculture

## I. Orientation

- A. The new teacher *must* use his/her own initiative in orientating himself/herself in a new building and a new school system.
- B. Discover who can be asked questions pertaining to orientation—then ask.
- C. The new teacher should adopt a tolerant attitude, be conservative, reserve judgement, and adapt himself/herself.
- D. Approximately three years will be needed before the new teacher will feel well oriented.

### 1. First Year:

- a) Accept what is there, follow established routine and directions tolerantly.
- b) *The first year in teaching is your most important year.*

**DANGER** (2) Ascertain the general caliber of the people associated with you in education. Are they geared to new trends or older lines?  
**SIGNAL**

- #1** (3) DO NOT be disappointed if college theories do not seem to work. A rigid framework already set up in a school may produce the results you want if you expend enough effort.

2. Second Year: Begin to initiate your own suggestions and suggest procedures.

3. Third Year: Completely establish yourself. Know the ideas of those teaching with you and maintain a balance between your ideas and those of others.

- E. DO NOT endeavor to radically change the system the first year you teach. Older teachers frequently set up barriers against the new teacher. Advance in such situations with caution.
- F. Work on changes in a series of small steps gradually over a period of time.
- G. Community expectations may change your policies.
  - 1. Conform to community. Are they grade conscious? Accept grade situation as it is. DO NOT try to change it the first year.
  - 2. Accept and start with the situation as you find it.
  - 3. Be sensitive to difficulties, which may arise in the community.

H. Falling into cliques.

**DANGER** 1. Be friendly with all.

**SIGNAL** 2. DO NOT identify yourself with only one group—social, as well as curricular.

**#2**

## **II. Line of Command—The Teacher**

- A. You are the authority in your room.
  - 1. Your poise is reflected in your students.
  - 2. The first word you utter determines your future in teaching.
  - 3. Be firm from the start. DO NOT be informal at the beginning.
  - 4. DO NOT permit familiarity (nicknames).
  - 5. Demand respect.
  - 6. You are in authority. DO NOT try to be one of the youngsters.
  
- B. There are different ways of handling discipline. Govern what you do accordingly.
  - 1. Avoid making idle threats.
  - 2. DO NOT overstep without backing.
  - 3. Learn your backing.
  - 4. Situations may arise when you do not have backing.
  - 5. Seek out the person in the building who will help you in disciplinary matters and seek advice.
  - 6. Learn school organization, authority, and office policy.
  - 7. Seek awareness of organizational system lines in the building such as supervisor, consultants, counselors, etc.

## **III. Staff Relationships—Accepting Help**

- A. DO NOT be on the defensive and rebuff those who would offer help.
- B. DO NOT be think-skinned.
- C. Take advice as a matter of course.
- D. Accept suggestions in a cheerful way and make use of them.
- E. DO NOT spread confidential information.
- F. Be natural.
- G. Express your own personality
- H. Try to build responsibility. Ask for a reasonable load of activities. Volunteer, but do not take on more than you can handle well.
- I. Try not to talk "shop" twenty-four hours a day.

## **IV. Building Policies**

- A. Acquire knowledge of the building as quickly as possible.
- B. Follow directions.
- C. Read bulletins for information as to how to proceed in matters that arise during the year.
- D. The new teacher should be able to ask for help but it will not always be given. Learn where to seek assistance; where other help and facilities may be on an administrative and curriculum level.

## **V. Extra-Curricular Activities**

- A. Be willing, but DO NOT overload.
- B. Confine your energies. Take only as much as you can do well.

- C. Draw on community resources to help you in your activities.
- D. In assuming responsibility, don't leave too much in the students' hands.

**VI. Community Relations**

- A. Live with the community and become part of it.
- B. DO NOT gossip or bear tales.
- C. DO NOT break social standards.
- D. Know the community. Avoid cliques.

**VII. Professional Organizations**

- A. Belonging is a "must."
- B. Be active. Be constructive.
- C. DO NOT begrudge fees. Returns are greater in proportion to cost.
- D. Be a team player.

