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CRITERIA CONSIDERED IN SELECTING 
COOPERATING TEACHERS AND COOPERATING SCHOOLS

Purdue University Agricultural Education takes seriously its responsibility in matching student teachers 
with the cooperating school and teacher that best prepares that student to be a successful agricultural 
science and business teacher. A critical component of that process is the selection of cooperating 
teachers and schools. A school and agriculture teacher wishing to be added to the list of potential 
student placement sites needs to complete a Self-Study and pages 3-6 of this document. These 
applications are reviewed and approved in cooperation with the Indiana Department of Education - 
Agricultural Education and Indiana Association of Agricultural Educators (IAAE). The criteria listed 
below have been approved by the Purdue University Agricultural Education Advisory Committee. 
**Criteria that are bolded are requirements**; others are strongly recommended.

### TEACHERS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Check if requirement met</th>
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<tbody>
<tr>
<td>1. The teacher accepts the responsibility for training student teachers as indicated by:</td>
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<tr>
<td>a. <strong>Willingness to establish a schedule of five hours per week (minimum) which is beyond the time required to conduct the regular agricultural education program. During part of this time the cooperating teacher will check all lesson plans prior to each class taught by the student teacher and critique the teaching performance.</strong></td>
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<td>2. The teacher has participated in the required professional education course work to qualify him/her as a cooperating teacher.</td>
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<td>3. The teacher has had successful teaching experience and possesses a willingness to improve professionally as indicted by:</td>
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<tr>
<td>a. <strong>Having completed at least three years of successful teaching experience.</strong></td>
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<td>b. <strong>At least one year in the current teaching assignment.</strong></td>
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<td>c. <strong>Has a valid Indiana Teaching License for agricultural education.</strong></td>
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<td>d. Participation in a continuing planned professional improvement program which would include credit and/or non-credit in-service training activities. Although a masters degree is not required, completion of, or progress toward, a masters degree is preferred.</td>
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<tr>
<td>4. <strong>The supervising teacher is qualified in the specific curriculum area(s) desired by the student teacher.</strong></td>
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<td>5. The teacher can motivate students as indicated by:</td>
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<td>a. <strong>The scope of the supervised agricultural experience programs. The student teacher must be able to make a minimum of five student SAE visits during the student teaching semester</strong></td>
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<td>b. Must complete and document a minimum of 15 activities for the National FFA Chapter Award Program (receive State FFA Superior recognition).</td>
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<td>c. Having graduates of the program employed in the occupation for which they are trained or pursuing higher education.</td>
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<tr>
<td>d. Receiving or applying for teaching awards and/or program awards.</td>
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6. The teacher shows an interest in students as individuals and makes an average of two supervisory visits per student per year. 

7. The teacher is a professional individual in the teaching ranks as indicated by:
   a. Membership in professional organizations. **IAAE membership is required.** 
   b. Participation in local, district, and state meetings and activities. 
   c. Promptness in submitting FFA and other state reports and information. 
   d. Punctuality in meeting appointments. 
   e. Having good rapport with other faculty members. 

8. The teacher has desirable personal characteristics such as:
   a. Ability to inspire others 
   b. Consideration for individuals 
   c. Ideas 
   d. Initiative 
   e. Promptness 
   f. Tact 
   g. Sense of humor 
   h. Enthusiasm 
   i. Professionalism 
   j. Ability to organize 
   k. Self-control 

9. **The teacher is an effective or highly effective classroom teacher.** 

10. The teacher has desirable teaching behaviors such as:
    a. Varies his/her teaching technique 
    b. Clarity 
    c. Enthusiasm 
    d. Businesslike behavior 
    e. Accepts students' ideas 
    f. Pupil centered behavior 
    g. Positive rewards 
    h. Providing a moral and intellectual model 
    i. Teacher concern for each individual student 

11. **The teacher has completed a Self-Study of Standards and Quality Indicators for Agricultural Science and Business Program Improvement** 

12. **Allow the student teacher to be a teacher in the classroom, allow the student teacher to experiment.**
PHYSICAL FACILITIES EQUIPMENT AND INSTRUCTIONAL MATERIALS

The following physical facilities shall be provided in conducting the program in a cooperating school.

