Oklahoma Commission for Teacher Preparation
Program Report For
Agricultural Education

Institution: Oklahoma Panhandle State University

Date submitted:

Name of Preparer: Nels. M. Peterson, Ph.D.

Faculty contributing to report: Nels. M. Peterson, Ph.D. and Peter K. Camfield, Ph.D.

Phone #580-349-1506 E-mail: nels.peterson@opsu.edu

Program documented in this report:
Name of institution's program(s): Agricultural Education

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

Degree or award level: B.S. Degree

Is this program initial or advanced? Initial

Is this program offered at more than one site? □ Yes X No
If yes, list sites at which the program is offered:

Title of the state license for which candidates are prepared:
Agricultural Education

Program report status:
X Initial review
□ Rejoinder
□ Response to national recognition with conditions

SECTION 1: Context

State Program Review

Oklahoma State University Agricultural Education

1. State and Institutional Policies:

Oklahoma Panhandle State University (OPSU) is a land grant institution located in Goodwell, Oklahoma. With an enrollment of approximately 1,200 students, it offers programs at the bachelor's level. The Professional Education Unit is located in the School of Education. The Agricultural Education Program is housed in the School of Agriculture. Candidates are enrolled in the College of Agriculture and work collaboratively with the College of Education and the Professional Education Unit.

The Oklahoma Legislature requires a competency-based system for the preparation of teachers and other educational professionals (House Bill 1549). Consequently, Agricultural Education majors complete a content rich curriculum and are licensed prior to the first year of teaching. The legislature mandates that candidates in initial programs complete licensure requirements in 124 credit hours of course work and have required written justification from each program area for not lowering credit hour maximums to 120 credit hours. Additionally, legislation requires professional education faculty and administrators to work collaboratively with state-accredited public schools for a minimum of 10 hours each year assuming responsibilities related to their teaching fields. Complying with the Oklahoma Residency Year Program, a three-person mentoring support and evaluation committee (principal, mentor teacher, university representative) guides Agricultural Education teachers in their first in-service year. At least one committee member must be an agricultural education specialist.

The Oklahoma State Regents for Higher Education (OSRHE) prescribe academic standards of higher education, determine functions and courses of study at state colleges and universities, grant degrees, and recommend to the State Legislature budget allocations for each college and university. The OSRHE establishes teacher education admissions requirements (basic skills test, the Oklahoma General Education Test – OGET) and warrants program graduates based upon their proficiencies in fifteen state competencies (10 INTASC Standards + 5 state goals).

The Oklahoma Commission for Teacher Preparation (OCTP) advances Oklahoma classroom teachers' development and growth; accredits teacher education programs; evaluates teacher-candidates seeking licensure by testing in three areas (Oklahoma General Education Test – OGET, Oklahoma Subject Area Test – OSAT, Oklahoma Professional Teaching Exam – OPTE); oversees development and revision of the certification exams and sets the minimum passing scores of all three exams. The OCTP mandates that professional education programs require students to have field experiences in diverse settings and to complete portfolios documenting proficiency in the Oklahoma General Competencies (10 INTASC Standards + 5 state goals).

The Oklahoma State Department of Education/State Board of Education determines the subject areas for licensure and certification; develops subject area competencies to be tested; certifies teacher-candidates using information determined by the Oklahoma Commission for Teacher Preparation (OCTP), Teacher Education Institutions, and other information sources; reviews Priority Academic Student Skills (P.A.S.S.) guidelines every three years; and oversees the Residency Year Program for first-year teachers, mandating universities to participate.

Role of Oklahoma Panhandle State University (OPSU)

The Oklahoma Panhandle State University Board of Regents sets policy governing admissions, degree requirements in all majors, degree sheets listing graduation requirements, and general education requirements for initial program candidates. The Teacher Education Council (TEC) sets policy for admission, retention, and exit from all professional programs; its committees approve curriculum and oversee field experiences. OPSU fulfills its obligation to first-year teachers by requiring professional education faculty to serve on Residency Year committees each year. In the Agricultural Education Program, candidates complete field experiences, clinical experiences, and specialized agriculture content coursework, candidates design lessons that demonstrate they meet INTASC/State Teacher Competencies and incorporate the Professional Education Unit's Core Concepts (knowledge, skills, and dispositions) in their planning, instruction, and assessment. Oklahoma Panhandle State University prepares agricultural education teachers in Oklahoma and other states in our service area including Texas, New Mexico, Colorado and Kansas, and provides leadership to the state, region and beyond in agricultural education teacher education.

2. Field and Experiences and Teacher Internship (Student Teaching):

Field Experiences: Agricultural Education

Early field experiences are generally earned by agricultural education students over four semesters. Most students are juniors and seniors, but second semester sophomore students can begin their early experiences in teaching. Field experiences for the OPSU Agricultural Education candidate are sequenced and ongoing. These experiences give the candidates a variety of classrooms and subject areas for observation, as well as for practicum experiences. The candidate begins field experiences in introductory education classes before being admitted to the program. The field experiences provide observations in classrooms of various size, ethnic groups, and cognitive abilities. Agricultural Education candidates complete at least 45 hours at school/ community settings in grades 7 through 12. Two courses are directly connected to the early agricultural education field experiences, AGED 3103 – Introduction to teaching Agricultural Education/ Field Experiences in Agricultural Education and AGED 3203 – Planning the Community Program in Agricultural Education. In AGED 3103, students observe for 15 hours in a school with an agricultural education program that was different from the schools they attended and are required to reflect on the curriculum, methods of teaching, classroom management, student diversity and demographics, teacher professionalism, etc. Submission I of the Professional Education Portfolio is initiated in AGED 3103 and feedback is provided to the student. Additionally, in AGED 3103, students have the experience of teaching peers in a micro-teaching laboratory setting utilizing a variety of teaching strategies/methods. Throughout this process, students are asked to reflect and write on their experiences. In AGED 3203, students obtain at least 15 hours of field experience with FFA and supervised agriculture experience

(SAE) programs through observation and participation in field experiences with FFA events and activities, observing student SAE programs, etc.

To ensure that candidates have had experiences in multiple settings, the Field Placement Director, together with the Agricultural Education Director consult with candidates to insure they have field experiences in a variety of school settings (rural, suburban, urban) with diverse student populations. Candidates maintain field experience records/journals, write reflective responses, and teach at least three hours in local agricultural education programs. At the end of the semester in AGED 3103, cooperating teachers evaluate the candidates with whom they worked.

Clinical Experience Internship (Student Teaching):

Placements:
To participate in teacher internship (student teaching/clinical practice), all agricultural education teacher candidates complete a teaching internship application and successfully complete Submission 2 of their Professional Education Portfolio. Following the second portfolio review, candidates meet individually with the Field Placement Director and the Agricultural Education Director concerning their individual placements. Before assigning placements, the Field Placement Director with input from the Agricultural Education Director, considers the candidates' requests, special circumstances and needs, early field experience placements, the diversity of the school site requested, and the availability of qualified cooperating teachers and university supervisors. Candidates may not complete their internship in their home district nor in schools where family members attend or work. When school administrators and teachers accept the application and send the written agreement, candidates receive confirmation of their clinical practice internship placement. Agricultural Education candidates can complete their clinical practice internship during either fall or spring semesters. Cooperating Schools are chosen state-wide based on the quality of the agricultural education program (classroom, FFA and SAE), school administrations' support for the agricultural education program, teachers' demonstrated ability to teach, professionalism, desire of the cooperating teacher to mentor an intern, and willingness of the cooperating teacher to participate in cooperating teacher training. The cooperating teacher must have at least three years of experience in the classroom.

Agricultural education candidates will begin their professional internship in an "August Experience" so they may come to know the procedures for the beginning of the year public school protocols. This experience occurs in the schools in which the candidates will do their internships. To fulfill the requirements of the August Experience, a teacher candidate must contact both the building principal of their assigned school and their assigned cooperating teacher toward the end of the spring semester. This will allow the teacher candidate and cooperating teacher to meet and become familiar with each other. The teacher candidate will need to set up future dates prior to the beginning of the school year for the following activities:

1. One half-day minimum will be spent helping the cooperating teacher "set up" the classroom—creating bulletin boards, arranging desks, entering names in the grade book, etc.
2. One half-day minimum is required to attend a pre-school professional development activity with the cooperating teacher, other teachers at the school, and the administration.

3. The teacher candidate will be expected to attend his/her assigned school for the first day of class.
4. The teacher candidate will be required to write a 3-5 page reflection paper about the August Experience.

AGED 4103 *Methods of Teaching and Management in Agricultural Education* and AGED 4362 *Agricultural Education Tests & Measurement* are full semester courses in which students learn and apply planning and management strategies that they will need to know in preparation for their internship semester. The internship is a full semester experience in which the begin by observing their cooperating/supervising Agricultural Education Instructor in his/her classroom, transitioning into having total teaching duties in their respective classroom, under the supervision and tutelage of the cooperating/supervising teacher. The transition from the 4-week block to full semester for occurred in Fall Semester 2008. AGED 4103 and AGED 4362 are be offered every fall and spring semesters. The Internship (student teaching) changed to a full semester for 12 hours credit.

Requirements:
Secondary Agricultural Education candidates engage in the clinical practice internship during either the fall or spring semesters. In a three-way agreement among the certified agricultural education cooperating teacher, university supervisor, and teacher candidate, the candidate adds classes until he/she has assumed the cooperating teacher's full load. By the second week of the internship, candidates are expected to assume responsibility for at least one class. Candidates are responsible for attending faculty, departmental, IEP, and professional development meetings; designing, developing, refining, and teaching their own lesson plans following the strategies they've learned in their methods course; submitting work samples demonstrating their effect on pupils' learning; and assessing materials for Submission III of the Professional Education Portfolio. During the clinical practice, candidates attend a mid-term seminar where they address such issues as teaching agricultural education in diverse school settings; effectively teaching students with special needs and a variety of academic levels within the same classroom; and helping students learn critical-thinking skills, and problem-solving skills that will serve them well throughout their lives. To be recommended for licensure, candidates must earn a "C" or better in the clinical practice. If a candidate earns an "F," he/she will not be recommended for licensure or any level of certification.

The cooperating teacher observes the candidate daily and provides written feedback using the Agricultural Education Teaching Evaluation Instrument. University supervisors observe and assess candidates' teaching at least two times during the clinical practice internship using the Agricultural Education Teaching Evaluation Instrument. Should the candidate be performing at an unacceptable level, the university supervisor and cooperating teacher design an individualized plan of improvement that they discuss with the candidate, together devising strategies for the candidate's improvement. To continue in the clinical practice internship, the candidate must meet the expectations identified in the plan. The university supervisor, cooperating teacher, and the Dean of Education may require the candidate to extend or to repeat his/her internship. The university supervisor increases his/her visits and assessments for candidates on plans of improvement.

At the end of a successful internship, candidates will take the Oklahoma Professional Teaching Examination (OPTE) in order to obtain certification in Oklahoma.

3. Criteria for Admission, Retention, and Exit from the Program:

Admission to the Professional Education Unit:
The criteria for admission to professional education programs are based on University-wide policies that the Dean of Education recommends through the Teacher Education Council. Students do not become Teacher Education Program candidates until they have fulfilled admission criteria and have been formally admitted to the Professional Education Unit. Transfer student advisement and transcript reviews ensure that transfer students meet the same requirements as students beginning their college career at Oklahoma Panhandle State University.

Admission to the Agricultural Education Program:
To be fully admitted to Professional Education, the Agricultural Education Program, and teacher candidacy, the student:

1. earns a PASS on the Oklahoma General Education Test (OGET);
2. earns a minimum cumulative 2.5 GPA in major requirements and professional requirements; with no grade lower than a "C" or "P" in each course in the College/Department requirements;
3. earns a minimum cumulative 2.5 GPA (40 credit hour minimum);
4. completes AGED 3103 or 3203 with a grade no lower than "C" or (P);
5. is making satisfactory progress toward completing the 45 hours of school-site field experience;
6. earns a PASS on Portfolio Submission I
7. earns a PASS on formal interview for Admission to Professional Education.

Retention:
For participation in all courses requiring full admission to and continued retention in the Agricultural Education Program, candidates must have:

1. retained a minimum overall 2.5 GPA;
2. retained a minimum cumulative 2.5 GPA in professional education courses with no grade below a "C" or a "P;";
3. retained a minimum cumulative 2.5 GPA in required agriculture content courses with no grade below a "C.";
4. earns a PASS on Portfolio Submission II.

Exit from the Program:
To exit the program and be recommended for licensure, Agricultural Education Program candidates must:

1. meet all graduation requirements of their degree;
2. meet all clinical practice internship requirements,
3. retain a minimum overall 2.5 GPA;
4. retain a minimum cumulative 2.5 GPA in professional education courses with no grade below a "C" or a "P;"

5. retain a minimum cumulative 2.5 GPA in required major and department content courses with no grade below a "C;"
6. earn a PASS on the Professional Education Portfolio Submission III;
7. earn a PASS on state competency tests required for Oklahoma licensure: the Oklahoma General Education Test (OGET) and the Oklahoma Subject Area Test in Agriculture (OSAT).

4. Relationship of the Program to the Unit's Conceptual Framework:

The teacher education program uses the gateway arch to symbolize its shared philosophy and vision. Traditionally, the arch stands for stability and strength; therefore, the School of Education uses it to represent the power of the Teacher Education program. Although remaining structurally sound, modern shapes have replaced the traditional Roman arch, and the gateway arch reflects this modernity and the willingness to change with the times as new research indicates new methods and new information should be incorporated into the program. This is represented by the rounded, unadorned dome. The gateway arch stands upon a solid base of educational principles firmly grounded, not only on traditional philosophies, but also on contemporary research.

