INTRODUCTION

The student teaching internship is a cooperative effort between a local school district and the University of Missouri, with the school providing the realistic situations for teaching interns to apply and synthesize theory and practice. The teaching internship is the culminating experience in the teacher preparation program. Interns, your experience will be intense, so be prepared to devote all of your energy to this important endeavor.

The cooperating teacher is a key person in the experience who guides, evaluates, and provides feedback to the teaching intern on a daily basis. The aim of the internship is to have the intern develop his/her unique style of teaching and to begin mastering appropriate teaching skills and behaviors. Acquiring professional teaching knowledge and skills is an important component of the internship program.

The university supervisor is responsible for defining and communicating the purposes and expectations to be fulfilled by the intern and the cooperating teacher. An important role for the university supervisor is to assist in keeping channels of communication open between the cooperating teacher and the teaching intern. Through listening and sharing, the university supervisor and the cooperating teacher can help an intern overcome those barriers that may hinder his/her potential to become a successful agriculture teacher.

The purpose of the Teaching Internship Handbook is to guide teaching interns, cooperating teachers, and university supervisors in their responsibilities related to the teaching internship. The Handbook is designed to provide assistance and direction for the teaching internship.
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AG ED LD 4995 DESCRIPTION AND OBJECTIVES

Course Description: A field-based learning experience that combines observation and practice in a secondary/adult agricultural program. The purpose of this internship is to provide an opportunity to apply teaching and learning concepts in a practical context. Prerequisites: departmental consent.

Course Objectives: Major objectives of the course are based on the Missouri Standards for Professional Educators (MoSPE; see http://dese.mo.gov/sites/default/files/TeacherStandards.pdf), although given the recent implementation of MoSPE, references to the formerly-used MoSTEP standards will also appear in this document and on evaluation forms.

MoSPE Standards:

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2: Understanding and Encouraging Student Learning, Growth, and Development.
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3: Implementing the Curriculum.
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard #4: Teaching for Critical Thinking.
The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.

Standard #5: Creating a Positive Classroom Learning Environment.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6: Utilizing Effective Communication.
The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: Use of Student Achievement Data to Analyze and Modify Instruction.
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard #8: Professional Practice.
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard #9: Professional Collaboration.
The teacher has effective working relationships with students, parents, school colleagues and community members.
CODE OF ETHICS FOR TEACHERS OF AGRICULTURE

1. We believe that high ethical principles should be practiced by teachers of Agricultural Education and that the influence of the Missouri Vocational Agriculture Teachers Association should be brought to bear on any teacher who acts in an unethical or unprofessional manner.

2. We believe that our profession stands for ideals, cooperation, service, and leadership.

3. We believe that we should improve ourselves professionally by accepted methods.

4. Loyalty to our organization is necessary and any criticism of its activities should be limited to our official meetings.

5. We believe that we should be cooperative with any organization in the community, which has for its purpose an educational growth.

6. We believe that our best efforts should be used for the development of the students under our guidance.

7. We believe that it is our duty to notify the State Supervisor and District Supervisor promptly when a vacancy occurs and likewise when another position has been accepted.

8. We believe that it is unethical to apply for a specific position until that position has been officially declared vacant. Application should be made through the regular channels.

9. We believe it is strictly a violation of the code of ethics for any teacher to underbid the salary of others. Position should be sought upon merit only.

10. We believe it is unethical for a teacher to neglect paying of professional dues, and that until same are paid said teacher should be deprived of membership in this organization, the privileges and benefits thereof.

11. We believe that it is unethical to make false or inaccurate reports, to the State Department regarding our salary, travel, or the accomplishments of our department.

12. We believe that a teacher and the students should adhere closely to all rules and regulations pertaining to fairs, shows, and contests and conduct themselves in a proper manner.

13. We believe that adverse criticism of fellow teachers and other organizations should not be allowed except in constructive manner.

14. We believe that the teachers should cooperate with the State Department, the Department of Agricultural Education at the teacher education institutions, the local school administrators, and teaching staff.

15. We believe new teachers in the field should contact older agriculture teachers in the area and leading citizens of the immediate community for helpful information.

Submitted May 18, 1959, by members of the Professional Improvement and Ethics Committee for MVATA. Reviewed April 21, 1989 by members of the Teachers Welfare Committee.
Responsibilities of the Teaching Intern

The undertaking which you are beginning is without doubt, one of the most important phases of your preparation in becoming an agriculture teacher. Carefully review the instructions outlined in this Handbook, as they are based on the knowledge and experience of practicing professionals.

First impressions are important. Be courteous, cooperative, and sincere in your dealings with students, cooperating teachers, administrators, faculty, school employees, parents, and residents of the community. The ability to work well with people and to maintain desirable relationships is one which teachers should cultivate.

The teaching internship is an opportunity for you to learn. Observe carefully not only what is done, but also how it is done in your cooperating school. Be discrete at all times about talking to friends and outsiders about what transpires in your cooperating school.

The coming and going of teaching interns create disruptions of the regular school program. At the same time, you are added personnel in the school and, as such, should have ideas to present for consideration which can be of value to the educational program. Endeavor to make some permanent, tangible contributions to the department during the internship experience.

Professionalism

1. The teaching internship is a full-time responsibility and includes classroom and laboratory teaching, plus being responsible for out-of-class events and learning experiences such as FFA advising, SAE supervision, PTA, faculty meetings, etc. Attendance, punctuality, and preparation are crucial and your efforts should reflect the seriousness of this responsibility.