1. The classroom, office, shop, or laboratory space and equipment must meet the minimum standards as listed in the "Indiana Agricultural Education" guidelines.

2. The following instructional aids are available for use when needed:
   a. computer/video projector
   b. interactive whiteboard (for example, SmartBoard)
   c. chalkboard/whiteboard

3. Sufficient student study manuals, bulletins, audio-visual materials, textbooks, and online/computer curricular materials are available to support all areas of the curriculum.
   a. Outdated instructional materials should be discarded.
   b. An adequate annual budget shall be provided to keep the Instructional Materials Library updated.

4. The department facilities are adequately maintained, effectively used, and kept in a neat and orderly manner.

5. School transportation is available for field trips.

6. A filing system is used as a mean of classifying, filing, and retrieving curriculum materials.

COURSE OF STUDY

1. The course of study is based upon an analysis of occupations for which the agricultural education program is designed.

2. The course of study follows the approved state of Indiana Agricultural Science and Business curriculum. A minimum of 80% of the student learning objectives for each course are from the approved state standards.

3. The course of study provides for instruction, laboratory, and SAE experiences.

4. The course of study utilizes instructional material and community resources.

5. It provides for leadership, citizenship, and personal development through FFA as an integral part of the instructional and experience program.

6. It provides for complete and accurate records based on the student's Supervised Agricultural Experience programs.

7. It provides for periodic evaluation of the student's progress.
8. **It provides for instruction and student supervision throughout the entire length of the program according to standards adopted by the State Board of Education.**

9. It is evaluated by the teacher(s) and reviewed annually by a local advisory committee.

**COOPERATING TEACHER AND SCHOOL CRITERIA**

1. A written plan is available of teacher division of responsibility in multiple teacher departments and there is evidence of planned and regularly held departmental meetings.

2. Written stated policies exist for the Agricultural Education Department.
   a. Use of facilities
   b. Use of tools and equipment
   c. Agricultural experience programs
   d. Student fees, etc.
   e. FFA membership

3. **The cooperating school provides the student teacher the opportunity to advise the FFA as integral part of the total agricultural education program.**

4. The department has a written plan to carry out effective summer programs.

5. Provision is made for review of plans pertaining to the department, school, and community.
   Examples:
   a. Five year plan - with goals and projections.
   b. Job opportunities in agriculture and related fields.
   c. Placement information.

**SCHOOL ADMINISTRATION**

1. **Appropriate forms have been completed.**

2. **The school administration is willing to accept the student teacher as a professional member of the school’s teaching faculty.**

3. The school administration will provide released time for the cooperating Teacher for such activities as:
   a. Professional meetings.
   b. In-service educational activities relating to the conduct and administration of the student teaching program

4. Student teachers will be placed upon approval of the school administration and cooperating teacher.
COMMUNITY RELATIONS

1. The agricultural education program is coordinated with other agricultural agencies as evidenced by cooperation and contact with major agricultural agencies in the community. 

2. The community is kept informed of the agricultural education program as evidenced by full use of opportunities offered by newspapers, radio, television, displays, websites, social media, and programs presented. 

3. Occupational information is generated through surveys and made available to students. 

STUDENTS

1. Students are pursuing agricultural experience programs and keeping records. 

2. Notebooks or electronic records are being kept by students indicating skills learned and technical information secured in class and laboratory. 

CONTINUING EDUCATION

1. An advisory committee will be utilized with the program. 

2. The cooperating school should provide the student teacher opportunity to plan and conduct adult classes if offered by the school. 