Agricultural Education candidates proceed through their programs in a sequenced study that develops from general education classes to specialized field of study and progresses to introduction to educational principles and methods courses in their specific field of study. The mid level of the foundation and program represents knowledge that teachers must possess. It begins with a sound general liberal arts and sciences base and progresses to specific courses in the candidates' fields. Agricultural Education candidates complete 47 hours of core agriculture courses. This mid-level of the gateway helps support the next level of pedagogy and characterizes our belief in the equal importance of conceptual knowledge and teaching skills.

The primary responsibility of Agriculture Education is to prepare highly qualified professional teachers who can provide effective leadership for secondary level instructional programs. Agriculture Education in the public schools has been charged with a two-fold purpose in preparing young men and women for the work place. The first of these purposes is to provide instruction "in" agriculture for those public school students who are seeking to enter and advance in agriculture/agriculture related industries. The second purpose is to provide instruction "about" agriculture to a variety of audiences in order to increase agriculture literacy.

While OPSU Agricultural Education candidates have a 42-hour general education requirement in addition to their subject area courses, they also complete a minimum of 32 semester hours of pedagogy and 86 hours of field experience. Identical parallel columns, divided into three sections, representing diversity, technology, and field experiences, link the base with the dome because our Agricultural Education candidates experience these important features throughout their studies.

Since many of our Agricultural Education candidates come from communities with little or no diversity, the department strives to expose them to as many diverse circumstances as possible by enrolling students from other cultures, providing diverse experiences in classes, extracurricular presentations, and field experiences.

All candidates enter the program with some knowledge of and experience with technology. In general, education classes, freshmen use computers for research and completion of papers. Upon entering the education program, candidates take a technology class in which they learn to

access information and evaluate websites for the preparation of lessons to teach their students. In the methods classes, candidates are taught how to incorporate technology into their lesson plans and activities.

Above the parallel columns, duplicate narrow bands, labeled assessment represent the multiple evaluations occurring at specific checkpoints and in each area throughout the candidate's study. Candidate assessment occurs in classes, upon entry into the program, through portfolio reviews at various checkpoints in the program, during the internship by the cooperating teacher and two university supervising teachers, and, finally, through state examinations.

Emerging through the gateway arch, the successful OPSU Agricultural Education candidate displays the knowledge, skills, and dispositions needed to succeed in today's classrooms. Knowledge in basic liberal arts and sciences, as well as in pedagogy; skilled in the ability to deliver information and concepts; and empathetic to the needs of all students, the OPSU Agricultural Education candidate stands prepared to the challenges of educating students of the twenty-first century. Although chiefly prepared for schools in the Panhandle area, OPSU education graduates possess the knowledge, skills, and dispositions that enable them to teach anywhere the need or desire arises. The three basic areas of concentration for the Teacher Education Candidate are Knowledge, Skills, and Dispositions (the keys of the successful teacher) and reflective of the Philosophy of the Department of Education: Preparing Effective Teachers who are Competent, Caring, and Committed. Agricultural Education faculty seek to foster students/candidates who are intellectually and ethically able to live, teach, and lead in our increasingly complex, global society; who are attentive to individual differences; demonstrate life-long learning, and integrate core academic subjects into agricultural education programs.

5. Secondary Agricultural Education Program Assessments' Relation to the Professional Education Unit (PEU):

Assessment of the Agricultural Education program begins at the course level and progresses upward through the program to the unit and then to the institutional level. The purpose of assessment is to determine if the goals and objectives at each level of the unit are being achieved. While we believe that assessment is a bottom up process, goals and objectives are top down, derived from the institution's mission, from mandates of external agencies, from the unit's conceptual framework and shared vision, and from the unique needs of the unit's service area.

Full-time university faculty with many years of experience assess the candidate's progress at pre-admission, mid-level, exit level, and entry-year teaching level. (These assessments are listed in the chart presented for item #3) Teacher candidates must demonstrate their subject knowledge through inquiry, critical analysis, and synthesis of the subject. Candidate knowledge and skills are assessed through class discussion, individual and group projects, reflective papers, journals, examinations, oral and written reports, research papers, and micro-teaching lesson presentations. These assessment tools measure the candidates' knowledge, along with their ability to analyze and synthesize information. Knowledge is assessed by requiring each candidate to pass the Oklahoma General Education Test before admission to the OPSU Teacher Education Program, and the Oklahoma Subject Area Test prior to their internship. Agricultural Education candidates are required to reflect on lessons taught in methods courses and throughout their internship. This opportunity ensures that candidates critically analyze these lessons.

Multiple methods of assessing the candidates' content knowledge are in place in the School of Education. Candidates must prepare a portfolio of their work, showing what they know and

can do. This portfolio consists of the following components: required items for certification; a section requiring the candidate to analyze the fifteen Oklahoma General Competencies for Teacher Licensure and Certification, with specific artifacts to demonstrate an understanding of proficiency in these competencies; a section containing samples of P-12 student work, according to grade level taught, and obtained during the candidates' teaching internship; and reflection papers indicating an understanding of the experiences in the program. The portfolio is assessed by a faculty committee whose make-up reflects the level of instruction and discipline (subject) of the candidate's preparation. The committee will evaluate the candidate based on proof of supporting evidence that he or she is proficient in all 15 state competencies and has had the experience needed to become a professional teacher. These assessments occur at the admission to the program, at mid-term of the program, and toward the end of the internship. Should a candidate fail to show proficiency at any portfolio review, a Plan of Improvement is issued, requiring the candidate to correct the identified weaknesses with remediation offered by the committee.

Dispositions of the Agricultural Education candidates are evaluated by university and public school faculty through interviews and observations of candidate participation and performance in course assignments and field experiences. The dispositions evaluations are conducted in an environment structured for that purpose by faculty best qualified to identify and assess them. At the unit level, dispositions are assessed, in part, during the interview that accompanies each portfolio review.

Agricultural Education interns are also assessed by university faculty and public school cooperating teachers. Assessment data collected by individual instructors are used on a daily basis and from semester to semester to modify course content and pedagogy. Programs are modified from assessment data for course content, addition and deletion of entire courses, and modifications to program requirements.

The OPSU Agricultural Education program assessment is based on the Agricultural Education unit, Oklahoma Agricultural Education Competencies, and NCATE Standards. Course objectives are continually evaluated and aligned with the various standards to assure quality knowledge and skill opportunities for our candidates. Positive dispositions are modeled by university and public school faculty. Candidate dispositions are continually evaluated by university and public school faculty through interviews and observations of candidate participation in course assignments and field experiences. These various assessment tools are in place in order to produce a quality "product," the OPSU Agricultural Education candidate graduates with the knowledge, skills, and dispositions needed to be a successful teacher.

SECTION II— ASSESSMENTS AND RELATED DATA[1]

	Name of Assessment[2]	Type or Form of Assessment[3]	When the Assessment Is Administered[4]	Attachments		
				Assessment	Scoring Guides/Criteria	Data Table
1	**Oklahoma Subject Area Test (OSAT): Agriculture**	Standardized licensure test	Usually the semester preceding or during the internship	1.A	1B	1.C
2	**Agriculture Content Coursework GPA**	GPA for state agriculture content standards linked to specific coursework	Courses are required throughout the degree program. Content courses must be completed prior to internship with required GPA.	2.A	2B	2.C
3	**Candidates' ability to plan instruction: Unit Plan**	Unit Plan completed in methods course (AGED 4103)	Required methods course taken prior to internship	3.A	3.B	3.C
4	**Student teaching summative evaluation**	Performance assessment, INTASC competency based	End of student teaching internship semester	4.A	4B	4.C
5	**Candidates' effect on secondary agriculture students' learning**	Unit pre- and post-test of candidates' students' learning	During internship semester	5.A	5.B	5.C

	Name of Assessment[2]	Type or Form of Assessment[3]	When the Assessment Is Administered[4]	Attachments		
				Assessment	Scoring Guides/Criteria	Data Table
6	**Oklahoma Professional Teaching Test (OPTE) grades 6-12**	Standardized State professional Teaching exam	Taken during clinical experience or semester prior	6.A Link to http://www.ceoe.nesinc.com/PDFs/CE-OPTE-fld-076-SG.pdf	6.B Combined with the description in 6.A	6.C
7	**Portfolio Submission III assessment of pedagogy**	Candidates' portfolio of pedagogical knowledge and dispositions using OCTP competencies	At the end of clinical experience	7.A	7.B	7.C

SECTION III—STANDARDS ASSESSMENT CHART

For each Oklahoma competency on the chart below, identify the assessment(s) in Section II that addresses the competency. One assessment may apply to multiple competencies. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting state standards. To save space, the details of the state competencies are not identified here, but are available on the State Department of Education website. The full set of competencies provides more specific information about what should be assessed.

Oklahoma Standard	Content Knowledge	Pedagogical/ Professional KSD[5]	Effect on Student Learning[6]	APPLICABLE ASSESSMENTS FROM SECTION II
Agricultural Preparation for all Agricultural Education Teacher Candidates				
1. Knowledge of Agricultural Business/Marketing, Communications and Leadership	■	☐	☐	X#1 X #2 ☐#3 X#4 ☐#5 #6 ☐#7
2. Knowledge of Animal Science	■	☐	☐	X#1 X#2 ☐#3 X#4 ☐#5 ☐#6 ☐#7
3. Knowledge of Plant and Soil Sciences	■	☐	☐	X#1 X#2 ☐ #3 X#4 ☐#5 ☐#6 ☐#7
4. Knowledge of Agricultural Mechanics	■	☐	☐	X#1 X#2 ☐#3 X #4 ☐#5 ☐#6 ☐ #7
5. Knowledge of Natural Resources	■	☐	☐	X#1 X#2 ☐#3 X#4 ☐#5 ☐#6 ☐#7
6. Knowledge of Oklahoma Competencies for Teacher Licensure and Certification.	■	■	■	☐#1 #2 X #3 X #4 X #5 X #6 X #7

[5] KSD = knowledge, skills, and dispositions.
[6] Student learning refers to students in secondary classrooms and includes creating environments that support learning.

SECTION IV – EVIDENCE FOR MEETING COMPETENCIES

Assessment #1:
Oklahoma Subject Area Test (OSAT): Agricultural Education

The Oklahoma Subject Area Test (OSAT) is offered in 48 test fields that match the certification/licensure categories currently approved by the Oklahoma Commission for Teacher Preparation (OCTP). The agricultural education OSAT is designed to assess agricultural subject-matter content knowledge and skills using selected response questions. Content-area factual knowledge items directly examine a candidate's possession of a body of agricultural knowledge that relates directly to the Oklahoma Commission for Teacher Preparation (OCTP) Content Standards for Agricultural Education listed in Section III, Standards 1-5. The sub-areas of the Agricultural Education OSAT consist of the same five subjects as identified by OCTP: I) Agricultural Business, Marketing, and Communication; II) Animal Science; III) Plant and Soil Science; IV) Agricultural Power and Technology; and V) Natural Resources. A more detailed description of the Agricultural Education OSAT is contained in **Attachment 1A**.

The OSAT in Agricultural Education must be taken and passed prior to the clinical internship after candidates have completed most of their agricultural coursework. **Attachment 1B** The mean scores for the 2009-2010, 2010-2011 and 2011-2012 candidates on the Agricultural Education OSAT are summarized in **Attachment 1C**. All 11 candidates over three years passed the Agricultural Education OSAT. Agricultural Education OSAT results provide strong evidence that all candidates have demonstrated a broad understanding of the five important agriculture knowledge OCTP content standards that make up instruction in agricultural education: Agricultural Business, Marketing, and Communications, Animal Science, Plant and Soil Science, Agricultural Power and Technology and Natural Resources.

Assessment #2
Agricultural Content Coursework

One of the goals of the Agricultural Education Program (grades 6-12) is to graduate program completers who are subject matter specialists in agriculture. All candidates complete 47 semester credit hours of core agricultural courses. The 47 hours of core agricultural courses which all candidates complete are part of the College/Departmental, Major or Professional requirements. The majority of the candidates graduate with a major in Agricultural Education. However, the department cooperates with three other departments in the College of Agricultural in double majors in Animal Science and Agricultural Education, Agricultural Business and Agricultural Education and Agricultural Education and Agronomy. These double majors require 154 credit hours to complete the BS degree compared to 124 in the Agricultural Education major. All candidates enrolled in double majors complete the same required 47 credit hours of core agricultural coursework required of candidates with a major in Agricultural Education. The 47 credit hours of core agricultural courses required of all candidates are aligned with the OCTP Agricultural Education Standards:

OCTP Agricultural Education Standards Aligned With Core Agricultural Course Work Required of All Candidates:

Agricultural Bus / Mkt., Com. and Leadership	AG 1011, AG 1124, AG 2343, AG 4983, AGED 3103, AGED 3203, AGED 4103, ENGL 1113, ENGL 1213, COMM 1113
Animal Science	AG 1011, AG 1124, ANSI 1124, ANSI 2182 or ANSI 3113, ANSI 2184, ANSI 4543 or ANSI 4613 or ANSI 4643 or EQUI 3644, ANSI 4862, ANSI 4902
Plant and Soil Science	AG 1011, AG 1124, AGRN 1213, AGRN 2124, AGRN 3223, AGRN 3333, AGRN 4113
Natural Resources	AG 1011, AG 1124, AGRN 2124, AGRN 3333, AGRN 4113
Agricultural Power and Technology	AGME 1432, AGME 3322, AGME 3463

Candidates in Agricultural Education are required to maintain a minimum GPA of 2.5 on a 4.0 scale in the College/Department, Major and Professional Core requirements with a minimum grade of "C" in every course. In addition, the candidate must maintain an overall GPA of 2.5. **Attachment 2A** includes a brief description of the core agricultural content and alignment with OCTP Standards, CEOE test objectives and OPSU Agricultural Education Program requirements. **Attachment 2B** provides course descriptions for the Agriculture Education Program, **Attachment 2C** provides an explanation of the OPSU grading system and **Attachment 2D** contains a summary of the candidates' mean GPA in each of the core agricultural/ professional courses that provide the content knowledge preparation for the Agricultural Education teacher certification program. A summary of the candidates' mean GPA revealed that the mean GPA was consistently above 2.5 and candidates had earned a 3.0 GPA or above in all but one of the 26 core courses. The lowest mean GPA was found to be in AG 2343, Ag Economics, (GPA mean 2.88). This summary of candidates' mean GPA provides strong evidence that candidates possess "above average to good knowledge" for each of the OCTP Agriculture Content Standards.