2. Teaching interns are required to maintain professional liability insurance coverage during the internship. Secure professional liability insurance through student membership in the National Association of Agricultural Educators (NAAE).

3. Teaching interns are guests in the cooperating school; they are expected to support school policies and personnel. All school rules and regulations are to be followed and always follow the chain of command. The cooperating teacher is the intern’s immediate supervisor.

4. The administration expects interns to become a contributing member of the faculty. Every teacher has certain obligations in the program and interns must be willing to do their share. At the same time, interns are not assigned to the school to do "odd jobs" or be a long-term substitute teacher.

5. Teaching interns should dress, talk and act as professionals. They should exemplify professionalism in dealing with confidential information. Interns should demonstrate a professional attitude in all contacts in the school and community.

6. Teaching interns are expected to maintain a friendly, but professional relationship with students. They should not associate with students outside of school, except at a school sanctioned event.

7. Teaching interns should assume responsibility for the quality of their experience, seek out opportunities and ask for new assignments or responsibilities. Teaching interns should use initiative, but keep the cooperating teacher informed.

8. Teaching interns should not hesitate to ask for assistance from the cooperating teacher(s). If an intern does not know how to complete a task, he/she should communicate this to the cooperating teacher. It
is important for an intern to not place him/herself in an embarrassing predicament by claiming to "know it all."

9. Teaching interns should never criticize one student to another, nor should interns criticize their class, other teaching interns, cooperating teachers, administrators, or school district to others. Review the Code of Ethics for Teachers of Agriculture presented in this Handbook. Conduct unbecoming of a "professional educator" is considered just cause for removal from a cooperating school district and/or from the internship.

10. Teaching interns should not be afraid to suggest new ideas but strive for tact when doing so. If the idea is not adopted or some idea is being used that may be contrary to past experiences, ask why. Usually there is a sound, logical reason.

11. Teaching interns should strive to learn all they can during their internship experience. Gain experience in all phases of the job – program management, classroom and laboratory teaching, field work, supervising agricultural experience programs, conducting adult classes, and advising the FFA chapter.

12. Teaching interns should take criticism in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and profit by them. Make positive changes in teaching as suggested by the cooperating teacher.

Classroom, Laboratory, and Field Work

1. First contacts are important. Learn students’ names and as much about their agricultural experience programs and home environments as soon as possible.

2. Prepare instructional (lesson) plans carefully and have them checked and approved by the cooperating teacher several days in advance so that recommended changes can be made.

3. Maintain an orderly, businesslike classroom atmosphere. Secure the cooperation of students, but do not be too "easy" or overly friendly. As experience is gained, an intern can more easily direct and supervise classroom work which allows greater and more desirable student activity and freedom. Gain student respect for doing a good job without being overly concerned about them "liking you."

4. Teach a full teaching load (100% FTE) for a minimum of four weeks.

5. Teach one class for the entire 16-week experience.

6. Work to improve such things as handwriting, board work, grammar, and spelling. Set a good example for students.

7. Do not talk down to the students, nor go above their heads. Take into consideration their age and experience. Check often to see that the whole class is following and learning. Study the work of the cooperating teacher(s); try to determine why they did what they did.

8. Teaching in the laboratory also requires careful planning and organization. Secure and organize materials and equipment in advance.

9. Be prompt in meeting all classes and appointments. It is better to arrive ahead of time than to rush into a room out of breath a split-second ahead of the bell.
General Guidelines and Policies

1. The local school administration has granted permission for you to complete the teaching internship in their school. The continuance of this privilege to those who will follow you depends upon how well you do your work and the manner in which you conduct yourself.

2. Be prepared to spend the time necessary to participate in the activities expected of agriculture teachers. You are expected to take an active role in evening and weekend activities. Remember that the internship is an opportunity for you to experience the role and responsibility of a secondary agriculture teacher. Plan to be involved in a variety of activities and budget your time and other resources in order to allow for your participation. Employment is not permitted during the teaching internship, as it would detract from the potential benefits of the internship experience.

3. Set aside time at the end of each day for a conference with your cooperating teacher.

4. Keep the required records and reports and submit them on time.

5. Attend to all financial matters and any other obligations before leaving the community.

6. Do not “ransack” department files and take materials. Ask the cooperating teacher to supply copies of the desired materials.

7. Before leaving the school, be sure to express your appreciation to your cooperating teacher(s) and administrators. Follow this up with written expression of appreciation.

LEGAL STATUS OF STUDENT TEACHER INTERNS

MU student teacher interns are required to show proof of professional liability insurance prior to the start of their internship. The cooperating teacher is ultimately responsible for the health, safety, and general well-being of the students in his or her class; however, should harm come to any student through malice, negligence, or poor judgment on the part of the student teacher intern, it may be expected that both the student teacher intern and the cooperating teacher could be held responsible.

Student teacher interns may serve as substitutes in their assigned classrooms under certain circumstances if they obtain a substitute teaching certificate and meet the guidelines listed below. If a student teacher intern is serving as a substitute in his or her classroom, the intern will be covered under the district’s policy for the protection of substitute teachers.
Responsibilities of the Cooperating Teacher

The role of a cooperating teacher is one of great importance. The teaching internship is regarded as one of the most important phases in a teacher education program. It is quite likely that you will have more to do with the future performance of the teaching intern than any other person. There is no doubt that you will greatly influence the professional attitude of the teaching intern as well as provide him/her with the opportunity to increase his/her professional knowledge and skill. It is with this challenge in mind that the following suggestions are made.