3. The cooperating school should provide the student teacher experiences with an organized Young Farmer Program if offered by the school. 

Teacher Name ______________________________________________________

School ______________________________________________________
ORIENTATION OF STUDENT TEACHERS

It is expected that your student teacher will make regular contacts with you during the months leading up to their 12-week student teaching experience. Some of these contacts will be by email or telephone, while other times will require the student to visit your school. The following lists are designed to help you and the student teacher take care of administrative items and information. Please use them as a guide when visiting with your student teacher.

Responsibilities of Cooperating Teachers

- In collaboration with the student teacher, find housing for him/her.
- Introduce the student teacher to the administrator(s), other faculty, and school staff.
- Become familiar with the background of the student teacher.
- Prepare your classes for the student teacher's arrival.
- Involve the student teacher as a part of the faculty.
- Discuss with the student teacher the student and faculty handbooks.
- Orient the student teacher to the agricultural education instructional facilities, school, and community.
- Orient the student teacher to the backgrounds of the students in your department.
- Provide the student teacher with accessibility to instructional materials, an area for work and personal belongings, student records, audio-visual equipment and other resource materials.
- Review with the student teacher curriculum plans for teaching agricultural education. Assist the student teacher in planning units of instruction that will fit into the ongoing course of study.
- Provide opportunities for various teaching experiences with some freedom to experiment with teaching strategies. (Lab, field trips, demonstrations, audio-visuals, small groups, individuals)
- Provide the student teacher the opportunity to assume full teaching responsibilities according to his/her ability. (they are required to teach a full load of classes for weeks 4-11 of their experience)
- Demonstrate good teaching techniques.
- Discuss with the student teacher the extent of his/her authority and responsibilities.
- Assist with the professionalization of the student teacher.
- Give the student teacher every possible opportunity to serve as an FFA advisor.
- Give the student teacher opportunities to work with adult and continuing education.
- Review and approve each lesson plan before it is taught, but let him/her handle the class when he/she does his/her teaching - give him/her opportunity to develop confidence in him/herself.
- Provide frequent encouragement, constructive criticism, and recognition of success. Put the student teacher at ease and make him/her feel useful and important to your program.
- Evaluate the student teacher's progress and experiences daily, and give him/her feedback.
- Conduct a weekly formal evaluation.
- Discuss and evaluate the student teacher's performance with the university supervisor.
- Write a reference letter for student teacher's placement file.
- Evaluate own strengths/weaknesses as a cooperating teacher.
- Provide an enthusiastic and professional example for student teachers.

At the first opportunity, the cooperating teacher and the student teacher should cooperatively determine the policy on such matters as:

- Daily working hours
- Weekends in the community
- Mileage and other expenses
- Personal conduct
When the student teacher makes their full-day visit to your program during the first six weeks of their student teaching semester, please review the procedures and components of your school and program with them.

Components of School Standard Operating Procedure
- School calendar
- Bell schedule and signals - teacher's hours
- First-aid service - health services
- Accident reporting
- Corridor regulations and movement within the school
- Disciplinary support and services
- Library use and services for students and teachers
- Audio visual services and materials
- Duplicating services and materials
- Lunchroom procedures
- Faculty absence reporting procedures and regulations
- Parking regulations
- Meetings, faculty, departmental, committee, community
- Testing program
- Attendance reporting
- Reports to parents
- Central office records, pupil attendance, books, transfers
- Field trip policies
- Laboratory supply requisitioning
- Equipment maintenance services
- Textbook supplies
- Visitor policies
- Faculty lounge; facilities and use
- Home visitations
- Work space - desk-chair-locker for clothes, boots

Components of Agricultural Science and Business Class Operating Procedure
- Standard class period routine - beginning and ending
- Attendance and tardy policies
- Student youth organizations and officers
- Dress policy - student and teacher
- Safety and sanitation program
- Laboratory work procedures and regulations
- Keys
- Student personal work policies
- Laboratory supply system
- Equipment maintenance and repair
- Tool control procedures
- Money collection and reporting
- After school work policies
- Student housekeeping responsibilities
- Student interaction policies
ROLE OF THE COOPERATING TEACHER