Program changes were to replace ANSI (Retail Meat Cutting) and/or ANSI 3113 (Meat Science) with ANSI 2123 (Livestock Feeding) in relation to the Oklahoma Agriculture content standards to meet the requirement that prospective teachers "Understands concepts and principles of animal reproduction and the importance of livestock health and nutrition." This change was as a

result of consultation with Agriculture faculty and OSAT scores, and input from cooperating teachers.

All core courses have a mean GPA higher than 3.00 on a 4.00 scale. This indicates that the students have met and exceeded minimum requirements for admission and continuation to the OPSU Teacher Education program.

Assessment #3
Candidates' Ability to Plan

A candidate's ability to plan instruction effectively is essential to creating classroom and laboratory learning environments in which students acquire the cognitive, psychomotor, and affective skills necessary for intellectual growth and development. Academic preparation supporting candidates gaining and practicing this ability includes the course *Methods of Teaching and Management in Agricultural Education* (AGED 4103) **Attachment 3A**. Upon restructuring the Agricultural Education curriculum, assessment of the candidates' ability to plan was implemented in fall 2007. A candidate's ability to plan, as demonstrated by developing units of instruction, is 30% of one's overall grade for the course AGED 4103. Candidates' performance as described by this assessment supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies A, B, C, D, F, G, H, K, and L. In AGED 4103 candidates will be required to plan and create comprehensive units of instruction based on significant content areas within the Oklahoma secondary agricultural education curriculum: animal science, plant science, soil science, horticulture, agricultural mechanics, agribusiness management, leadership, personal development, and natural resources management.

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

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

Attachment 3C displays a composite of the Agricultural Education Directors' ratings and grades of candidates' units of instruction planned and developed starting with the fall 2007 semester through the spring 2012 semester.

Assessment #4: Student Teaching or Internship

Candidates in agricultural education complete a full semester (16-week) clinical internship experience under the supervision of highly-qualified cooperating teachers. Cooperating teachers provide continuous feedback regarding candidate performance during the experience, and complete two evaluation instruments. In addition, university supervisors observe candidates who teach and interact with students at their assigned schools on at least two occasions. Candidates' performance, as described by this assessment, supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies E, F, H, I, J, L, M, and N.

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

For the evaluation instrument completed by cooperating teachers, candidates' "overall" performance was scored between "target" and "acceptable" (2.3, 2.66/3.00). **Attachment 4D** These scores demonstrate that our student teacher have the desired knowledge, skill and disposition competence required of beginning teachers within the state of Oklahoma. University supervisors' ratings per the *Student Teacher Final Summative Evaluation* instrument were slightly higher than cooperating teachers' perceptions (2.0, 3.00/3.00). So, in general, based on the viewpoints of two professional educators—cooperating teachers and university teacher educators—candidates demonstrated a high level of competence during their clinical internship experience.

Assessment #5
Candidates' Effect on Student Learning

An essential aspect of teaching and learning includes the assessment of student performance per prescribed learning objectives. The evaluation of student learning should involve an element of formal or "pencil and paper" assessment, e.g., a unit examination. Accordingly, candidates are required to create comprehensive unit examinations for instructional units developed prior to the clinical internship experience. **Attachment 5A,** characteristics of an appropriate unit examination and procedures to follow when developing said tests, are addressed as a part of candidates' on-campus learning experience in the course *Methods of Teaching and Management*

in Agricultural Education (AGED 4103). Candidates' examinations are critiqued by the Agricultural Education Director and unit examinations are returned to candidates for improvement where warranted. **Attachment 5B,** Candidates' performance, as described by this assessment, supports candidates' attainment of Oklahoma Commission for Teacher Preparation (OCTP) competencies G, H, and L.

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

Assessment # 6
Oklahoma Professional Teaching Examination (OPTE)

The intent of this assessment is to demonstrate the candidates' professional knowledge and skills associated with being an entry-level educator in Oklahoma. The professional knowledge/skills are divided in three areas in the OPTE: Learners and the Learning Environment, Instructions & Assessment, and the Professional Environment. The OPTE addresses the OCTP Teaching Competencies which require candidates to demonstrate knowledge of pedagogy and professional practice and dispositions. The OPTE is linked directly to the OCTP Teaching Competencies since OCTP directed the development of the examination.

Entry-level educators are expected to demonstrate competency in planning, curriculum knowledge, and instructional strategies necessary to help students learn and become self-directed learners. The OPTE consists of approximately 75 selected-response items and three constructed-response items. For each selected-response item there are four response options. The specific types of selected-response items used on the OPTE are described in **Attachment 6A**. The constructed-response section of the OPTE requires examinees to complete three written assignments, one for each of the subareas described above. Specific constructed-response assignments are as follows:

- Critical Analysis Module – Examinees analyze an educational issue related to Learners and the Learning Environment

- Student Inquiry Model – Examinees describe an instructional activity that would help students in an identified grade level and subject area achieve a specific Learning Goal

- Teacher Assignment Module – Examinees apply professional knowledge to evaluate a school or classroom situation and recommend a course of action to address that situation

In sum, the OPTE for grades 6 – 12 consists of 75 selected-response questions and 3 constructed-response questions. The selected-response questions' score accounts for 70% of the total test score and the constructed-response questions' score accounts for 30% of the total test score. A candidate must receive an overall score of 240 for a passing score on OPTE. **Attachment 6A** includes a more detailed description of OPTE and describes how the examination is scored. All candidates must pass OPTE with a scaled score of 240 or greater to be recommended for an Oklahoma Initial Teaching License.

One hundred percent of the program completers in Agricultural Education passed OPTE in 2009/2010-2011/2012. This perfect passing rate provides evidence that the Secondary Agricultural Education candidates have the professional knowledge, skills, and dispositions required by the Oklahoma Commission for Teacher Preparation. The mean overall OPTE score of 257.0 for candidates indicates that candidates received 85.66% of the total points possible (300). The mean scores for the selected response subareas: Learners and the Learning Environment (mean 256.54), Instruction and Assessment (mean 258.77), and the Professional Environment (mean 270.15) were all above the 240 score indicating that the candidates had acquired the pedagogy and professional knowledge and skills required of entry-level teachers. The overall mean scores for the constructed-response subareas of Critical Analysis Module (mean 256.62) and Teacher Assignment Module (mean 249.77) were also above 240 indicating the average candidate was able to communicate in writing important ideas regarding learners and the learning environment, instruction and assessment and professional environment. The overall mean scores on the OPTE demonstrate that Agricultural Education candidates have mastered those competencies that reflect the INTASC/OCTP Teaching Standards identified in Section II of this report. However, the mean score on the student inquire module (237.92) was below 240 which was lower than the minimum scored required. The Agriculture Education Director reviewed this data carefully; it became evident that the candidates' overall ability to synthesize the pedagogy and professional knowledge and apply it to constructed-response assignments in the area of student inquiry (mean 237.92) and teachers assignments (mean 249.77) that are required on the OPTE were our main areas in need of improvement. Therefore, the Agriculture Education Director has integrated additional writing assignments in the professional and clinical courses that require all candidates to reflect on their professional practice using the theory base in teaching and learning. **Attachment 6B**

Assessment #7
Portfolio Submission III Assessment of Pedagogy

Professional Education at Oklahoma Panhandle State University is committed to the development of professional educators through the integration of theory and practice in a range of experiences and settings. Throughout the program, students develop a professional portfolio in which they record, reflect upon and integrate their knowledge from their pre-service experiences.

Through intensive academic coursework and field experiences that are combined with continuous student reflection, the goal of the program is to produce individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that professional educators providing quality education are the backbone of society.

The portfolio process as operationalized in the Agricultural Education Department is introduced and supported in the professional core classes of the teaching option. Candidates are required to submit three submissions of the portfolio; each submission allows candidates to reflect on their understanding of the pedagogy of teaching and learning as they progress through their pre-service experiences. Agricultural Education is used as a context to apply the portfolio framework established by the Professional Education Unit.

The portfolio demonstrates the talents, skills and experiences of each teacher candidate. The portfolio process engages each candidate and provides feedback to each candidate on their professional growth toward becoming an effective teacher.

The portfolio is aligned with the fifteen competencies required by the Commission for Teacher Preparation. **Attachment 7A** The artifact rubric is used to rate each candidate's understanding of the fifteen competencies described by the Commission for Teacher Preparation **Attachment 7B-1** and **Attachment 7B-2**.

Data contained in **Attachment 7C** reveals that Agricultural Education teaching candidates have demonstrated competence in the fifteen teacher competencies required by the Oklahoma Commission for Teacher Preparation.

The data revealed that candidates who complete the portfolio are meeting the standards set forth by the professional education unit and the agricultural education department. A high percentage of candidates are meeting the standards while a significant number are exceeding the standards. The data provided by the portfolio is a reflection of candidate's preparation for initial licensure in the State of Oklahoma. Evidence of the preparation of potential educators that have an understanding of the fifteen competencies described by the Commission for Teacher Preparation, the State Department of Education and the State Regents is linked to the completion of the portfolio. Teacher educators are constantly evaluating the conceptual framework in which the portfolio is based to insure that candidates are experiencing the most valuable and up-to-date preparation program available for candidates who are interested in becoming Agricultural Education Instructors.

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

1. Content knowledge

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

When candidates' GPAs were summarized for core agricultural courses it was discovered that the mean GPA for Agricultural Mechanics was the lowest of all core agriculture courses (2.75/4.00). After discussion with the faculty, it was determined that candidates' mean GPA would be monitored over the next year to determine if the lower GPA was related to the inquiry teaching approach used in the course or if there were other issues influencing GPA. Also, it was further confirmed that candidates' overall agricultural knowledge, as outlined in the OCTP Agricultural Education competencies, was very strong. Although the mean candidate GPA for agricultural mechanics courses was strong, analysis of the data by faculty members revealed that course work of candidates was not consistent and some candidates appeared to be missing some key competencies in agricultural mechanics. The Agricultural Education Director will work closely with the faculty member teaching Agricultural Mechanics will assess the class material and make any curriculum adjustments necessary to improve the Agricultural Mechanics skills in our candidates.

2. Professional and pedagogical knowledge, skills and dispositions

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

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

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

In past years, effects on student learning and on creating environments that support learning by candidates were measured by the evaluation of student work samples together with the lesson plan created by the candidate detailing the lesson taught. (assessment # 7) Currently, the following strategies are also used in addition to existing assessments: 1) a unit of instruction created by the candidate (assessment #3, candidates' ability to plan); 2) a pre- and post-test of candidate taught unit of instruction (assessment #5, candidates' effect on student learning).

Attachment 1

AGRICULTURE EDUCATION

Last Name
First Name
I.D. / SS#

Today's Date

GENERAL EDUCATION 42 — When Taken | Hrs | Letter Grade | Substitutions

A. Communications 9
ENGL 1113 – Freshman Comp.
ENGL 1213 – Freshman Comp.
SPCH 1113 – Speech Comm.

B. Mathematics 3
MATH 1513 – College Algebra OR
MATH 1473 Math for Critical Thinking

C. History & Government 6
HISTORY__
HIST 1313 Early US History OR
HIST 1323 Late US History
POSC 1013 – American Government

D. Science 8
Biological Science (4hrs)
Physical Science (4hrs)

E. Social/Behavioral Sci. 6
ECON 2343 Agriculture Economics
Psych/Soc

F. Cross Cultural 3
EDUC 2233 Diversity in Education

G. Humanities 6

H. Freshman Orientation 1
EDUC 1111 Stud. Suc. Sem.

Gen. Ed. GPA **#DIV/0!**
HRS: 0

*** REQUIRED GEN ED COURSES FOR THIS DEGREE**

Foreign Language Proficiency Met date
how?

Notes

MAJOR 47 — When Taken | Hrs | Letter Grade | Substitutions

AG 1011 Intro to the Ag Industry
AG 1124 Farm & Ranch Management
AGEM 1432 Oxy-Acetylene Welding
AGME 3322 Arc Welding
AGME 3463 Power Mechanics I
AGRN 1213 Fundementals of Plant Science
AGRN 2124 Fundamentals of Soil Science
AGRN 3333 Nat. Resource Consv.
AGRN 4113 Fundamentals of Weed Science
ANSI 1124 Intro to Animal Science

ANSI 2182 Meat Eval., Class., and Grade OR
ANSI 3113 Livestock Judg. & Meat Animal Eval.