Initial Planning

1. Assist interns in obtaining adequate housing at as modest a cost as possible.

2. Introduce intern to administration and other faculty and employees.

3. Cooperating teacher and intern should cooperatively determine policy on such matters as: (a) Daily working hours, (b) Weekends in the community, (c) Responsibilities, (d) Professional dress, (e) Mileage and other expenses, (f) Personal conduct, and (g) Absences.

4. Acquaint intern with the school and agriculture department facilities and with the activities and procedures of the school and department. This undoubtedly will be a progressive undertaking, but intern should be familiar with such items if they are to benefit from their experiences in the cooperating school.

5. Students should address the intern as "Mr./Ms. ________" rather than by his/her first name.

6. Prepare secondary students for the intern by explaining the purpose of the teaching internship.

7. Plan ahead! Discuss tentative teaching assignments and responsibilities for the entire internship.

8. Review the intern's expectations, assignments, and projects.

Planning the Internship Experience - Cooperatively plan the teaching intern’s activities with emphasis on the following:

1. In cooperation with the intern review the Suggested Internship Timetable and Experiences and develop a plan to complete the expected outcomes during the internship. Allow freedom to arrange a schedule which will include a majority of the desired outcomes.

2. Make assignments early enough so that the intern can prepare and have his/her plans reviewed.

3. Coordinate teaching assignments with existing teaching calendars. If possible, start the intern teaching a course and unit in which they are well qualified.

4. Plan ahead and set up a long-range schedule of teaching assignments and responsibilities for the FFA chapter and other activities which will allow the intern to plan his/her work and schedule.

5. Make it a point to have the intern visit students' agricultural experience programs with you early in the internship.
Supervision of Teaching Interns

1. **Check and approve all instructional (lesson) plans prior to each lesson** (at least one day in advance to provide time for revision if needed). An Instructional Plan Checklist (evaluation form) is provided in the appendix to use as a guide for assessing the content and format of instructional plans.

2. Conduct evaluations of the intern’s classroom, laboratory, and field instruction and offer constructive criticism during a feedback conference. **Set aside time each day for a feedback conference with the intern.**

3. Provide intern with verbal and written evaluations of his/her work. Grade the intern periodically throughout the internship.

4. Supervise and evaluate intern’s activities regarding the supervision provided to students’ Supervised Agricultural Experience programs.

5. If two interns are located in the same cooperating school each should have his/her own responsibilities and his/her performance should not be interfered with by the other intern.

6. The cooperating teacher should not "take away" the control and direction of a class, except in an emergency.

7. Observe the ability of the intern to work with other people in the school and community. The development of the ability to follow professional procedures and to communicate well with people is as important for the intern as is the development of skill in teaching.

8. Submit all reports as requested by the University of Missouri.
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

University supervisors serve as a liaison between the University of Missouri and cooperating school districts. The university supervisor should be contacted immediately when a problem or concern arises. In addition, the university supervisor is charged with the following responsibilities:

- Work with the cooperating teacher and intern in planning and evaluating the internship experience.
- Conduct a minimum of two on-site observations. Each on-site observation will include a feedback conference to evaluate progress, make constructive recommendations, and provide assistance as needed. Additional site observations will be scheduled if warranted.
- Conduct a one-on-one conference with the intern during seminars held on-campus.
- Assign intern’s final grade, taking into consideration the evaluations and recommendation of the cooperating teacher.
- Serve as a resource person for the intern.

Site Observation Expectations

Teaching Intern

1. Have instructional (lesson) plans ready for review upon the university supervisor’s arrival.
2. Be prepared to explain the instructional objectives for the lessons/laboratories being taught and how the instructional objectives will be accomplished.
3. Participate in a feedback conference with the cooperating teacher and the university supervisor.

Cooperating Teacher

1. Be present with the university supervisor in the classroom and/or laboratory to observe the intern.
2. Participate in feedback conference with intern and university supervisor.
3. In cooperation with university supervisor, complete a Professional Growth Plan.
4. Review and make plans for completing the mid-session and final Performance Based Student Teaching Internship Evaluation.
5. Discuss concerns that might strengthen the intern’s preparation program.

University Supervisor

1. Arrive in time to adequately review instructional plans with intern and conduct a pre-conference.
2. Observe teaching with the intent of providing support, encouragement, and recommendations.
3. Provide intern with objective feedback on the current state of his/her instructional skills.
4. Analyze the events that occur in the classroom in terms of the objectives for the lesson.
5. Lead intern and the cooperating teacher in a feedback conference.
6. Assist the intern and cooperating teacher in diagnosing and solving instructional problems.
7. Review with the intern the Performance Based Student Teaching Internship Evaluation.
8. In cooperation with the intern and cooperating teacher, complete a Professional Growth Plan.
# Internship Experiences and Suggested Timetable

**Teaching Intern:**

**Cooperating Teacher:**

**School District:**

## First Day: January 2 (or 5)

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<tr>
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<tr>
<td>Introductions to administrators, teachers and other school personnel</td>
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<tr>
<td>Identify personal work/office space and established expectations</td>
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<tr>
<td>Investigate available resources (media, library, community, e-mail, etc.)</td>
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<tr>
<td>Obtain daily class schedule</td>
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<tr>
<td>Secure copy of the school district’s policy manual</td>
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<tr>
<td>Review school district disciplinary and safety protocol</td>
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## Week 1: January 5 - 9