What is the Role of a Cooperating Teacher?
1. Wear many hats
   a. that of a master teacher
   b. that of a guidance counselor
   c. that of a master planner and organizer
   d. that of a sympathetic father or mother

What are the Responsibilities of a Cooperating Teacher?
1. A willing cooperator
   a. be firm, kind, diplomatic
   b. acquaint yourself with background of student teacher; get to know them
2. Prepares class for student teacher's arrival
   a. how will your students react
   b. what do your students expect to change? to remain the same?
   c. Explain to the pupils how they have a part in training future teachers.
   d. Express appreciation to the pupils for the important part they play in the teacher preparation process.
   e. With assistance from the student teacher, encourage constructive criticism by the pupils.
   The cooperating teacher leads this while the student teacher is not present. Questions to be asked: What is the student teacher doing well? What could they do better? What are you as a pupil doing to help them?
3. Creates atmosphere of belonging
   a. help student teacher fulfill full role of a teacher
4. Orient student teacher to: students, classroom, school, and community
   a. especially principal and superintendent
5. Provides home for student teacher - desk, key, file drawer
6. Finds way for student teacher to assist in classroom as soon as possible
   a. take attendance - get acquainted with students
   b. work on audio-visuals
   c. seating charts (make)
   d. help with FFA
7. Helps student assume full-time teacher role
   a. Encourage the student teacher to become acquainted with each pupil and home situation.
   b. Help the student teacher develop and practice a relationship built on mutual trust and respect with his/her pupils.
8. Assists with professionalization of student teacher
   a. know about discipline
   b. students with traumatic experiences
   c. want them to realize they must do a day's work for a day's pay
   d. dress codes
9. Provides frequent encouragement, constructive criticism, and recognition of success
   a. student and teacher evaluation
   b. Being present during the class teaching and participate in the critique of the student teacher when the university supervisor visits.
   c. Review with the university supervisor the participation record and progress of the student teacher to date, identifying strengths and weaknesses.
   d. Share with the university supervisor any concerns or ideas that might strengthen the teacher preparation program.
10. Keeps records and evaluation reports of student teacher progress and general promise as a teacher
11. Provide continuous planning and supervision in evaluation of pupils growth and achievement
   a. help student teacher succeed
12. Demonstrate good teaching techniques
SUGGESTIONS FOR THE COOPERATING TEACHER

Teaching is a new and trying experience for most student teachers. The cooperating teacher needs to help reduce as much of the trauma as possible by being prepared for, and willing to accept the responsibilities of a new student teacher. Several suggestions might aid you in making the stay and teaching experiences of your student teacher more successful

1. Have the high school students' goals organized and go over this organized plan fully with the student teacher.

2. Have weekly sit-down, formal evaluations of the student teacher's experiences or problems, instead of commenting in passing. Give feedback daily.

3. Work with the student teacher on paperwork, including filing systems, inventorying, required state reports, FFA award forms, weekly lesson plan, etc.

4. At first, be very specific with the student teacher on what to do, and then gradually let the student teacher take on more responsibilities.

5. Don't expect the student teacher to teach exactly as you do, and try not to let your biases show and influence the student teacher.

6. Assist the student teacher with finding resource materials. Insist the student teacher become more knowledgeable concerning the use of instructional media and resources and acquiring new materials.

7. Acquaint the student teacher with the rest of the school and its operation. Encourage a positive attitude between the administration and the student teacher.

8. Take student teacher on agricultural experience visit the second or third day of the student teaching experience for observation.

9. Identify with the student teacher the necessary procedures to follow in conducting an agricultural experience visit, and the necessary materials to have for a visit. Insist the student teacher report the recommendations from the visit immediately.