**VIII. Personal**

- A. Have faith in yourself and those about you.
- B. Be sensitive to situations about you.
- C. Interest yourself in others.
  - 1. Be natural and understanding.
  - 2. Be sincere and sympathetic.
- D. DO NOT neglect personal appearance. DO NOT overdress. Be neat and well-groomed at all times.
- E. Provide for relaxation.
- F. Accept and meet new situations with tolerance.

# CRITERIA FOR SELECTING STUDENT TEACHER CENTERS

*Western Illinois University  
School of Agriculture  
Dr. Andrew Baker*

## **Situation**

Agricultural Education at Western is administered by the School of Agriculture in the College of Business and Technology.

Student teaching throughout the University is administered and supervised by the University's Placement Center.

Teacher licensure for the University is done by the College of Education and Human Services. Licensure to teach Agricultural Education is based upon criteria established by the College of Education and Human Services, the School of Agriculture, and the Illinois State Board of Education.

## **Student Teaching Centers**

During the fall term of the year prior to student teaching, the student in agriculture education counselors with the teacher/educator in agriculture and chooses three preferred student teaching centers.

The student then submits to the Student Teaching Program a first, second, and third choice of locations in the state where he/she would prefer to teach.

## **Criteria Used to Select Student Teaching Centers in Agriculture**

1. Instructor has a minimum of three years teaching experience.
2. Day student program based on developing competencies needed.
3. Out-of-school youth and adult program based on developing competencies needed.
4. Active FFA Chapter.
5. FFA included as an integral part of Agriculture Education program.
6. Instructor is a member of IAVAT and active in the professional organization.
7. Individualized instruction provided on home farm and/or in agribusiness where SAE programs are being conducted.
8. Instructor employed for ten-eleven months (twelve preferred).
9. Instructor is available and willing to provide a two-week summer experience program for prospective teachers.
10. Instructor and program recommended by other agriculture instructors and leaders in agricultural education in state.
11. Instructor indicates an interest and a desire to share methods and ideas; to provide constructive criticism; and train prospective teachers.
12. Cooperating school administrators exhibit a desire to assist in training the prospective teacher.

## **FIRST WEEK ACTIVITIES**

### **STUDENT TEACHING**

Check:

- \_\_\_\_\_ 1. Clear all paperwork with school district office.
- \_\_\_\_\_ 2. Meet school administration and key personnel (secretary, janitor).
- \_\_\_\_\_ 3. Learn the daily school routines regarding attendance, bell scheduling, handling emergency situations, discipline, purchasing, and other situations and problems.
- \_\_\_\_\_ 4. Develop a map of the school and the community.
- \_\_\_\_\_ 5. Check out keys to the department.
- \_\_\_\_\_ 6. Review Agriculture Department policies, procedures, keys, and your responsibilities.
- \_\_\_\_\_ 7. Review the school policies.
- \_\_\_\_\_ 8. Review preschool orientation (beginning of year only).
- \_\_\_\_\_ 9. Obtain a schedule and the classes which you will teach.
- \_\_\_\_\_ 10. Learn the backgrounds of the supervising teacher and other Ag. Dept. Staff.
- \_\_\_\_\_ 11. Review FFA and Department Calendar of Activities—write in on your personal calendar.
- \_\_\_\_\_ 12. Mail a copy of your teaching schedule and other assignments to your Teacher Educator at WIU.
- \_\_\_\_\_ 13. Obtain 2 copies of the National Chapter Application, course outlines, and grading criteria sheet (Keep 1 copy for yourself and give 1 copy to Dr. Baker).
- \_\_\_\_\_ 14. Meet FFA officers.
- \_\_\_\_\_ 15. Determine where the department files are kept and review for future teaching resources (Ask to keep a copy of lessons, etc., your Agdex file).
- \_\_\_\_\_ 16. Learn students' names by creating a seating chart or name plates.
- \_\_\_\_\_ 17. Review the above checklist.
- \_\_\_\_\_ 18. E-mail weekly reports to Dr. Baker.

**GOOD LUCK!**