ANSI 2213 Retail Meat Cutting OR
ANSI 3333 Meats
AGRN 3223 Grain, Oil Seeds & Pulse Crops

ANSI 4543 Sheep Science and Management OR
ANSI 4613 Beef Production and Management OR
ANSI 4643 Swine Production and Management OR
EQUI 3644 Horse Science

AG 4983 Agricultural Marketing
ANSI 4902 Animal Science Problems
ANSI 4862 Animal Science Seminar

Major GPA **#DIV/0!**
HRS: 0

PROFESSIONAL EDUC. 32 — When Taken | Hrs. | Letter Grade | Substitutions

AGED 3103 Intro. To Teachin Ag. Education
AGED 3203 Planning the Community Program
EDUC 3213 Human Devel.: Child & Adol. Psy.
*AGED 4103 Mthds of Teach. & Mgmt. in Ag Ed
*EDUC 3223 Education of the Except. Child
*EDUC 4313 Educational Psychology
*EDUC 4333 Educational Technology
**EDUC 4362 Educational Tests & Measur.
**EDUC 4720 Student Teach. - Elem./Sec. Sch. (9)

Prof. I 0 **#DIV/0!**
HRS:

*** Restricted Class--Must be Admitted to Teacher E**
**** Restricted Class--Must be Admitted to Professional Semester**

Total Upper Level Hours: **#REF!**

6/2/05

Attachment 2
Candidate Information

Program: Agricultural Education		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[7]**
2006-2007	1	1
2005-2006	3	3
2004-2005	7	7

Oklahoma uses the NCATE definition of *Program completers* as persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT 3
Faculty Information

Directions: Complete following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University[18]	Assignment: Indicate the role of the faculty member[19]	Faculty Rank[20]	Tenure Track (Yes/ No)	Scholarship,[21] Leadership in Professional Associations, and Service: [22] List up to 3 major contributions in the past 3 years [23]	Teaching or other professional experience in P-12 schools[24]
Nels M. Peterson	Ph.D in Adult and Career Education, North Dakota State University. Degree conferred: May, 2010	Director of Agricultural Education (starting date August 10, 2009).	Associate Professor	Yes	Member of American Association of Agricultural Educators (2013-present) A mixed method study of positional leadership of North Dakota 4-H ambassador and state FFA officer alumni.	Volunteer 4-H Leader, McLean County, ND. June 1978-August 1988. High School Agricultural Educator, Halliday Public Schools, Halliday, ND. August 1988 – May 1994.

[18] e.g., PhD in Curriculum & Instruction, University of Nebraska
[19] e.g., faculty, clinical supervisor, department chair, etc.
[20] e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.
[21] *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
[22] *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
[23] e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program
[24] Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

					Dissertation (completed date April, 2009).	Extension Agent, Cropping systems and 4-H, Nelson County, Nelson County ND, June 1994 – August 2009 .
Peter K. Camfield	Ph.D., Agricultural Education, University of Arkansas	Dean, School of Agriculture	Professor	Yes	Awarded a $140,000 grant from the State of Oklahoma dealing with the national animal identification program. Member of the Plant Science Committee for OCAST (2006-present) Co-author of article – Effect of Growth Type on Tenderness and Chemical Composition of Beef from Pasture or Feedlot-Developed Steers, 1998. University of Arkansas.	
Dr. Sandol Johnson	Ph.D. Food Science	Animal Science Department Head	Associate Professor	Yes	American Meat Science Association, RMC program committee, American Meat Science Association	Taught Bioethics in High School for five years, Special projects in Ag Biotechnology with two senior

					Meat Judging Team Coach Association, International Association for Food Protection, committee member for future programs.	students in high school. One student won National FFA award in Biotechnology.
John Townsend	Ph.D., Agricultural Economics Oklahoma State University	Department Head, Agribusiness	Associate Professor	Yes	Cooperating author $116,000 grant from the State of Oklahoma dealing with the national animal identification program Member, Guymon Chamber of Commerce Agriculture Committee Coauthor, Performance of Managed Futures: Persistence and the Source of Returns, Chapter 3, Commodity Trading Advisors: Risk, Performance Analysis, and Selection, 2004	B.S. Agricultural Extension and Education, New Mexico State University, 1992 Student teacher, Clayton High School, Clayton, NM 1992 Team Instructor for AGED 3103, 4103
R. Wayne Stewart	Ed.D, Educational Administration, Oklahoma State University	Administration--Dean of Education, Director of Teacher Education	Professor	Yes	Presented at OATE-2006, Presented at OACTE-2006, Presented at AACTE-2007, Presented at OCTP-2007, Chair of Texas County Arts and Humanities Council, Director of	Supervision of Interns, Supervision of Residency Year Teachers (first year teachers in Oklahoma), Director of Math-Ese (NCLB) Seminar for 2006 & 2007 for

					Math-Ese (NCLB) Seminar for 2006 & 2007 for Oklahoma panhandle math teachers, Member of Phi Delta Kappa, ASCD, AACTE, OACTE, OATE, Academic Council, Curriculum Council, Dean's Council, Teacher Education Council--OPSU	Oklahoma panhandle math teachers, Oklahoma certification: Superintendent, Secondary Principal, English, Speech, Computer Literacy, Psychology, Library
Carolyn McCargish	MAEd Education	Dean, University College	Assistant Professor	Yes	Member of NADE Member of OACTE Doctoral Student Northcentral University, Prescott, AZ	Direct Bridge Program for under-prepared college students Facilitate the transfer of Agricultural Education Students from entry level General Studies to declared Ag Ed majors Supervision of student teachers, OPSU 2000-present Designed current Diversity in Education course – EDUC2233- for OPSU – currently instructor Agricultural Education Candidates' Portfolio Review Chairperson

						2001-present Facilitated portfolio preparation for Agricultural Education candidates 2001-present 15 years experience in public school classrooms, special education director, federal programs director, school counselor
Jerry Mihelic	MS, Educational Leadership, Northern Arizona University	Faculty	Instructor	Yes	Student Oklahoma Education Association Advisor, Presenter Oklahoma Association of Teacher Educators--2006, Director of school partnership--Academy Elementary--after school tuitoring, EOI test monitor--Goodwell Schools, OPSU President's Advisory Committee, OPSU Recruiting Crew	Volunteer for Special Olympics, Supervision of Student Teachers, Supervision of Residency Year Program teachers (first year teachers in Oklahoma), Arizona certification: K-8 Teacher, K-12 Principal, OPSU committees--Teacher Education Council
Russell Thatcher	PhD, Christian Education, Southern Baptist University	Faculty, Education Department Head	Associate Professor	Yes	Presenter Oklahoma Association of Teacher Educators--2006, Textbook review--Allyn & Bacon, Treasurer of	President of Frills & Freckles Child Care, Inc. Administrator of Kiddie Prep School--Marion, Indiana

					local Phi Delta Kappa, OPSU committees--Teacher Education Council	Elementary teacher--Lakeview Schools Indiana certificaton--K-8 elementary K-12 computer science Supervise Student Teachers Supervise Residency Year Teachers
Elaina Stewart	M.Ed, Library Science, Northwestern Oklahoma State University	Adjunct Faculty	Assistant Professor and Librarian	No	Attended OACTE Conference--2004-2005-2006, Attended Oklahoma Library Association--2004-2005-2006, Presented at OLA--2003, 2004, 2005, 2006, OPSU Committees--Teacher Education Council, Telecommunications, Library Supervisory committee	Kiowa, KS--elementary and secondary librarian, Muskogee, OK--elementary librarian, Oklahoma certification--elementary education, K-12 Library, secretary of local Phi Delta Kappa, Supervise Student Teachers, Supervise Residency Year Teachers, Oklahoma Scholar for Oklahoma Arts and Humanities Council
Loyet Shafer	PhD, Counseling Psychology, Oklahoma State University	Faculty	Associate Professor	Yes	Investigator – OK State Board of Examiners of Psychologists, '01-'05. Oral Examiner Training, OSBEP, '04, Member: Ok Psychological	Classroom Teacher: Special Education, Jr./Sr. High; English, Speech & Drama, Jr./ Sr. High; Speech Pathology,

					Assn; American Psychological Assn., OPSU Committee Service: Rank & Tenure Committee, '05 – Present, Teacher Ed Council '00 – Present, Community Presentation: Elder Fair '05, Navigating Aging: Depression vs Dementia.	Speech Remediation, ages 5 – 14; School Counselor, K-12 certification, - Elementary Counselor; Psyc Consultant – High Challenge Alternative School Grant, Guymon Public Schools, Co-teach with high school teacher 12 to 15 hours each year at Senior High, Supervise Student Teachers, Supervise Residency Year Teachers
Shelley Worm	MA in Education, Adams State University	Elementary Education Faculty	Instructor	Yes	Served as Professional Development Chairman for Boise City Schools, Volunteer at Boise City elementary with DIBELS testing and instruction based on results, provided in-service on Six-Trait Writing, incorporating Oklahoma Academic Standards, and using the iPad in the classroom.	taught 3rd grade for Boise City; certified in P-3 Early Childhood, 1-8 Elementary, and P-8 Mild-Moderate Disabilities

Attchment 1A

TEST COMPETENCIES FRAMEWORK: AGRICULTURAL EDUCATION

SUBAREAS:

I. Agricultural Business, Marketing, and Communication
II. Animal Science
III. Plant and Soil Science
IV. Agricultural Power and Technology
V. Natural Resources

SUBAREA I—AGRICULTURAL BUSINESS, MARKETING, AND COMMUNICATION

Competency 0001

Understand financial management and decision making in agricultural business.

The following topics are examples of content that may be covered under this competency.
Apply basic accounting and recordkeeping procedures (e.g., procedures for tracking and maintaining inventory, determining net worth, managing cash flow, maintaining ledgers and journals) and procedures for managing personal finance (e.g., calculating interest, managing checking accounts, filing tax returns).
Analyze standard banking procedures related to agricultural business and the types and characteristics of credit available to agricultural business.
Identify types of insurance (e.g., life, health, accident, business, employment) and their characteristics (e.g., losses covered, benefits, sources).
Evaluate factors affecting decisions about financial planning and management in agricultural business settings.

Competency 0002

Understand agricultural business management practices.

The following topics are examples of content that may be covered under this competency.
Identify types of business structures (e.g., corporations, cooperatives, sole proprietorships) and their characteristics.
Apply procedures for budgeting, scheduling, forecasting market conditions, calculating production costs, and supervising personnel.
Apply principles and procedures related to keeping accurate business records.
Identify state and federal regulations governing agricultural business practices (e.g., regulations relating to safety, animal welfare, environmental protection).

Competency 0003

Understand principles and procedures related to purchasing, marketing, and merchandising in agricultural business.

The following topics are examples of content that may be covered under this competency.
Evaluate factors involved in making purchasing decisions.
Analyze marketing strategies for agricultural products (e.g., hedging, contracting, selecting an appropriate market outlet, setting prices).
Apply principles of design and merchandising in creating merchandise displays.

Analyze the role and influence of government agencies, programs, and regulations related to agricultural marketing (including labeling requirements).

Competency 0004
Understand the role of computers and technology in agricultural business.
The following topics are examples of content that may be covered under this competency.
Evaluate the importance of technology to the production, processing, and marketing of agricultural products (including the capabilities and limitations of technology).
Identify types and characteristics of computer hardware and software used in various aspects of agricultural business.
Identify common applications of computer technology in agriculture.
Analyze the use of on-line services and telecommunication in agricultural business.

Competency 0005
Understand agricultural business in Oklahoma and the world.
The following topics are examples of content that may be covered under this competency.
Analyze principles of supply and demand, diminishing returns, comparative advantage, and resource substitution.
Identify the characteristics of Oklahoma agriculture (including traditional crop enterprises).
Assess the economic impact of international agribusiness on national and Oklahoma economies (e.g., the impact of leading commodities, the importance of foreign trade, the effects of international trade agreements on agricultural business in Oklahoma).
Analyze the role of federal and state agencies (e.g., USDA, EPA) in regulating agricultural business practices and the role of government in international agribusiness.

Competency 0006
Understand agricultural education as a profession.
The following topics are examples of content that may be covered under this competency.
Demonstrate knowledge of the history and goals of agricultural education.
Evaluate the role of the agriculture teacher in school, in the community, and in industry and the ethics, values, and responsibilities of the agricultural educator.
Assess the influence of agriculture industry issues and initiatives on agricultural education, and legislation, regulations, and policies that affect agricultural education.
Recognize the importance and methods of staying abreast of the current knowledge base of the discipline.

Competency 0007
Understand the role of communication skills and leadership skills in agriculture.
The following topics are examples of content that may be covered under this competency.
Identify important components of the philosophy of the FFA, important events in the history of the FFA, and the role of the FFA in agricultural education (including the role of the FFA in developing leadership qualities).
Apply the rules of basic parliamentary procedure.
Apply effective oral and written communication skills.

Analyze principles and procedures for promoting teamwork, motivation, and leadership skills.

SUBAREA II—ANIMAL SCIENCE

Competency 0008

Understand domestic animals and their uses in society.