10. Emphasize the use of records and the need for recordkeeping. The student teacher must learn how to use and apply recordkeeping.

11. Have the student teacher plan for a unit of instruction and evaluate the plan prior to actual teaching.

12. Believe in agricultural education and Purdue teaching methods, pay professional dues, and portray this to the student teacher.
Questions to Ask Yourself as Cooperating Teacher

INTRODUCTORY:

1. Did I acquaint the student teacher with an understanding of school policies and philosophy with respect to overall educational purposes?

CONFERENCES:

1. Did I watch for clues to more effectively guide toward happiness and results?
2. Did I hold conferences for definite plans and purposes, spacing them for proper planning, reflection and evaluation?
3. Did I manifest a spirit of understanding and constructive helpfulness toward the student teacher in developing his/her full potentialities?
4. Did I merit the student teacher's confidence?

EVALUATION:

1. Did I stimulate the student teacher to self-evaluation?
2. Did I make evaluation of the student teacher's work constructive, continuous and comprehensive?
3. Did I make use of a variety of sources of information as a basis for evaluation?
4. Did I make an effort to be fair to the student teacher in all aspects of evaluation?

PERSONAL:

1. Did I demonstrate efficiency of performance and professional integrity?
2. Did I seem friendly, sympathetic, patient, courteous, tactful, and approachable in all matters?
STUDENT TEACHING EXPERIENCES TO BE DISCUSSED

Before a student teacher undertakes a new task, he/she needs assistance in planning his/her work. The following should be discussed according to how it exists in the cooperating school:

1. Selecting supervised agricultural experience programs.
2. Making instructional visits to high school, young, and adult students.
3. Developing estimates, agreements, or contracts in agricultural experience record books.
5. Ways of using agricultural experience records in a class-teaching situation.
6. Preparing programs of instruction - animal science, plant and soil science, agricultural mechanics, horticulture, landscape management, agricultural business, natural resources, farm business management, etc.
7. Planning lessons for effective teaching include:
   a) problem selection
   b) introduction of lesson
   c) using appropriate instructional materials
   d) providing skills and techniques for student practice
8. Teaching the class effectively, include securing and maintaining interest, maintaining discipline, supervising the study, providing field trips, and using notebooks.

10. Teaching and managing the agricultural laboratory.
11. Evaluating students in class and shop.

12. Cooperating with the programs of the school and community.

13. Working with individuals and committees in the FFA.
14. Planning and conducting FFA meetings or activities with the officers.

15. Planning and conducting young and adult meetings.
16. The structure and use of planning and advisory committees.
17. Review state reports and school reports.
18. Liability.
19. Extended service beyond the regular school day.
20. Current issues such as RISE, Integration of academic and career/technical education, Career Paths, ISTEP+ testing, Reading/Writing instruction, etc.
GUIDING THE STUDENT TEACHER'S PLANNING

For a student teacher to have a successful experience, the future teacher needs to know what you expect of him/her. A weekly plan should be made. Be specific on each unit on the tasks you expect the class to be able to perform on completion of that unit of study. Assist the student teacher in locating materials necessary in lesson planning. Some areas which require the cooperating teacher's assistance are:

A. Student Teacher visits to the cooperating teacher one semester prior to Student Teaching.
   1. Review of course of study
   2. Review of FFA program of activities
   3. Tour of facility and list of resources available
   4. Review copies of student and teacher handbook
   5. Identify units and tasks student teacher will be expected to teach
   6. Review adult program

B. The Student Teacher will be expected to turn in a weekly outline of lessons prior to the start of that teaching week to be critiqued by the cooperating teacher in the presence of the student teacher. This outline should include:
   1. Skills to be taught
   2. Outline of lesson material
   3. Student activities, field trips, and special activities
   4. Method of evaluation

C. The Cooperating Instructor will assist the student teacher in planning of field trips and special activities with regard to:
   1. Contacting resource persons
   2. Securing transportation
   3. Parental permission

D. The Cooperating Instructor will arrange agricultural experience visits:
   1. Have a visit the 2nd or 3rd day of school
   2. Assign students to the student teacher
   3. Visit students at home or on the job
   4. Evaluate each visit

E. Evening Activities
   1. The student teacher should be involved with the cooperating teacher in all activities. These should include the SAE visits, FFA activities, and local agricultural related meetings.