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<tr>
<td>Observe cooperating teacher’s classroom and laboratory teaching style</td>
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<tr>
<td>Begin teaching 1st class (cooperating teacher should approve instructional plans)</td>
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<tr>
<td>Evaluated by cooperating teacher with the <em>Formative Assessment of Teaching</em> form</td>
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<tr>
<td>Meet daily with cooperating teacher for feedback/progress conference</td>
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<tr>
<td>Begin lesson preparation and securing teaching materials for 2nd class</td>
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<tr>
<td>Conduct at least one SAE observation</td>
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<tr>
<td>Assist with FFA chapter and other program activities</td>
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<tr>
<td>Prepare a <em>Teaching Calendar</em> for one course for the complete 16-week internship</td>
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<tr>
<td>Prepare <em>Weekly Calendar for Advanced Planning</em> for next week</td>
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<tr>
<td>Submit weekly <em>Internship Journal</em> to university supervisor</td>
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<tr>
<td>Submit lesson plans to cooperating teacher for approval prior to teaching</td>
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## Week 2: January 12 – 16

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<tr>
<td>Observe cooperating teacher’s classroom and laboratory teaching style</td>
</tr>
<tr>
<td>Add 2nd class to teaching load (as directed by cooperating teacher)</td>
</tr>
<tr>
<td>Evaluated by cooperating teacher with the <em>Formative Assessment of Teaching</em> form</td>
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<tr>
<td>Meet daily with cooperating teacher for feedback/progress conference</td>
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<tr>
<td>Conduct at least one SAE observation</td>
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<tr>
<td>Assist with FFA chapter and other program activities</td>
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<tr>
<td>Prepare <em>Weekly Calendar for Advanced Planning</em> for next week</td>
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<tr>
<td>Submit weekly <em>Internship Journal</em> to university supervisor</td>
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<tr>
<td>Submit lesson plans to cooperating teacher for approval prior to teaching</td>
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## Week 3: January 19 – 23

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<tr>
<td>Observe cooperating teacher’s classroom and laboratory teaching style</td>
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<tr>
<td>Continue teaching two classes (as directed by cooperating teacher)</td>
</tr>
<tr>
<td>Evaluated by cooperating teacher with the <em>Formative Assessment of Teaching</em> form</td>
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<tr>
<td>Meet daily with cooperating teacher for feedback/progress conference</td>
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</table>
Begin lesson preparation and securing teaching materials for 3rd class
Conduct at least one SAE observation
Assist with FFA chapter and other program activities
Prepare Weekly Calendar for Advanced Planning for next week
Submit weekly Internship Journal to university supervisor
Submit lesson plans to cooperating teacher for approval prior to teaching

### Week 4: January 26 – 30
- Observe cooperating teacher’s classroom and laboratory teaching style
- Add 3rd class to teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form
- Meet daily with cooperating teacher for feedback/progress conference
- Begin lesson preparation and securing teaching materials for 4th class
- Conduct at least one SAE observation
- Assist with FFA chapter and other program activities
- Prepare Weekly Calendar for Advanced Planning for next week
- Submit weekly Internship Journal to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

### Weeks 5 through 7: February 2 – February 20
- Observe cooperating teacher’s classroom and laboratory teaching style
- Add 4th class to teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form (each week)
- Daily feedback conference with cooperating teacher may move to less frequent
- Begin lesson preparation and securing teaching materials for 5th and 6th classes
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare Weekly Calendar for Advanced Planning for next week
- Submit weekly Internship Journal to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching
- Assist with planning and supervision of FFA Week Activities

### Weeks 8 through 11: February 23 – March 20
- Assume a full teaching load (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the *Formative Assessment of Teaching* form (each week)
- Move to less frequent feedback conferences (as directed by cooperating teacher)
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare Weekly Calendar for Advanced Planning for next week
- Submit weekly Internship Journal to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching
- Cooperating teacher completes and reviews intern’s mid-session (8-week) assessment – *Performance Based Student Teaching Internship Evaluation* (due by Wednesday, Feb 25th) to university supervisor
Weeks 12 through 14: March 23 – April 10

- May begin reducing teaching load one course at a time (as directed by cooperating teacher)
- Evaluated by cooperating teacher with the Formative Assessment of Teaching form (each week)
- Less frequent feedback conferences (as directed by cooperating teacher)
- Conduct at least one SAE observation (each week)
- Assist with FFA chapter and other program activities
- Prepare Weekly Calendar for Advanced Planning for next week
- Submit weekly Internship Journal to university supervisor
- Submit lesson plans to cooperating teacher for approval prior to teaching

Week 15: April 13 – 17

- Continue reducing teaching load (as directed by cooperating teacher)
- Assist with FFA chapter and other program activities
- Submit weekly Internship Journal to university supervisor
- Attend state CDE competition and chaperone State FFA Convention with school/chapter

Week 16: April 20 – 24

- Assist chapter reporter in preparing news articles regarding state FFA convention and state CDEs
- Prepare final materials for cooperating teacher and internship responsibilities
- Cooperating teacher completes and reviews intern’s final assessment – Performance Based Student Teaching Internship Evaluation (due by Wednesday, April 22\textsuperscript{nd} to university supervisor)

Documentation of Required Experiences

<table>
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<tr>
<th>Secondary Instruction</th>
<th>Date Completed</th>
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<tr>
<td>1. 10 evaluations (minimum) by cooperating teacher, using Formative Assessment of Teaching form</td>
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<td>Evaluation 1</td>
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<td>Evaluation 10</td>
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<tr>
<td>2. Assume full teaching load for minimum of four weeks</td>
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<td>3. Prepare at least one agriculture Career Development Event team for District Competition</td>
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1. Ten (minimum) SAE observations (with or without cooperating teacher) – documented with the Supervision Record form located in the *Program Planning Handbook*