The following topics are examples of content that may be covered under this competency.
Identify breeds of beef and dairy cattle, swine, sheep, horses, and poultry (including distinguishing characteristics and origin).
Identify products derived from domestic animals and the uses of domestic animals in society.
Apply principles and procedures for evaluating and selecting livestock, poultry, and carcasses (e.g., genotype, phenotype, market classification).
Analyze procedures for the ethical management and treatment of domestic animals (e.g., handling, medication, marketing) and factors and issues related to food safety and the adulteration of food (e.g., sanitation, food storage and handling, proper use of dyes and drugs).

Competency 0009

Understand environmental and facilities management.

The following topics are examples of content that may be covered under this competency.
Analyze the concept of a sustainable environment.
Identify environmental needs (e.g., range requirements, temperature control, appropriate housing) of beef and dairy cattle, swine, sheep, horses, and poultry.
Identify types and characteristics of facilities, tools, and equipment used to provide or maintain appropriate environments for domestic animals.
Identify the effects of domestic animals on the environment (e.g., effects of grazing, use of water resources).

Competency 0010

Understand the anatomy and physiology of animals.

The following topics are examples of content that may be covered under this competency.
Identify major organs and systems, their functions, and their interrelationships in beef and dairy cattle, swine, sheep, horses, and poultry.
Analyze the physiology of organs and systems in beef and dairy cattle, swine, sheep, horses, and poultry.
Apply principles of animal anatomy and physiology to the care of domestic animals (e.g., the relationship of the digestive system to nutrition and feeding practices, the relationship of the reproductive system to practices during parturition).

Competency 0011

Apply knowledge of animal reproduction and genetics in domestic animals.

The following topics are examples of content that may be covered under this competency.
Analyze breeding methods and procedures and factors that influence breeding decisions (e.g., phenotype) in domestic animals.

Analyze basic principles of inheritance and genetics (e.g., Mendelian genetics; the genetic basis of animal selection; the function of genes, chromosomes, and DNA).
Analyze processes of meiosis and fertilization.
Apply procedures for the care of animals during pregnancy and parturition.

Competency 0012
Analyze nutritional requirements of domestic animals.
The following topics are examples of content that may be covered under this competency.
Evaluate factors influencing nutritional requirements and feeding options in domestic animals.
Identify sources and functions of animal nutrients and symptoms of nutrient deficiencies.
Analyze the composition, classification, and nutritional value of various types of feed.
Analyze uses of various feeds for specific species, and types, functions, and effects of feed additives.

Competency 0013
Understand practices for handling domestic animals and maintaining their health.
The following topics are examples of content that may be covered under this competency.
Analyze principles and procedures for the safe and humane handling of livestock and poultry.
Identify purposes and methods of castrating, dehorning, branding, marking, ear notching, tagging, tattooing, docking, and medicating livestock.
Identify characteristics of healthy and unhealthy animals.
Identify types and causes of common infectious and noninfectious diseases in domestic animals; types, symptoms, effects, and life cycles of internal and external parasites; and methods for preventing and treating diseases and parasites.

SUBAREA III—PLANT AND SOIL SCIENCE
Competency 0014
Understand characteristics, components, and properties of soil.
The following topics are examples of content that may be covered under this competency.
Identify types of soil and their characteristics.
Analyze the composition and components of soil.
Apply procedures for testing soil, interpreting and using soil tests, and improving the ability of soil to support plant growth.
Evaluate factors affecting the ability of soil to support plant growth and the role of soil in plant production.

Competency 0015
Understand plant anatomy and physiology.
The following topics are examples of content that may be covered under this competency.
Identify plant structures, organs, and systems and their functions and processes.
Analyze the processes and products of photosynthesis, respiration, and transpiration and requirements for plant growth and development.
Analyze processes of sexual and asexual reproduction.
Apply principles of plant breeding, hybridization, genetics, and grafting.

Competency 0016
Understand soil treatments and growing media.
The following topics are examples of content that may be covered under this competency.
Analyze the use of fertilizers in plant production (e.g., differences between organic and inorganic fertilizers; the importance of nitrogen, phosphorus, and potassium to plant growth and development; procedures for the safe handling, application, and disposal of fertilizers).
Apply skills in interpreting symptoms of and remedies for soil deficiencies.
Apply procedures for adjusting soil pH and pasteurizing soil.
Identify types, components, characteristics, and uses of growing media and mixtures of soil, mineral matter, and organic matter.

Competency 0017
Apply methods and procedures for protecting and caring for plants.
The following topics are examples of content that may be covered under this competency.
Identify types and characteristics of plants, crops, and seed varieties.
Analyze the growth requirements of plants (e.g., requirements for soil, water, light, and nutrients; effects of temperature, hardiness zones, humidity).
Apply procedures for propagating, transplanting, and hardening plants and for determining appropriate planting and rotation schedules.
Analyze procedures related to the identification and control of plant pests, pathologies, and weeds (e.g., methods of controlling plant diseases and pests; characteristics of integrated pest management; procedures for the safe handling, application, and disposal of pesticides and herbicides; identification of pollutants that are harmful to plants and their symptoms and effects).

Competency 0018
Apply principles of land management and irrigation.
The following topics are examples of content that may be covered under this competency.
Apply factors and procedures related to land management planning.
Analyze procedures for selecting and using tillage and irrigation equipment (including selecting an irrigation system) and factors affecting decisions about irrigation, drainage, tillage, and crop rotation practices.
Identify causes and characteristics of various kinds of erosion and procedures for controlling soil erosion.
Evaluate the role of government agencies and public service organizations in land management.

Competency 0019
Understand environmental and food safety issues related to plant and soil science.
The following topics are examples of content that may be covered under this competency.
Analyze issues related to land use and water use.
Analyze procedures for conserving soil and water and for controlling runoff.

Analyze safety issues and societal concerns related to food products (e.g., genetically manipulated crops, irradiated food, pesticide residues).

SUBAREA IV—AGRICULTURAL POWER AND TECHNOLOGY

Competency 0020

Apply procedures related to measurement and drafting.

The following topics are examples of content that may be covered under this competency.
Apply skills used in reading and using measuring instruments.
Interpret notations and symbols commonly used in drafting.
Perform mathematical calculations related to measurement and drafting.
Apply basic principles of surveying and procedures for creating and interpreting working drawings.

Competency 0021

Understand small engines and power equipment.

The following topics are examples of content that may be covered under this competency.
Identify types and characteristics of small engines and power equipment.
Identify the uses, components, principles of operation, and maintenance procedures of small engines and power equipment.

Competency 0022

Apply construction principles and techniques.

The following topics are examples of content that may be covered under this competency.
Apply basic principles of woodworking and carpentry, masonry, plumbing, and electrical work.
Apply basic principles of metalworking and welding.
Identify operating principles related to power tools and machinery used in agricultural construction.
Apply techniques used to construct, repair, and maintain physical structures in agriculture.

Competency 0023

Understand safety principles and practices in agriculture.

The following topics are examples of content that may be covered under this competency.
Identify safety procedures related to the care and use of equipment and machinery in agriculture.
Evaluate the importance of proper maintenance schedules and procedures in ensuring safety.

SUBAREA V—NATURAL RESOURCES

Competency 0024

Understand the relationships among agriculture, the environment, and society.

The following topics are examples of content that may be covered under this competency.
Analyze the importance of soil, water, forests, and wildlife as natural resources.
Analyze the relationship between agriculture (including forestry) and the environment.
Evaluate the effects of various agricultural practices on the environment.

Evaluate economic factors related to environmental practices in agriculture and the role of government and society in regulating and monitoring agriculture and agricultural practices.

Competency 0025
Understand renewable and nonrenewable resources.
The following topics are examples of content that may be covered under this competency.
Identify types of natural resources and their characteristics.
Evaluate the importance and uses of natural resources (e.g., forestry products, mineral resources, energy resources) in agriculture and the effects of the availability of natural resources on agriculture.
Analyze issues related to available reserves and usage patterns of natural resources (e.g., diversion of water for agricultural purposes) and problems associated with the depletion of natural resources.
Analyze the effects of agricultural practices and procedures on water and other natural resources.

Competency 0026
Understand the role of forest and range management in protecting habitats and species.
The following topics are examples of content that may be covered under this competency.
Identify characteristics and components of ecological niches, communities, and ecosystems.
Analyze the dependence of species on specific habitats and the interrelationships among climate, weather, habitats, and species.
Analyze the effects of forestry and range practices on the environment, the role of forestry and range management in preserving habitats and protecting the environment, and current issues related to habitat protection.

Competency 0027
Understand the concept of multiple-use management.
The following topics are examples of content that may be covered under this competency.
Evaluate the role and importance of multiple-use management.
Analyze procedures for facilitating multiple-use management (e.g., timber, mining, grazing, recreation) in forests, rangelands, and wetlands.

Attachment 1B
OSAT in Agricultural Education

The Oklahoma Subject Area Test (OSAT) in Agricultural Education is composed 100% of selected-response questions in five subareas: Agricultural Business, Marketing, Communications and Leadership; Animal Science; Plant and Soil Sciences; Agricultural Power and Technology; and Natural Resources. In 2011 the OSAT was reformatted to include questions on the Foundations of Agricultural Education and includes a constructed response. The OSAT in Agricultural Education is designed to assess subject-matter knowledge and skills required by an entry-level teacher. Candidates' must pass this test with a scaled score of 240 or greater. Additional information is available about the OSAT in Agricultural Education at either Web site: www.octp.org or www.ceoe.nesinc.com.

Attachment 1C: Oklahoma Subject Area Test (OSAT): Agricultural Education
2009 - 2013

		Pass/Fail	OVERALL SCORE	Subarea 1 Agricultural Business, Marketing, and Communications	Subarea 2 Animal Science	Subarea 3 Plant and Soil Science	Subarea 4 Agriculture Power and Technology	Subarea 5 Natural Resources		
Year			Revised Subareas	Subarea 1 Agricultural Business, Economics, and Marketing	Subarea 2 Animal Science	Subarea 3 Plant and Soil Science	Subarea 4 Agriculture Power and Technology	Subarea 5 Environmental Science and Natural Resources	Subarea 6 Foundations of Agriculture Education	Subarea 7 Constructed Response
2009-10	RW	PASS	280	279	277	283	274	291		
2010-11	VA	PASS	259	290	259	236	239	265		
	TG	PASS	271	269	271	259	290	274		
	CM	PASS	265	274	254	277	257	257		
	ER	PASS	276	269	288	283	265	274		
	MG	PASS	249	269	254	225	248	248		
2011-12	CC	PASS	268	283	272	272	280	288	300	201
	ME	PASS	268	300	281	181	259	228	300	251
	DL	PASS	262	283	282	253	290	288	234	201
2012-13	JE	Pass	259	267	291	253	269	264	267	201
	JB	Pass	252	267	253	253	269	264	267	201
	MP	Pass	266	283	253	272	259	276	300	251
	AF	Pass	262	267	281	281	269	276	300	177
	CW	Fail	238	217	224	262	239	228	234	251

Attachment 1C
Candidate mean score and percentage passing for Agricultural Education OSAT
2009-2011

	2009-2010			2010-2011			Combined		
OSAT Sub Areas	N	Mean	% Passed	N	Mean	% Passed	N	Mean	% Passed
Ag Business, marketing and communication	1	280	100%	5	264	100%	6	275	100%
Animal Science	1	279	100%	5	265	100%	6	267	100%
Plant and soil science	1	277	100%	5	256	60%	6	260	66.66%
Ag power and technology	1	283	100%	5	259	80%	6	262	86.33%
Natural Resources	1	274	100%	5	263	100%	6	268	100%
Overall	1	291	100%	5	264	100%	6	267	100%

Candidate mean score and percentage passing for Agricultural Education OSAT
2011-2013

	2011-2012			2012-2013			Combined		
OSAT Sub Areas	N	Mean	% Passed	N	Mean	% Passed	N	Mean	% Passed
Ag Business, economics and marketing	3	288	100%	5	260	80%	8	271	88%
Animal Science	3	278	100%	5	260	80%	8	267	88%
Plant and soil science	3	235	66.6%	5	264	100%	8	253	88%
Ag power and technology	3	276	100%	5	261	80%	8	267	88%
Environmental science and natural resources	3	268	66.6%	5	261	80%	8	264	75%
Foundations of agricultural education	3	278	66.6%	5	272	80%	8	275	75%
Constructed response	3	217	33.3%	5	216	40%	8	216	38%
Overall	3	266	100%	5	255	80%	8	259	88%

Attachment 2A

Matrix Showing Match between OCTP Subject Matter Competencies for CEOE Test Objectives and OSU Course Requirements

lahoma Subject Matter Competencies	CEOE Test Objectives	OPSU's Agricultural Education Program
Agricultural Business/Marketing/ mmunications/Leadership		
Acknowledges the foundations of ricultural education, including its rpose, functions, and the background of A.	0001 Understand financial management and decision making in agricultural business.	**AG 2343 Agriculture Economics** This course covers the principles of farm production, farm management, agricultural resources, and agriculture policy. It is designed to increase th economic knowledge in agricultural areas of the United States and worldwide economy. The economic rationale behind theory and practical applications of economic ideas will be presented. Agriculture education candidates will develop an understanding of the fundamentals of economi theory, analyze current economic scenarios, define economic problems an possible solutions, compare and contrast different economic systems, and analyze supply and demand as they relate to consumers and producers
	0002 Understand agricultural business management practices.	**AG 1124 Farm and Ranch Management** This course is designed to provide the student with the basic management skills, economic background and practical experience needed to manage a farm and ranch operation. **AG 2343 Agriculture Economics** This course covers the principles of farm production, farm management, agricultural resources, and agriculture policy. It is designed to increase th economic knowledge in agricultural areas of the United States and worldwide economy. The economic rationale behind theory and practical applications of economic ideas will be presented. Agriculture education candidates will develop an understanding of the fundamentals of economi theory, analyze current economic scenarios, define economic problems an possible solutions, compare and contrast different economic systems, and analyze supply and demand as they relate to consumers and producers
Has an understanding of basic arliamentary procedure; effective oral and ritten communication skills; and romotes teamwork, motivation, and eadership principles.	0003 Understand principles and procedures related to purchasing, marketing, and merchandising in agricultural business.	**AG 4983 Agricultural Marketing** Prerequisite Econ 2123 or Econ 2343 This course is designed to increase the agricultural related business person's knowledge primarily in the area: of commodities, grain and livestock marketing with particular emphasis o hedging practices and principles.