By the student teacher knowing his/her assignments from the start, he/she can effectively plan to utilize their time wisely and be aware of what criteria they will be graded on.
THE EVALUATION PROCESS

The evaluation process can be achieved with the implementation of any of several different formats. Undoubtedly, there are almost as many formats as there are evaluators. In an effort to give structure to the evaluation process, a standard format should be considered. One of the most complete processes has been developed by G. B. Redfern.

Summary of the Appraisal
Process by Redfern (1963)

Step 1 Pre-Appraisal Conference
This step should set the stage as to what will be expected by the evaluator. The student teacher identifies methods to be used along with intended learning strategies.

Step 2 Establishment of Teaching Objectives
The student teacher notes subject matter being taught as well as the teaching objectives to be presented.

Step 3 Observation of Teaching
The evaluator should simply observe and record what actually happens during the teaching episode. Every effort should be made not to reach any judgment at this time.

Step 4 Appraisal of Teaching
The evaluator analyzes the teaching performance from all available information. This must take place on an individual basis in order to prevent decisions being influenced by others.

Step 5 Preparing for Appraisal Conference
The evaluator plans the needed approach. Supporting information may be gathered when needed. A strategy for improvement or suggestions can be formulated.

Step 6 Student Teacher Self-Appraisal
This step will give the evaluator much information as to the awareness and judgment of the student teacher. It is a starting point where the student teacher reflects on his/her own performance.

Step 7 The Appraisal Conference
After the student teacher has gone through a self-analysis, the evaluator should identify the positive aspects of the teaching episode. Next, come the areas of needed improvement. The evaluators will be more effective if they emphasize questioning and listening.

Step 8 Post-Appraisal Action
At this time, definite means of improvement will be agreed upon. The evaluator identifies specific problem areas and suggests ways of correcting the problem. This step should include new areas into which the student teacher is to proceed. The key here is that specific action must be identified to be implemented.

The forms in the document “Manual for Student Teaching in Agricultural Education” are to be used for the formal evaluations of your student teacher. The following two forms may be of assistance to you in providing your student teacher additional feedback for their improvement and self-reflection of their practice.
END-OF-DAY EVALUATION OF STUDENT TEACHER'S INSTRUCTION

Student Teacher ____________________________________________ Date ____________
Class ____________________________________________ Unit ________________

<table>
<thead>
<tr>
<th>CLASSROOM INSTRUCTION</th>
<th>Points for Discussion</th>
<th>Next Steps</th>
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<tr>
<th>LABORATORY INSTRUCTION</th>
<th>Points of Discussion</th>
<th>Next Steps</th>
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INVENTORY OF STUDENT TEACHER TRAITS

Student ___________________________________ Instructor _________________________________

School and Program ___________________________________________________________________