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<tr>
<th>Student Name</th>
<th>Visit location</th>
<th>SAE Type</th>
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2. Assist students with monthly entries in SAE financial record books

3. Assist students in completing year-end summary SAE financial reports

4. Assist students in completing proficiency award applications

5. Assist students in completing State and/or American FFA Degree applications

### FFA Chapter Advising

<table>
<thead>
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<th>Date Completed</th>
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<tr>
<td>1. Identify school district policies and state laws regarding student transportation</td>
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<tr>
<td>2. Serve as chapter advisor for at least one FFA chapter meeting</td>
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<tr>
<td>3. Assist executive committee in planning at least one FFA chapter meeting</td>
</tr>
<tr>
<td>4. Supervise at least one major FFA Activity</td>
</tr>
<tr>
<td>5. Assist in completing FFA award applications</td>
</tr>
<tr>
<td>6. Assist in preparing students for FFA Career Development Event</td>
</tr>
<tr>
<td>7. Assist FFA reporter in preparing news articles</td>
</tr>
<tr>
<td>8. Prepare supply order to the National FFA Organization</td>
</tr>
<tr>
<td>9. Assist in FFA Chapter fundraising event</td>
</tr>
</tbody>
</table>

### Laboratory Instruction and Management

<table>
<thead>
<tr>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify school district policies and state laws regarding safety requirements for laboratories (glasses, safety zones, instruction, documentation, etc.)</td>
</tr>
<tr>
<td>2. Plan and conduct mechanics and/or horticulture skill demonstrations</td>
</tr>
<tr>
<td>3. Create a scoring guide for at least one mechanic or horticulture skill</td>
</tr>
<tr>
<td>4. Utilize a laboratory clean-up system</td>
</tr>
<tr>
<td>5. Outline a rotational method of basic skill instruction for introductory courses</td>
</tr>
</tbody>
</table>
6. Become familiar with payment procedures for student projects

7. Become familiar with supply procurement methods (purchase requisitions, etc.)

8. Identify the types of monetary accounts used by the agriculture program

9. Become familiar with tool and equipment maintenance procedures

10. Become familiar with storage methods for consumable supplies and equipment

11. Identify sources for obtaining mechanics and horticulture laboratory supplies

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**Adult Instruction (when available at local school)**

<table>
<thead>
<tr>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and/or teach an adult education program</td>
</tr>
<tr>
<td>2. Become familiar with methods and procedures of organizing topical adult courses</td>
</tr>
<tr>
<td>3. Participate in the management of FFA Alumni and/or Young Farmer activities</td>
</tr>
</tbody>
</table>

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**Professional and Community Activities**

<table>
<thead>
<tr>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attend area, district, and state agriculture teachers’ meetings</td>
</tr>
<tr>
<td>2. Attend a school district, high school, or career center faculty meeting</td>
</tr>
<tr>
<td>3. Observe a teacher in the school district, other than the agriculture teacher</td>
</tr>
<tr>
<td>4. Meet agribusiness owners and/or managers in the community</td>
</tr>
<tr>
<td>5. Meet personnel employed in related agriculture agencies in the community (University Extension and Outreach, NRCS, FSA, etc.)</td>
</tr>
<tr>
<td>6. Participate in an advisory committee meeting of the agriculture program</td>
</tr>
<tr>
<td>7. Become familiar with required department reports (local and DESE)</td>
</tr>
<tr>
<td>8. Become familiar with the agriculture instructor’s summer calendar</td>
</tr>
<tr>
<td>9. Interview school administrator concerning job interviews and application process</td>
</tr>
<tr>
<td>10. Observe a CASE classroom</td>
</tr>
</tbody>
</table>
Evaluating Intern’s Teaching Performance

Evaluation instruments serve as a way to communicate to a teaching intern his/her progress and areas of needed improvement. Selected instruments are used to enhance the intern’s growth. These evaluation instruments and experiences help the intern in determining personal abilities at the beginning of the internship and throughout the internship experience. Evaluation tools identify difficulties that prevent progress, help determine progress, and provide feedback to the intern.

During the internship, evaluation and grading will be treated as two separate processes. Evaluation is an ongoing process completed by the intern, the cooperating teacher, and the university supervisor. Grading is completed on two occasions, at mid-session and at the conclusion of the internship experience. Evaluation instruments are in the appendix of the Handbook and should be used by the cooperating teacher and university supervisor to evaluate the progress of the intern.

Formative Assessment of Teaching (See Appendix) – This instrument is designed to be used when observing a complete lesson, from the introduction (interest approach) to closure (summary). The instrument was designed by faculty in the Department of Agricultural Education at the University of Missouri and is based upon the Guidelines for Performance Based Teacher Evaluation in Missouri. In addition, the instrument incorporates the principles of teaching and learning (Newcomb, McCracken, Warmbrod & Whittington, 2004) and the Effective Teaching Characteristics (Rosenshine & Furst, 1971).

Teaching Performance Review (See Appendix) – This instrument is one of the most widely used evaluation instruments in the formative assessment of agriculture teachers (Hedges, 1989). This instrument has the advantage over checklist rating systems in that it provides teachers with specific details relating to their teaching performance. This approach allows the observer to emphasize a teacher’s strengths, versus weaknesses during the feedback conference.