	0004 Understand the role of computers and technology in agricultural business.	**AG 4983 Agricultural Marketing** Prerequisite Econ 2123 or Econ 2343 This course is designed to increase the agricultural related business person's knowledge primarily in the area: of commodities, grain and livestock marketing with particular emphasis o hedging practices and principles.
	0005 Understand agricultural business in Oklahoma and the world.	**AG 1011 – Introduction to the Agriculture Industry** This course is a general survey of the agricultural industry and its resources, including career opportunities in the various fields of agriculture. Program and course selection as they relate to occupational fields will be discussed. **AG 2343 Agriculture Economics** This course covers the principles of farm production, farm management, agricultural resources, and agriculture policy. It is designed to increase th economic knowledge in agricultural areas of the United States and worldwide economy. The economic rationale behind theory and practical applications of economic ideas will be presented. Agriculture education candidates will develop an understanding of the fundamentals of economi theory, analyze current economic scenarios, define economic problems an possible solutions, compare and contrast different economic systems, and analyze supply and demand as they relate to consumers and producers **AG 4983 Agricultural Marketing** Prerequisite Econ 2123 or Econ 2343 This course is designed to increase the agricultural related business person's knowledge primarily in the area: of commodities, grain and livestock marketing with particular emphasis o hedging practices and principles.

	0006 Understand agricultural education as a profession.	**AGED 3103 – Introduction to Teaching Agricultural Education** Coursework for this class will cover the foundations, history and philosophy of technical education. Candidates will study diversity of public school and diversity of agricultural education programs within the public schools. Technical education as it applies to high school students and their future plans will also be considered. Instruction in lesson planning and various teaching techniques will be addressed. Candidates will create lesson plans and teach lessons utilizing the demonstration technique of presentation. Major emphasis will be on admission to the teacher education program and the competencies required for teacher education. Each candidate will complete 45 clock hours of field experience to include; 20 hours of classroom and laboratory teaching, 10 hours of FFA activities, 10 hours of supervised agriculture projects, and five hours of adult education. These 45 hours are divided to represent the portion of time the secondary agriculture education teacher spends on each of these activities in a typical teaching week. Each candidate will maintain a journal describing lessons taught, laboratory activities, student projects visited, and FFA activities, as well as the diversity of the public school students they are involved with (ethnicity, family backgrounds, gender, occupational plans, etc.). The Agricultural Education Director will arrange each candidate's field placement. The director will send an affidavit of supervision directly to the supervising teacher. This form will include all times reported to the classroom and activities in which the candidate participated. This form will be mailed directly to the director when the experience is complete. AGED 3203 – Planning the Community Program in Agriculture Education Prerequisite Aged 3103 Coursework for this class will cover determining the agricultural resources and trends of a community, planning a long-range agricultu program including objectives, success factors, and planning the annual program. development of a leadership program through FFA will also be addressed. The candidate will be assigned to five clock hours of field experience in a secondary p school setting. The objective of this experience is to create awareness of the diff socioeconomic, ethnic and other special needs of the community agriculture progr the public schools.

	0007	Understand the role of communication skills and leadership skills in agriculture.	**AGED 3203 – Planning the Community Program in Agriculture Education** Prerequisite Aged 3103 Coursework for this class will cover determining agricultural resources and trends of a community, planning a long-range agricultural program including objectives, success factors, and planning tl annual program. The development of a leadership program through FFA also be addressed. The candidate will be assigned to five clock hours of f experience in a secondary public school setting. The objective of this experience is to create awareness of the differing socioeconomic, ethnic a other special needs of the community agriculture program in the public schools. **AGED 4103 - Methods of Teaching and Management in Vocational Agriculture** Prerequisite Aged 3103 & 3203 This course acquaints candidates with th work of a vocational agriculture teacher and prepares them for their teach internship assignments. They will develop a course of study for a high sc agriculture education class, design lesson plans for learning activities utili various instructional methods, teach two micro-lessons, develop a unit usi agriculture materials to improve reading skills, create modifications and accommodations for special needs students, and utilize technology in the agriculture classroom. The field experience for this course will consist of attendance at and agriculture teachers' meeting and professional educatio meetings. The objective of this experience is to expose the candidate to tl methods of determining the progress of high school students and their supervised agriculture programs.
. Animal Science			
. Selects and handles livestock, recognizes ıctors related to the safe handling of nimals and animal products that become ɔod for human consumption, and nderstands the importance of alternative gricultural enterprises.	0008	Understand domestic animals and their uses in society.	**ANSI 1124 – Introduction to Animal Science** This course is a general and basic livestock study with emphasis on meat animals, dairy cattle, and horses. The goal of this course is to provide stu with introductory information that will provide a necessary foundation in nutrition, genetics, meat science, sheep production, reproduction, animal health, beef production, poultry production, swine production, dairy production, horse production, and live animal evaluation.

	0009	Understand environmental and facilities management.	**ANSI 1124 – Introduction to Animal Science** This course is a general and basic livestock study with emphasis on meat animals, dairy cattle, and horses. The goal of this course is to provide stu with introductory information that will provide a necessary foundation in nutrition, genetics, meat science, sheep production, reproduction, animal health, beef production, poultry production, swine production, dairy production, horse production, and live animal evaluation.
	0010	Understand the anatomy and physiology of animals.	**ANSI 2182 – Meat Evaluation, Classification and Grading** Prerequisite 1124 This course covers the evaluation of meat and meat pro through the classification of market animals and meat grading. **Or** **ANSI 3113 – Livestock Judging and Meat Animal Evaluation** Prerequisite 1124 This course compares certain live animal characteristics carcass merit and includes practice in competitive livestock and oral reasc
. Understands concepts and principles of nimal reproduction and the importance of vestock health and nutrition.	0011	Apply knowledge of animal reproduction and genetics in domestic animals.	**ANSI 1124 – Introduction to Animal Science** This course is a general and basic livestock study with emphasis on meat animals, dairy cattle, and horses. The goal of this course is to provide stu with introductory information that will provide a necessary foundation in nutrition, genetics, meat science, sheep production, reproduction, animal health, beef production, poultry production, swine production, dairy production, horse production, and live animal evaluation.
	0012	Analyze nutritional requirements of domestic animals.	**ANSI 2123 – Livestock Feeding** This course focuses on the nutritive characteristics of feedstuffs and the u these feeds in formulating rations for meat animals, dairy cattle, and horse The goal of this course is to provide students with introductory informatic will provide a necessary foundation in nutrition for students.
	0013	Understand practices for handling domestic animals and maintaining their health.	**ANSI 1124 – Introduction to Animal Science** This course is a general and basic livestock study with emphasis on meat animals, dairy cattle, and horses. The goal of this course is to provide stu with introductory information that will provide a necessary foundation in nutrition, genetics, meat science, sheep production, reproduction, animal health, beef production, poultry production, swine production, dairy production, horse production, and live animal evaluation.
. Plant and Soil Science			

. Understands concepts, principles and ıboratory skills related to plant and soil ɔience, including the importance of ·aditional crops and alternative enterprises.	0014	Understand characteristics, components, and properties of soil.	**AGRN 2124 – Fundamentals of Soil Science** This course covers the origin, formation, composition and classification o soils, and the principle chemical, physical and biological properties of soi relation to plant growth, soil productivity and land use.
	0015	Understand plant anatomy and physiology.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production
	0016	Understand soil treatments and growing media.	**AGRN 2124 – Fundamentals of Soil Science** This course covers the origin, formation, composition and classification o soils, and the principle chemical, physical and biological properties of soi relation to plant growth, soil productivity and land use.
	0017	Apply Methods and procedures for protecting and caring for plants.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production **AGRN 4113 – Weed Science** Prerequisite Agrn 1214 & Chem 1135 This course covers the growth, dissemination, economic importance and distribution of weeds. Physiological, ecological, cultural and chemical methods of weed control, chemistry and application of herbicides are covered
. Knows factors related to the safe andling of plants and plant products that ecome food for human consumption and lentifies causes and characteristics of ommon plant pests and diseases.	0018	Apply principles of land classification, management, and irrigation.	**AGRN 2124 – Fundamentals of Soil Science** This course covers the origin, formation, composition and classification o soils, and the principle chemical, physical and biological properties of soi relation to plant growth, soil productivity and land use. **AGRN 3333 – Natural Resource Conservation** This course is a study of the proper and effective use of tillage; crop rotat and sequence; cultivation, fallow, water use, and fertilizer use to promote conservation.

	0019 Understand environmental and food safety issues related to plant and soil science.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production **AGRN 4113 – Weed Science** Prerequisite Agrn 1214 & Chem 1135 This course covers the growth, dissemination, economic importance and distribution of weeds. Physiolo; ecological, cultural and chemical methods of weed control, chemistry and application of herbicides are covered
. Agricultural Mechanics		
. Practices shop safety, including the peration and knowledge of hand/power ools; basic principles/concepts of power nd machinery, metals, and metal rocesses; and basic principles of building onstruction.	0020 Apply procedures related to measurement and drafting.	**AGME 1432 – Oxy-Acetylene Welding** This course covers the principles and practices of welding with practical application. **AGME 3322 – Arc Welding** This course covers the principles of welding with practical application **AGME 3643 – Power Mechanics I** This is a course in the basic mechanical and physical operating principles automobile. A study of the principles and fundamentals of the gasoline e1 electrical system, ignition, hydraulics, fuels, and lubrications as applied tc automobile. Introduction to the correct use of tools and equipment is mac the laboratory.
	0021 Understand small engines and power equipment.	**AGME 3643 – Power Mechanics I** This is a course in the basic mechanical and physical operating principles automobile. A study of the principles and fundamentals of the gasoline e1 electrical system, ignition, hydraulics, fuels, and lubrications as applied tc automobile. Introduction to the correct use of tools and equipment is mac the laboratory.

	0022 Apply construction principles and techniques.	**AGME 1432 – Oxy-Acetylene Welding** This course covers the principles and practices of welding with practical application. **AGME 3322 – Arc Welding** This course covers the principles of welding with practical application
	0023 Understand safety principles and practices in agriculture.	**AGME 1432 – Oxy-Acetylene Welding** This course covers the principles and practices of welding with practical application. **AGME 3322 – Arc Welding** This course covers the principles of welding with practical application **AGME 3643 – Power Mechanics I** This is a course in the basic mechanical and physical operating principles automobile. A study of the principles and fundamentals of the gasoline e electrical system, ignition, hydraulics, fuels, and lubrications as applied t automobile. Introduction to the correct use of tools and equipment is mad the laboratory
. Natural Resources		
. Evaluates the relationship between griculture and the management of water, ınd, and air quality and understands oncepts and principles of plant and animal nvironmental factors, including the andling of chemicals.	0024 Understand the relationships among agriculture, the environment, and society.	**AGRN 3333 – Natural Resource Conservation** This course is a study of the proper and effective use of tillage; crop rotat and sequence; cultivation, fallow, water use, and fertilizer use to promote conservation. **AGRN 2124 – Fundamentals of Soil Science** This course covers the origin, formation, composition and classification o soils, and the principle chemical, physical and biological properties of soi relation to plant growth, soil productivity and land use.
	0025 Understand renewable and nonrenewable resources.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production **AGRN 3333 – Natural Resource Conservation** This course is a study of the proper and effective use of tillage; crop rotat and sequence; cultivation, fallow, water use, and fertilizer use to promote conservation.

	0026 Understand the role of forest and range management in protecting habitats and species.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production **AGRN 3333 – Natural Resource Conservation** This course is a study of the proper and effective use of tillage; crop rotat and sequence; cultivation, fallow, water use, and fertilizer use to promote conservation.
	0027 Understand the concept of multiple-use management.	**AGRN 1213 – Fundamentals of Plant Science** This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production **AGRN 3333 – Natural Resource Conservation** This course is a study of the proper and effective use of tillage; crop rotat and sequence; cultivation, fallow, water use, and fertilizer use to promote conservation.

Attachment 2B
Course Descriptions:

Agriculture Core (taken by all agriculture education candidates)

- AG 1011 – Introduction to the Agriculture Industry

This course is a general survey of the agricultural industry and its resources, including career opportunities in the various fields of agriculture. Program and course selection as they relate to occupational fields will be discussed.

- AG 1124 – Farm and Ranch Management

This course is designed to provide the student with the basic management skills, economic background and practical experience needed to manage a farm and ranch operation.

- AG 2343 – Agriculture Economics

This course covers the principles of farm production, farm management, agricultural resources, and agriculture policy. It is designed to increase the economic knowledge in agricultural areas of the United States and worldwide economy. The economic rationale behind theory and practical applications of economic ideas will be presented. Agriculture education candidates will develop an understanding of the fundamentals of economic theory, analyze current economic scenarios, define economic problems and possible solutions, compare and contrast different economic systems, and analyze supply and demand as they relate to consumers and producers.