Semester & Year _____________________________ Classes (Circle) 6 7 8 9 10 11 12

Circle the Appropriate Number for Each Trait

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<tr>
<td>ATTITUDE - toward teaching profession</td>
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<td>Indifferent</td>
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<td>Excellent</td>
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<td>COOPERATION - with the instructor and faculty and administration</td>
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<td>Slow to respond</td>
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<td>Happy in teamwork</td>
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<td>Willing to do extra</td>
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<tr>
<td>ATTENDANCE - absence and tardiness from class</td>
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<td>Too much absence</td>
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<td>Good attendance</td>
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<td>Rarely absent</td>
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<td>INITIATIVE - interest in work, motivation</td>
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<td>Lacks interest</td>
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<td>Shows interest</td>
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<td>DEPENDABILITY - keeps at the job</td>
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<td>Seldom needs checking</td>
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<td>Highly reliable</td>
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<td>RESPONSE TO AUTHORITY - ability to take and follow orders</td>
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<td>Antagonistic</td>
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<td>Follows through</td>
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<td>Responds enthusiastically</td>
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<td>WORK HABITS - use of working time</td>
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<td>Poor use of time</td>
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<td>Good work habits</td>
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<td>Constructively busy</td>
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<td>JUDGEMENT - ability to make decisions, plan work</td>
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<td>Well organized</td>
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<td>NEATNESS AND ORDERLINESS - care and use of supplies and equipment</td>
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<td>Untidy and careless</td>
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<td>Acceptable, satisfactory</td>
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<td>Neat and systematic</td>
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<td>SAFETY - safe work habits</td>
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<td>Occasionally takes chances</td>
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<td>Good safety habits</td>
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<td>QUALITY OF WORK - accuracy and neatness</td>
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<td>QUANTITY OF WORK - speed of work</td>
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<td>Very slow</td>
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<td>Good production</td>
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<td>KNOWLEDGE OF WORK - skills and techniques used to set up, operate and maintain</td>
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<td>Good understanding</td>
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<td>Excellent comprehension</td>
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<td>PROSPECT AS A TEACHER</td>
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<td>Poor risk</td>
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<td>Good prospect</td>
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On the reverse side, please list any additional strengths and weaknesses in skills.
WRITING CONFIDENTIAL STATEMENTS

This is a very important task. You want to be fair to both the student and to the employing officials. You want to tell the truth and still not damage your student's chances for the best position for which he is qualified. The job is especially difficult because you are dealing with the student's potential and must predict his success on that basis. To give only factual statements of progress to date would scare off most employers, for they tend to forget that student teaching must, after all, be primarily a foundation for growth and not a finishing school.

Here are a few suggestions to serve as a guide in writing these reports:

1. Describe briefly the setting of the assignment—grade, subject, school, and term. Add any very unusual facts about the teaching situation which greatly affected the work of the student teacher. Be careful not to describe the bad features of the situation so bluntly that the officials of the school would be embarrassed if they saw the credentials.

2. Give evidence of the behavior that bears out the qualities you ascribe to the student.

3. Be fair to the student. Give strengths and weaknesses, being careful not to overdo either.

4. Be careful to avoid the overly blunt statement in presenting the weaknesses of the student and give any compensating factors in the same sentence, or at least in close proximity.

5. Give your honest judgment of the student now and a reasonable prediction of probable future development. If the student will need more than a moderate amount of assistance to succeed, be tactful, but say so.

6. Identify the type of situation in which you think the student has most possibilities for success. Also, state whether you feel the student would function best with another teacher or alone.

7. Recall the student's most outstanding achievement. Try to include reference to it in a sentence or two.

8. Be sure the written description corresponds with the rating and grade, if the grade and rating become part of the credentials.

9. Above all, remember that personal judgment and common sense should influence the content of the letter. Be truthful, but tactful.

10. Use words that most people like (catch phrases are underlined in the following examples) when possible.
Following are three recommendations which are very well written, representing three different levels of success at student teaching.

Ms. Smith’s performance in student teaching was very good. She taught agricultural science and business classes including: fundamentals, agricultural mechanization, animal science, and horticultural science. She served as FFA advisor by working with students in various leadership career development events, community service projects, and chapter meetings. She became involved in the total agricultural education program. Ms. Smith is very cooperative and gets along well with the staff, administration, students, and parents. Her teaching style allows her to adapt instruction to the interests and abilities of students. She used a variety of instructional strategies to engage all types of learners. Once she learned how to be firm yet fair, she maintained excellent classroom control. She made good use of resource materials, especially incorporating newer technologies into the classroom. Ms. Smith was always willing to put in extra time to work with her students. Her overall performance as a potential agricultural educator was excellent. I highly recommend her for any agricultural science and business teaching position.