To use the instrument the observer must construct an image of “ideal teaching” as a basis for evaluation. The “ideal image” of teaching can be constructed from the previous instrument (Formative Observation of Teaching) or by using the principles of teaching and learning.

In the left column (Effective Performance – Things That Worked Well) record the events that occurred during the teaching that helped the teacher reach his/her objective for the lesson. During the observation use your image of “ideal teaching” and make comments based on that image. Recorded observations may include quotes of the teacher and/or students, specific incidents, and other details regarding the “ideal teaching” image.

In the right column (Suggestions/Comments/Questions) record the events that occurred during the teaching that detracted the teacher from reaching the objective(s) of the lesson. In addition, questions to be asked during the feedback conference about the lesson or the teaching should be recorded. Suggestions with regard to teaching the lesson the next time should also be recorded. The suggestions, comments, and/or questions should pertain to the observer’s constructed image of “ideal teaching.”

Performance Based Student Teaching Internship Evaluation (See Appendix) – This instrument will be completed by the cooperating teacher at mid-session and at the conclusion of the internship experience. The cooperating teacher will recommend a mid-session and final letter grade; however, the letter grade is the final responsibility of the university supervisor.
The following rating scale and descriptions should be used when completing the Performance Based Student Teaching Internship Evaluation.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

1 = **Not Addressing Standard** – Intern is simply not performing.

2 = **Significantly Below Standard** – Intern consistently functions at an inadequate/unacceptable level of performance. Intern will require significant improvement and growth to meet the expected standard.

3 = **Progressing Toward Standard** – At times, intern demonstrates an adequate/acceptable level of performance; however, his/her level of performance is in need of improvement to meet the expected standard.

4 = **Meets Standard** – Intern demonstrates adequate/acceptable level of performance, occasionally demonstrating a high level of performance. Intern often strives to expand his/her scope and ability.

5 = **Exceeds Standard** – Intern frequently functions at an outstanding level of performance and frequently strives to expand his/her scope and ability.

6 = **Exceptional** – Intern consistently functions at an exceptional level of performance and constantly strives to expand his/her scope and ability.

**Feedback Conference**

A feedback conference should be held as soon as possible after a teaching experience. **At least one daily feedback conference between the intern and cooperating teacher is expected.** During the feedback conference, the intern should be encouraged to evaluate his/her progress. At the conclusion of the conference recommended procedures for improvement of teaching should be agreed upon by the intern and the cooperating teacher.
## Internship Assignments and Grading

<table>
<thead>
<tr>
<th>Teaching Intern:</th>
<th>Cooperating School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor:</td>
<td>Cooperating Teacher:</td>
</tr>
</tbody>
</table>

### Assessment Criteria

<table>
<thead>
<tr>
<th>Weekly Internship Journal Report (10 points/week)</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit by Monday of the following week</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Late submissions reduced by 25% for each day submitted past due date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1: ☐</td>
<td>Week 4: ☐</td>
<td>Week 7: ☐</td>
</tr>
<tr>
<td>Week 2: ☐</td>
<td>Week 5: ☐</td>
<td>Week 8: ☐</td>
</tr>
<tr>
<td>Week 3: ☐</td>
<td>Week 6: ☐</td>
<td>Week 9: ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessment of Teaching (10 points/week)</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scan and upload by Monday of the following week</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Late submissions reduced by 25% for each day submitted past due date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1: ☐</td>
<td>Week 4: ☐</td>
<td>Week 7: ☐</td>
</tr>
<tr>
<td>Week 2: ☐</td>
<td>Week 5: ☐</td>
<td>Week 8: ☐</td>
</tr>
<tr>
<td>Week 3: ☐</td>
<td>Week 6: ☐</td>
<td>Week 9: ☐</td>
</tr>
</tbody>
</table>

**Mid-session** (8-week) assessment conducted by cooperating teaching  
(due by February 25\textsuperscript{th})  
150

**Final** assessment conducted by cooperating teaching (due by April 22\textsuperscript{nd})  
150

1\textsuperscript{st} on-site observation conducted by university supervisor (due by Feb 20)  
150

2\textsuperscript{nd} on-site observation conducted by university supervisor (due by March 27)  
150

Internship Notebook (checked continually, graded after completion)  
– organized with the following  
☑ Teaching calendar for one course for the 16 week internship  
☑ Weekly calendars for advanced planning (15 total – week 2 through 16)  
☑ Instructional plans documenting a variety of teaching approaches and methodologies  
☑ Copies of cooperating teacher and university supervisor’s evaluations  
☑ Monthly VA-1 forms (January, February, March, and April)  
150

**SUB TOTAL** 1000

-5% for each unexcused absence

**TOTAL** 1000
"A" = Superior/Exceptional Performance  
- Exceptional candidate for most jobs.  
- Cooperating teacher would accept this intern as a colleague.  
- No glaring weaknesses for an entry-level teacher.  
- Rates high in the characteristics of initiative, self-direction, reliability.  
- Excels in the characteristics of creativity, ability to motivate, and enthusiasm.  
- Possesses the ability to be fully responsible for classes without direct supervision.

"B" = Exceeds the Minimum Acceptable Standard...Adequate to Above Average  
- Good candidate for most jobs.  
- May possess a few minor weaknesses in specified areas (Quality Indicators); however, no indication of inadequate performance or lack of effort.  
- Meets “A” expectations in some areas, but not all.  
- May need improvement in the characteristics of creativity, ability to motivate, and enthusiasm.  
- Possesses the ability to be fully responsible for classes with minimal supervision.