- AG 4983 – Agricultural Marketing

This course is designed to increase the agricultural related business person's knowledge primarily in the areas of commodities, grain and livestock marketing with particular emphasis on hedging practices and principles.

- AGED 3103 – Introduction to Teaching Agricultural Education

Coursework for this class will cover the foundations, history and philosophy of technical education. Candidates will study diversity of public school and diversity of agricultural education programs within the public schools. Technical education as it applies to high school students and their future plans will also be considered. Instruction in lesson planning and various teaching techniques will be addressed. Candidates will create lesson plans and teach lessons utilizing the demonstration technique of presentation. Major emphasis will be on admission to the teacher education program and the competencies required for teacher education.

Each candidate will complete 45 clock hours of field experience to include; 20 hours of classroom and laboratory teaching, 10 hours of FFA activities, 10 hours of supervised agriculture projects, and five hours of adult education. These 45 hours are divided to represent the portion of time the secondary agriculture education teacher spends on each of these activities in a typical teaching week. Each candidate will maintain a journal describing lessons taught, laboratory activities, student projects visited, and FFA activities, as well as the diversity of the public school students they are involved with (ethnicity, family backgrounds, gender, occupational plans, etc.). The Agricultural Education Director will arrange each candidate's field placement. The director will send an affidavit of supervision directly to the supervising teacher. This form will include all times reported to the classroom and activities in which the candidate participated. This form will be mailed directly to the director when the experience is complete.

- AGED 3203 – Planning the Community Program in Agriculture Education

Coursework for this class will cover determining the agricultural resources and trends of a community, planning a long-range agricultural program including objectives, success factors, and planning the annual program. The development of a leadership program through FFA will also be addressed. The candidate will be assigned to five clock hours of field experience in a secondary public school setting. The objective of this experience is to create awareness of the differing socioeconomic, ethnic and other special needs of the community agriculture program in the public schools.

- AGED 4103 - Methods of Teaching and Management in Vocational Agriculture

This course acquaints candidates with the work of a vocational agriculture teacher and prepares them for their teaching internship assignments. They will develop a course of study for a high school agriculture education class, design lesson plans for learning activities utilizing various instructional methods, teach two micro-lessons, develop a unit using agriculture materials to improve reading skills, create modifications and accommodations for special needs students, and utilize technology in the agriculture classroom. The field experience for this course will consist of attendance at and agriculture teachers' meeting and professional education meetings. The objective of this experience is to expose the candidate to the methods of determining the progress of high school students and their supervised agriculture programs.

- AGME 1432 – Oxy-Acetylene Welding

This course covers the principles and practices of welding with practical application.

- AGME 3322 – Arc Welding

This course covers the principles of welding with practical application.

- AGME 3643 – Power Mechanics I

This is a course in the basic mechanical and physical operating principles of the automobile. A study of the principles and fundamentals of the gasoline engine, electrical system, ignition, hydraulics, fuels, and lubrications as applied to the automobile. Introduction to the correct use of tools and equipment is made in the laboratory.

- AGRN 1213 – Fundamentals of Plant Science

This course covers the factors determining economic plant distribution, culture, improvement, and utilization with emphasis on the principles of crop production.

- AGRN 2124 – Fundamentals of Soil Science

This course covers the origin, formation, composition and classification of soils, and the principle chemical, physical and biological properties of soils in relation to plant growth, soil productivity and land use.

- AGRN 3233 – Grain, Oilseed and Pulse Crops

This course covers the production, utilization and improvement of grain, oilseed and pulse crops with special emphasis on wheat, corn, sorghum, sunflower, cotton and soybeans.

- AGRN 3333 – Natural Resource Conservation

This course is a study of the proper and effective use of tillage; crop rotation and sequence; cultivation, fallow, water use, and fertilizer use to promote soil conservation.

- AGRN 4113 – Weed Science

This course covers the growth, dissemination, economic importance and distribution of weeds. Physiological, ecological, cultural and chemical methods of weed control, chemistry and application of herbicides are covered.

- ANSI 1124 – Introduction to Animal Science

This course is a general and basic livestock study with emphasis on meat animals, dairy cattle, and horses. The goal of this course is to provide students with introductory information that will provide a necessary foundation in nutrition, genetics, meat science, sheep production, reproduction, animal health, beef production, poultry production, swine production, dairy production, horse production, and live animal evaluation.

- ANSI 2182 – Meat Evaluation, Classification and Grading

This course covers the evaluation of meat and meat products, through the classification of market animals and meat grading.

Or

- ANSI 3113 – Livestock Judging and Meat Animal Evaluation

This course compares certain live animal characteristics with carcass merit and includes practice in competitive livestock and oral reasons.

- ANSI 2213 – Retail Meat Cutting

This course emphasizes the study of the processing of beef, pork and lamb carcasses into wholesale and retail cuts. The principles of cost analysis, mark up and cost of operating businesses will be emphasized.

- ANSI 2123 – Livestock Feeding

This course focuses on the nutritive characteristics of feedstuffs and the use of these feeds in formulating rations for meat animals, dairy cattle, and horses. The goal of this course is to provide students with introductory information that will provide a necessary foundation in nutrition for students.

Or

- ANSI 4613 – Beef Production and Management

This course is designed to thoroughly evaluate management options in the production of beef. Production and management options discussed examine input options in genetics, nutrition, physiology and endocrinology. These inputs are discussed individually and with respect to one another. Production and management strategies are covered starting at conception and followed to the final product.

Or

- ANSI 4643 – Swine Production and Management

This course is designed to thoroughly evaluate the management practices influencing the profitability in modern swine operations. Production practices in all phases of the industry are covered in detail. Laboratory experiences are designed to give hands-on application in production practices ranging from farrowing through the finishing phase.

Or

- EQUI 3644 – Horse Science

This course covers feeding, breeding, management and training of horses for work and pleasure.

- ANSI 4862 – Animal Science Seminar

This course covers the discussion and special assignments designed to give insight into the field of animal science research.

- ANSI 4902 – Animal Science Problems

This course is designed for students who desire additional information of specific subjects. A review of literature and preparation of a report, which may include laboratory and/or experimental data is required.

Pre-professional Education

- EDUC 2233 – Diversity in Education

This course examines current issues and trends in educational practices through the perspectives of history, philosophy, sociology, psychology, and anthropology, and the politics of education. It will focus on theoretical and practical issues of diversity in classroom settings, especially related to culture, race, gender, ethnicity, language, and socio-economic levels. In the course, students will establish a constant dialogue between theory and practice, between personal reflections and interpersonal exchange, between feelings, actions and thoughts. Students will utilize both ethnographic and self-reflective techniques to expand multicultural awareness. A field experience placement of 10 clock hours in a culturally diverse setting is required. An approach of this kind is necessary in order to grasp the deeper meanings, tensions, and implications of the process when creating an education that builds on the richness of diversity.

- EDUC 3213 – Human Development: Child and Adolescent Psychology

Agriculture education candidates, in this survey course, will explore issues of psychological, physiological, and social growth and maturation in children and adolescents. Candidates will also develop an understanding of the laws and principles that relate to the growth and maturation in motor, physical, mental and emotional aspects of human behavior from childhood through adolescence. Emphasis will be on the relationship of growth and maturation to professional education. This course facilitates

the understanding that learning is a life long process and that motivation and active engagement change across developmental stages. Candidates will be assigned to five (5) clock hours of field experience in the public schools. This assignment will consist of one and one half (1 ½) hours in a primary elementary setting, one and one half (1 ½) hours in an intermediate elementary setting, and two (2) hours in a secondary setting. The objective of this field experience is to identify behaviors and apply learning to both instruction and classroom management.

Professional Education

- EDUC 3223 – Education of the Exceptional Child

Agriculture education candidates, in this survey course, will explore the various areas of exceptionality with a focus on the problems encountered by the classroom teacher. Emphasis placed on techniques of identification, teaching exceptional children and the resources/assistance available to teachers. The candidate will be assigned to 15 clock hours of field experience in the public schools. The assignment will consist of five hours in elementary, five hours in middle school, and five hours in secondary. They will experience self-contained special education classrooms, inclusive mainstream classrooms, seeing students with a variety of exceptionalities including specific learning disabilities, mental retardation, physical impairments, emotional and behavioral disabilities, and giftedness. Candidates will provide instruction and modifications/accommodations for various aged students in the public school setting.

- EDUC 4313 – Educational Psychology

Agriculture education candidates will develop effective teaching strategies through an understanding of the psychological principles of learning. This course is designed to build teaching skills consistent with what psychologists and teachers know about the conditions under which students learn best. It will cover teaching as a profession by addressing qualities of good teachers, including personal qualities, psychological and philosophical approaches to teaching, and classroom management. Learning theory and motivation, instructional objectives, and assessment are also covered. The candidate will be assigned to five (5) hours of field experience at a public middle school. The candidate will shadow an assigned student throughout the entire school day. The objective of this experience is to observe numerous student/teacher interactions and behaviors and apply the information gained from the experience to enhance their effectiveness as a classroom teacher.

- EDUC 4333 – Educational Technology

This course is designed for the purpose of integrating modern computer technology into the elementary and secondary classroom. Candidates will be exposed to numerous technologies (computer software, scanners, IETV, multimedia, digital cameras, etc.) and will be able to incorporate and adapt these technologies into daily lesson planning. As a

result technology will become a tool in the natural flow of the teaching and learning process.

- EDUC 4362 – Educational Tests and Measurements

Candidates will learn the principles and techniques of measuring educational attainment; essay and objective tests and their construction; standard scores and grading systems; standardized tests; and the use of educational research. Course is designed to prepare candidates to manage testing and evaluation in the classroom as well as to understand standardized testing concepts. Candidates learn to construct and administer teacher made tests and learn how to evaluate standardized test and interpret scores.

- EDUC 4720- Directed Observations and Student Teaching in the Secondary School

Candidates will complete a minimum of 145 clock hours teaching in the public school classroom during their internship. The internship is designed to give each prospective teacher observations and practical experiences in classroom instruction on the secondary level under the guidance and supervision of a successful classroom teacher in a public school. Individual weekly conferences with the supervising teacher will be scheduled to discuss practical problems arising in the classroom as well as general concerns related to the teaching profession. The Agricultural Education Director, together with the Field Placement Director will place candidates in their internship assignment.

Attachment 2C
OPSU Grading System

Grade Interpretation. The quality of student performance in all classes is indicated by the following letter grades: A, B, C, D, F, I, NP, P, S, U, W. Description of the grades are:

A	Excellent
B	Good
C	Average
D	Below Average
F	Failure

Grade-point System. The following grade-point system is used in calculating the grade-point average.

Grade "A" yields 4 grade points per semester credit hour.

Grade "B" yields 3 grade points per semester credit hour.

Grade "C" yields 2 grade points per semester credit hour.

Grade "D" yields 1 grade point per semester credit hour.

Grade "F" yields 0 grade points per semester credit hour.

Attachment 2D

Average GPAs for Agriculture Core and Professional Core Courses
Agricultural Education Program

Agriculture Core Courses	2009-2010, 2010-2011, 2011-2012, 2012-2013 Average GPA	(N)**
AG 1011	3.60	9
AG 1124	3.64	14
AG 2343	3.53	15
AG 4983	3.58	8
AGED 3103	3.47	21
AGED 3203	3.69	24
AGED 4103	3.28	12
AGME 1432	3.22	16
AGME 3322	3.50	11
AGME 3643	3.40	11
AGRN 1213	3.29	14
AGRN 2124	3.09	12
AGRN 3223	3.02	13
AGRN 3333	3.26	15
AGRN 4113	3.16	13
ANSI 1124	3.33	7
ANSI 2182 Or ANSI 3113	3.00 3.88	7 10
ANSI 2213 Or ANSI 3333	3.66 3.33	5 4
ANSI 4543 Or ANSI 4613 Or ANSI 4643 Or EQUI 3644	3.5 4.00 3.67 4.00	2 2 5 5
ANSI 4862	3.36	5
ANSI 4902	4.00	11
ANSI 2124*	4.00	2

* New courses within the Ag Ed degree program

**Note: The number of Agricultural Education students enrolled in each of the above courses varied due to some students completing coursework at a junior college or another 4-year university with a different course number.

Attachment 3A
Candidates' Ability to Plan

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

OPSU AGED
Lesson Plan Format

I. **IDENTIFICATION:**

A. INSTRUCTOR: _____

B. UNIT TOPIC: _____

C. LESSON TITLE: _____

D. CLASS: _____ DATE_____

II. **OBJECTIVES:**

A. The student shall be able to:

1. List behavior expected and level of performance

III. **TEACHING MATERIALS AND RESOURCES:**

A. List each of the items you will use in teaching the lesson -- books, cards, equipment, demonstration materials, overheads and other visual aids, handouts, etc.