Mr. Jones taught in a rural, middle/high school, in a two-teacher agriculture department. He taught fundamentals, 8th grade introduction to agriscience, plant and soil science, natural resources management, and landscape management on a Block 8 schedule. Mr. Jones grew in his teaching abilities throughout the student teaching experience. He sought and found effective means for overcoming a problem with group discipline and eventually had such good control that he could be left alone without hesitation. He was most successful in utilizing laboratory facilities to bring real-world experiences to concepts studied in the classroom. Mr. Jones made good use of teachable moments, which was only enhanced by his attention to planning and individual student learning needs. His unit on "Designing the Home Floral Garden" was very successful. He was cooperative, resourceful, and willing to spend the time necessary to make his teaching successful. He is aware of his need to gain more confidence and experience in the area of agricultural mechanics. I am confident that he will work until he gains competency in any area in which he feels a bit insecure. I believe he has the capacity to become a very good agricultural science and business teacher. However, at this point in his professional development I believe that he will be most successful in a multi-teacher department.

Mr. Glumn completed his student teaching in a single-teacher, suburban agricultural education program. He taught 7th grade exploratory agriscience, fundamentals, and horticultural science on a Block 4 schedule. He made a slow beginning in his student teaching because of his seeming unwillingness to assume responsibility. Even though he was given many specific suggestions, he escaped as many situations as possible by giving excuses of illness, etc., and did not profit as he should have from the help he received. He exhibited a lack of careful planning, which often resulted in his inability to use classroom time wisely. When given the option to discontinue the student teaching experience, Mr. Glumn chose to devote the remainder of the experience to improvement. In fact, he became enthusiastic toward teaching during the final two weeks, and demonstrated a marked improvement in planning and classroom management. Mr. Glumn will need to continue to work on the problem of separating his personal and professional life. Conferences revealed that the inability to resolve certain personal problems was the underlying factor behind his slow adjustment to teaching. If he sincerely works at this problem, I believe that he might make a satisfactory teacher with sympathetic and constructive supervision.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is a member of the university staff in Agricultural Education whose responsibility is to work with the cooperating teacher and to assist the student teacher in deriving the greatest possible value from the student teaching experience. The university supervisor will be visiting with the cooperating teacher and the student teacher in the cooperative training center. Some of his/her responsibilities are included in order to help clarify the cooperating teacher's and student teacher's roles.

The university supervisor is responsible for:

1. Selecting cooperative training centers and cooperating teachers conducive to meaningful student teaching experiences.

2. Prior to the training period, explaining the student teaching program to local administration and cooperating teachers, and providing them with necessary materials.

3. Working cooperatively with the school administration, cooperating teacher, and student teacher to provide the best possible student teaching experience.

4. Preparing the student teacher for the student teaching experience at the university level.

5. Providing seminars and conferences for both the cooperating teacher and the student teacher.

6. Visiting the cooperative training center, if possible, before the student teaching experience to review with the cooperating teacher and the student teacher the plan of activities and responsibilities for the student teaching experience.

7. Periodically visiting the school during the semester and observing the student teacher in varying teaching situations. Conferring with cooperating teacher regarding the student teacher's progress. The university supervisor may visit with the school administrator regarding the student teaching program.

8. Serving as a resource person for the cooperating teacher in terms of helping secure current reference materials, utilizing new methods and techniques of teaching, and examining evaluation techniques to be used with student teachers and/or pupils.

9. Evaluating the student teacher's professional and personal growth with the cooperating teacher during the entire student teaching experience. Data for this evaluation is collected through observations and conferences with the cooperating teacher, the student teacher, and other appropriate school personnel. These findings serve as a basis for the final grades and a written recommendation.