"C" = Meets Minimum Acceptable Standard...Slightly Below Average  
- Acceptable candidate for some jobs; however would need considerable guidance from a mentor.  
- May be in need of considerable professional growth in a specified area (Quality Indicator).  
- At times, may demonstrate a lack of effort, poor judgment and/or undesirable attitude.  
- Planning and preparation are areas in need of improvement.  
- May lack traits of leadership, initiative, creativity, or weak in subject knowledge.  
- Possesses the ability to be responsible for most classes but direct supervision is necessary.

"F" = Unsatisfactory  
- Work is unsatisfactory.  
- Cannot be recommended for a teaching position.  
- Could not really be given responsibility, even under direct supervision.

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A   = 94.0 – 100 %  
A-  = 90.0 – 93.9 %  
B+  = 87.0 – 89.9 %  
B   = 84.0 – 86.9 %  
B-  = 80.0 – 83.9 %  
C+  = 77.0 – 79.9 %  
C   = 74.0 – 76.9 %  
C-  = 70.0 – 73.9 %  
F   = below 70.0 %
INTERNSHIP POLICIES

Absences
The student teaching internship experience is a full-time job, just as teaching for certificated teachers is a full-time job. Student teacher interns should expect to devote a minimum of 40 hours each week to school-related activities. As with any other professional position, however, a minimum amount of on-the-job time will likely reap minimum benefits. The student teaching internship is very important, not only to the student teacher intern’s professional education, but also to his or her opportunity for employment within the profession. Therefore, all those involved in the student teaching internship experience expect that the student teaching intern will understand the meaning and implications of these minimum time standards.

It is vital for all student teaching interns to report daily and on time to their assigned locations during their internships. Student teacher interns are allowed no more than three excused absences. Excused absences are due to illness or family emergencies. For these absences to be excused, the student teaching intern must notify the cooperating teacher of their absence no later than one hour before school is to begin on the day of the absence. Each student teacher is allowed three excused absences which require no make-up. All absences, for any reason, beyond the three excused absences are considered unexcused absences. In addition, failure to give prior notification for any absence by the student teacher intern shall be reported to the university supervisor and will be treated as an unexcused absence that must be made up by the student teacher intern. Tardiness or leaving early in excess of 20 minutes will also be considered as an unexcused absence. Attendance is subject to verification by the cooperating teacher and/or school administrator.

Each unexcused absence beyond the three excused absences will result in a 5% reduction in the intern’s final grade. Any make-up date(s) for unexcused absences will be decided among the cooperating teacher, building administrator, and university supervisor. In the event of one or more unexcused absences, and each subsequent unexcused absence, the intern is required to schedule a meeting with the cooperating teacher, building administrator, and university supervisor to discuss the possibility of making up the missed time. All parties (cooperating teacher, local administrator, and university supervisor) must agree to provide the additional resources to facilitate make-up time. If the student teaching intern is unable to make up the total missed time, the student teacher intern may be required to withdraw from the student teaching internship. This will terminate the experience for that semester, and the student teacher intern will be responsible for dropping the course from his or her registration (See Memorandum of Understanding regarding placement termination).

Where appropriate, a student teacher intern withdrawn from an assignment may be eligible for reassignment for the following year. However, the final decision regarding a new assignment will be made by the Department Chair for the Department of Agricultural Education & Leadership. Despite the fact that certain make-up days, or in some cases, a complete withdrawal may be required, the student teacher intern should not hesitate to miss school for reasons of infectious illness. Good judgment must dictate this decision for the good of all involved.

Questions regarding interpretation of this policy in specific cases should be referred to the instructor of record, who may then consult with the Department Chair and/or the Associate Dean for Academic Programs for clarification.

EXCEPTIONS: Supervision of department activities, professional development activities, including attendance at the Ag Ed Ld 4087/7087 seminars, or job interviews do not count as absences. Verification of interview may be required.
Serving as Substitute Teachers

The governing principle regarding service as substitute teachers is to maintain the integrity of the student teaching internship experience.

1. The student teaching intern must be a minimum of four weeks into the semester before he or she may consider substitute teaching.
2. At four weeks or later, substituting may be pre-approved by a unanimous decision of the student teaching intern, the cooperating teacher, a school administrator, and the university supervisor.
3. The student teaching intern may act as a substitute only in the agriculture department.
4. In the case of conflicting policies, the district policies will prevail.
5. The student teacher will either be paid for their time or the district will hire a substitute to ensure a paid school representative is present at all times.
6. The student teaching intern can substitute for a maximum of five days during the semester of the internship.

Transporting students

1. Student teaching interns are not allowed to transport students in their personal vehicles.
2. In the case of conflicting policies, the district policies will prevail.
Professional Standards of the Teacher Education Program

Professional standards outline expectations and provide a foundation to develop and support MU students as they become new teachers and effective citizens. The Professional Standards serve as a guide for characteristics that candidates and graduates should emulate. The corresponding processes and procedures facilitate communication and coordination, as well as mediation and remediation in cases where they are warranted. The processes and procedures related to the Professional Standards employ a multi-tiered support system to promote professional development and retention of all qualified candidates. The Professional Standards are intentionally academic, rather than disciplinary in nature. Disciplinary actions are determined by University policy, and authority for those decisions is given to the primary administrative officers and student conduct committees on each campus (Section 200.020B.1,4; E.2, 3.c.(1), 4,5).

The primary functions of the Professional Standards are to:
- Outline expectations as well as characteristics that all students within the Teacher Education Program should display
- Educate all stakeholders (e.g., students, faculty, administrators and public school personnel) about these expectations

Professional Standards

The Professional Standards are organized into categories that are aligned to the Teacher Education conceptual framework. The standards are written in the form of behaviors that are expected of all stakeholders.

1. Diversity and Cultural Competence:
   1.1 Demonstrates willingness to learn and work with multiple aspects of diversity and respect for points of view that differ from their own.
   1.2 Demonstrates knowledge and competencies related to working with children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, learning abilities, and political beliefs.

2. Respect and Community:
   2.1 Is able to establish and maintain effective relationships with university peers, faculty, administrators and professional staff.
   2.2 Is able to establish and maintain effective relationships with PreK-12 students, faculty, administrators, staff and parents.
   2.3 Values the teaching profession
   2.4 Meets attendance requirements in all settings
   2.5 Demonstrates respect for others’ time by arriving on time to MU and school-based classes, meetings and appointments
   2.6 Arrives to classes and schools prepared to participate and/or teach.
   2.7 Dresses professionally and appropriately for the setting and situation.
   2.8 Exhibits academic integrity based on the MU definitions and policies. (http://osrr.missouri.edu/academicintegrity/)
   2.9 Adheres to district and university policies and procedures

3. Self-expression:
   3.1 Expresses him/herself in a clear and professional manner in writing and speaking including electronic communications
   3.2 Uses Social Media appropriately, for example, follows school/teacher/professor regulations with respect to cell phone use in the classroom; refrains from posting pictures, videos or comments about students, peers, teachers or administrators on social media and so forth.

4. Self-reflection:
   4.1 Reflects on and evaluates one’s own experience and work;
4.2 Demonstrates an understanding of his/her own strengths and weaknesses
4.3 Seeks out professional feedback
4.4 Makes appropriate changes based on self-evaluation and professional feedback and reflection

5. **Life-long learning:**
   5.1 Demonstrates a commitment to life-long learning
   5.2 Seeks information to inform academic and instructional decision making
   5.3 Uses professional judgment in identifying evidence-based practices and theory to guide practice
   5.4 Participates as a member of a professional educational organization

6. **Social Competence and Adaptability:**
   6.1 Reacts to conflicts appropriately when they arise in the university or PreK-12 setting.
   6.2 Responds appropriately to constructive criticism provided by others.
   6.3 Adapts behavior to established university, school and classroom procedures and policies
   6.4 Interacts effectively with all members of the educational community
**TECHNICAL STANDARDS OF THE TEACHER EDUCATION PROGRAM**

The following standards have been established to provide teacher candidates with information about the skills and abilities required to function in the preparation program and in the profession. Teaching candidates must meet all technical standards to complete coursework and clinical experiences in Phases II/III of the professional education program in the Department of Agricultural Education & Leadership. Applicants to these programs who feel they may not be able to meet one or more of these standards should contact their faculty advisor and/or program coordinator to discuss their concerns. The Agricultural Education & Leadership faculty will consider all academically qualified applicants for admission to the professional program, provided that the technical standards can be met by the applicant with or without reasonable accommodations. None of the professional standards listed below will be waived or modified for any applicant.

Teacher candidates in Agricultural Education 9-12 certification program must:

- Be able to perform all teaching and extracurricular responsibilities required of them
- Be able to move easily in classroom environments
- Perform typical light lifting and other physical motions
- Possess sufficient visual and auditory acuity to ensure a safe classroom, laboratory, and shop environment and to respond quickly in emergency situations
- Possess sufficient verbal and writing ability to express and exchange information and ideas and to convey all important information and directions to teacher candidates and colleagues
- Possess sufficient ability in written expression to model writing for students, use writing for all instructional activities, accurately record student data, and accurately fill out forms and other required documents.
- Possess the ability to work with frequent interruptions and respond appropriately to unexpected situations, including situations that require immediate crisis response
- Be able to work for prolonged periods exposed to extreme noise, extreme heat, sharp tools and materials, electrical equipment, chemicals and toxins, dust and fumes, machinery with moving parts, slippery or uneven surfaces, and variations in lighting
- Possess the ability to cope with variations in workload and stress levels
- Possess the ability to calmly face challenges to authority by students and others
- Be willing and able to respond to students’ emotional and psychological needs in appropriate ways
- Possess the ability to control and express personal emotions and responses appropriately
- Possess the ability to consistently attend and participate in classes and practicum experiences in a timely manner
- Consistently demonstrate time management and organizational skills in all classes and practicum sites
- Have the ability to work in an accepting manner with people who come from a wide range of diversity in race, religion, culture, and sexual orientation.
- Be able to maintain proper boundaries and relationships among home, school and university environments
- Have the ability and disposition to abide by the Code of Ethical Conduct as set forth by the National Education Association.

The physical and emotional safety and academic progress of all teacher candidates in the university setting and in the K-12 practicum are the concern of the Agricultural Education and Leadership faculty. Applicants for certification programs should be aware that background checks through the Missouri Department of Health and the FBI must be completed prior to participating in practicum experiences in school settings. Applicants who have been in difficulties with the law, depending on the nature of the problem, may not be eligible for practicum experiences and therefore admission to the teacher education program. Applicants are advised that such matters will be discussed during admissions so that future goals will not be compromised.
Appendix

Weekly Internship Journal form
Weekly Calendar for Advanced Planning chart
Formative Assessment of Teaching form
Teaching Performance Review form
Performance Based Student Teaching Internship Evaluation
Instructional – Workshop Plan Criteria
Professional Growth Plan
VA-1 Agriculture Teachers’ Monthly Report form