IV. **TEACHING PROCEDURE:**

A. **Preparation** - Introduction of what will be done to get the students ready to learn. Must include the following:

1. **Overview** - outline of what the lesson is about
2. **Link** - to what the students already know
3. **Motivation** - stimulate student interest

B. **Presentation** - of the new information and concepts being taught

Key Points	Methods and Media
1. Detailed outline of subject matter needed for reference by the teacher	List of specific techniques and media used to teach subject matter

C. **Application** - applying information provided in the presentation into a real or simulated learning experience

Key Points	Methods and Media
1. Detailed outline of activities to be carried out by the students	List of specific techniques and media employed to apply information

D. **Evaluation** - summary of lesson, review of important concepts, and measure of accomplishment of objectives

Key Points	Methods
1. Review points, questions, etc.	Format used and planned procedure

V. **REFERENCES & RESOURCES:**

A. List of reference sources used to develop lesson

Assessment 3B

Evaluation Rubric for Unit of Instruction

Candidate's Name _____ **Name of Unit** _____

Criteria	Target (3) 90 – 100%	Acceptable (2) 80 – 89%	Unacceptable (1) < 80%	Rubric Score	% Score	Point Value
Coherence 45 pts. (30%)	**40.50 – 45.00 pts.**	**36.00 – 40.49 pts.**	**< 36.00 pts.**			
Lesson plans are sufficiently related to one another and to the unit they support. Technical content is defined by Oklahoma Agricultural Education standards and learner objectives clearly linked to these standards.	**Coherence is transparent and technically sound. Lesson plans are clearly linked to Oklahoma Agricultural Education Standards and follow prescribed format(s).**	**Coherence is somewhat transparent but not conclusive. At least one lesson plan lacks clear linkage to Oklahoma Agricultural Education standards and requires some revision to meet these standards.**	**Coherence is not transparent or conclusive. Two or more lesson plans require significant revision to meet Oklahoma Agricultural Education standards.**			
Methodology 30 pts. (20%)	**27.00 – 30.00 pts.**	**24.00 – 26.99 pts.**	**< 24.00 pts.**			
Teaching method(s) selected are appropriate for the topic(s). A substantial description/explanation of the teaching method(s) and	**Teaching methods are appropriate for lesson topics and are clearly related to Oklahoma Agricultural Education Standards. Teaching**	**Teaching methods are appropriate but more preferred methods exist for one or more lesson topics. At least on lesson plan does not clearly link teaching methods to Oklahoma**	**Teaching methods described are not appropriate for lesson topics identified; Two or more lesson plans do not address Oklahoma Agricultural Education Standards. Little or no**			

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

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

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

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

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

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

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

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

Comments:

Overall Rating:

Additional Comments:

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

Attachment 3C

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

Candidate	coherence	methodology	visual aids	formative	summative	professional	overall	% score	grade
RW	45	30	30	15	15	15	150	100	A
VA	40	25	25	10	12	13	125	83	B
TG	42	22	23	12	15	12	126	84	B
ER	43	29	29	13	15	14	143	95	A
MG	40	24	27	12	13	12	128	85	B
GC	42	25	28	13	13	12	133	87	B
TC	43	28	28	13	14	14	140	93	A
CM	44	29	27	13	14	14	139	93	A
KF	43	27	26	13	14	15	138	92	A
AP	42	26	24	12	14	14	132	88	B
TM	41	25	26	12	14	13	131	87	B
CC	38	22	20	8	10	12	110	73	C
JE	40	24	27	13	14	12	130	87	B
Mean	42	26	26	12	14	13	133	88	
Mean as %	84	87	87	80	93	87	88	88	
Std Dev	2	3	3	2	1	1	10	7	

While scores on unit plans are acceptable, certain strengths and areas for increased learning are presented. The goal is that all congregate scores be in the greater than ninety percent range. The above table indicates that overall unit planning is acceptable, however do not meet the goal of 90% or better on the unit plans.

Areas of strength as indicated by assessment indicate that students are able to coherently plan units that are coherent and tie to Agricultural education standards, however there is area for improvement. Lessons comprising the unit are related to one another and have flow from introductory instruction to fulfillment of meeting the content standards as outlined by Oklahoma Agricultural Education Standards. The planned unit also provide for target summative evaluation with a composite score of 14/15; for a percentage score of 93%. Summative evaluations are clearly linked to the objectives and are also linked to Oklahoma Agricultural Education Standards. Units are planned in a professional manner with few errors in grammar and syntax.

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

Attachment 4A

Student Teacher Evaluation Instruments

OKLAHOMA PANHANDLE STATE UNIVERSITY
Teacher Intern Evaluation

Intern Name:_____

Please use the following scale. Any scoring below a three, in any section, requires an explanation in the comments section.
3=Target (demonstrates skills, knowledge, dispositions beyond novice level; comparable to seasoned teacher)
2=Acceptable (demonstrates skills, knowledge, dispositions expected from novice level; comparable to inexperienced teacher)
1=Unacceptable (demonstrates skills, knowledge, dispositions below novice level; comparable to one with little or no pedagogy)
If Indicator is not observed during this observation, circle nothing

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

Domain I: Teacher Management

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

Subtotal _____ ____ _____ Total_____

Comments:

Domain II: Teacher Instructional Indicators

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

5. **Explains Content/** objectives are met through a variety of methods.

   3 2 1

6. **Explains Directions/** gives clearly stated directions related to learning objectives.

   3 2 1

7. **Models/** demonstrates the desired skill.

   3 2 1

8. **Monitors/** checks for progression of learning toward objectives.

   3 2 1

9. **Adjusts instruction/** changes instruction based on monitoring and student understanding.

   3 2 1

10. **Guides practice/** practice by students under supervision of teacher.

    3 2 1

11. **Provides independent practice/** students practice new skill without direct supervision.

    3 2 1

12. **Establishes closure/** summarizes or reviews context of what was taught.

    3 2 1

Subtotal ____ ____ _____ Total _____

Comments:

Domain III: Teacher and Student Products

1. Lesson Plans—writes daily lesson plans designed to achieve the identified objectives.

   3 2 1

2. Student Files—maintains a written record of student progress.

   3 2 1

3. Grading Patterns—utilizes grading patterns that are fairly administered and based on identified criteria.

   3 2 1

4. Student Achievement—evidence of students demonstrating mastery of the stated objectives through projects, daily assignments, performances and test scores.

   3 2 1

Subtotals _____ _____ _____ Total_____

Comments:

INTERN SCORING SUMMARY

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

DOMAIN I Points _____

DOMAIN II Points _____

DOMAIN III Points _____

TOTAL Points _____

Divide total points by total possible points _____

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

90-100% = 3
60-89% = 2
Below 60% = 1

OVERALL SCORE (1-3) _____

COMMENTS:

_____ _____ _____
Intern Signature Evaluator Signature Date

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

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

Effective fall 2005

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

Student Teacher Name_____ **Class Observed**_____

School_____ **Cooperating Teacher**_____

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

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

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

N/O - This competency is not relevant to class observed
N/A - This competency is not relevant to the candidate's teaching assignment

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

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

Please check appropriate blank:

____Cooperating Teacher ____University Supervisor ____Other _____

Signature_____ Date_____

Comments:

Intern Signature_____ Date_____

Intern's Comments:

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

Student Teacher Name_____ **Class Observed**_____

School_____ **Cooperating Teacher**_____

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

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

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

N/O - This competency is not relevant to class observed
N/A - This competency is not relevant to the candidate's teaching assignment

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

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

Signature_____ Date_____
Comments:

Intern Signature_____ Date_____
Intern's Comments:

Attachment 4B

Rubric for Professional Education Unit Instrument: *Student Teacher Evaluation*

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

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

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

Mid-term and Final Students Teaching Evaluations Scores from University Supervisor and Cooperating Agricultural Education Teacher				
Candidates N=13	**University Sup Mid-Term Eval**	**University Sup Final Eval**	**Coop Teacher Mid-Term Eval**	**Coop Teacher Final Eval**
RW	2	3	2	2
VA	2	2	2	3
TG	2	2	1	2
ER	2	3	2	2
MG	2	2	2	2
GC	2	2	3	3
TC	2	3	3	3
CM	2	3	2	3
CC	2	2	2	3
AP	2	3	2	2
KF	2	3	3	3
TM	2	2	1	2
JE	2	3	3	3
MEAN	2	2.54	2.15	2.54

Mean evaluation scores for interns increased by 0.54 on a 3 point scale from the first to final evaluation by the University Supervisor. Mean Evaluations by the Cooperating Teacher increased by 0.40 on a 3 point scale. Proficiency of the teacher candidate/intern improved from acceptable (60 – 89%) to scoring above a 90% for 7 of the 13 interns at the final evaluation of the University supervisor.

Agricultural Competencies as evaluated by University Supervisors and/or Cooperating teacher						
Candidate N=13	**Agribusiness**	**Animal Science**	**Plant Science**	**Agricultural Mechanics**	**Natural Resources**	**Communications/ leadership**
RW	NO*	2	2	NO	2	2
VA	NO	3	2	2	NO	3
TG	NO	3	3	3	NO	2
ER	2	2	2	2	NO	2
MG	NO	2	2	2	NO	2
GC	3	3	3	3	3	3
TC	2	3	NO	3	3	2
CM	2	2	2	3	NO	3
CC	NO	2	2	3	2	2
AP	3	2.5	3	NO	NO	3
KF	NO	3	2.5	3	NO	3
TM	2	2	NO	1	NO	2
JE	NO	3	2	3	NO	3
MEAN	2.33	2.45	2.31	2.56	2.67	2.5

*Not Observed

This table indicates that interns are at the acceptable level of teaching agriculture competencies. Two concerns are evident: interns are not gaining valuable experience in teaching Agribusiness and Natural Resources as indicated by the number of responses in the Not Observed (NO) category. Cooperating teachers will be requested to assist the interns in teaching in these categories. In some cases, the semester in which the intern student taught, the course work that accompanies these categories may not be scheduled.

Attachment 5A
Candidates' Effect on Student Learning

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

The complete units must contain the following components:

- Four detailed lesson plans using the *OPSU Lesson Plan Format.* See the following URL: http://www.opsu.edu/education/StudentInternHandbook/Lesson%20Plan%20Format.html
- Appropriate visual aids to accompany each lesson
- Instruments and/or procedures to evaluate student achievement, including daily or "short" quizzes and a comprehensive unit examination
- Answer keys to each evaluation instrument (quizzes and exams)

Attachment 5B
Candidates' Effect on Student Learning

Rationale

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

OPSU – Ag Ed

Unit Plan Rubric

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

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

Attachment 5B

STUDENT PRODUCT FINAL PORTFOLIO RUBRIC

CANDIDATE NAME_____ DATE _____

OVERALL SCORE _____

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

Assessment #5
Candidates' Effect on Student Learning

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

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

The following charts show the pre and post test scores, and percent change in the unit exams of classes of four interns from fall 2007 through spring 2009. On the average, the change in exam scores from the pre to the post was 48.93% across all four interns' unit exams. All but one intern assessed two different classes taught during their clinical experience. Indications from the percent change in pre and post exams scores, demonstrate that interns from OPSU have a positive effect on student learning.

Candidates Pre and Post Unit Exam Grades with Percent Difference

Student Intern: 1
Semester: Fall 2010
Course: Animal health
Unit: Horse Anatomy

Student	pre	post	% change
1	0	76	76
2	10	73	63

3	7	67	60
4	5	17	12
5	17	63	47
6	50	83	33
7	27	87	60
8	60	87	27
9	0	27	27
10	0	7	7
11	0	0	0
12	0	63	63
Average			31

Student Intern: 2
Semester: Fall 2010
Course: Animal health
Unit: Horse Anatomy

Student	pre	post	% change
1	12	88	76
2	15	78	63
3	0	62	62
4	25	88	63
5	20	92	72
Average			67.2

Student Intern: 3
Semester: Fall 2010
Course: Introduction to Ag Business
Unit: Record Keeping

Student	pre	post	%change
1	16	85	69
2	18	72	54
3	0	60	60
4	42	78	36
Average	19	73.75	54.75

Student Intern: 4
Semester: Spring 2011
Course: Agri-science
Unit: Entomology

student	pre	post	%change
1	22	65	43
2	25	80	55
3	0	48	48
4	12	44	32
5	18	52	34

6	28	88	60
7	36	35	-1
8	12	42	30
Average			37.63

Student Intern: 5
Semester: Spring 2011
Course: Introduction to Animal Science
Unit: Breeds of Livestock

student	pre	post	% change
1	40	88	48
2	48	92	44
3	52	96	44
4	56	88	32
5	24	60	36
6	36	76	40
7	58	96	38
8	48	82	34
9	52	88	36
10	20	68	48
11	36	76	40
Average			40

Student Intern: 6
Semester: Fall 2011
Course: Agri Science
Unit: Food Science

student	pre	post	% change
1	15	75	60
2	20	80	60
3	10	75	65
4	15	85	70
5	0	70	70
6	40	90	50
7	25	85	60
8	30	75	45
9	15	90	75
average			61.67

Student Intern: 7
Semester: Spring 2012
Course: Agribusiness
Unit: SAE Records

Student	pre	post	% change
1	10	65	55
2	25	70	45

3	10	75	65
4	20	90	70
average			58.75

Student Intern: 8
Semester: Spring 2012
Course: Natural Resources
Unit: Range plants

student	pre	post	% change
1	10	80	70
2	0	75	75
3	5	65	60
4	20	90	70
5	25	85	60
6	10	75	65
7	15	60	45
average			63.571

Student Intern: 9
Semester: Spring 2012
Course: Ag mechanics
Unit: Arc Welding

student	pre	post	% change
1	32	85	53
2	38	80	42
3	42	92	50
4	40	90	50
5	20	68	48
6	16	72	56
7	28	60	32
average			47.286

Student Intern: 10
Semester: Spring 2012
Course: Horticulture
Unit: Plant propagation

student	pre	post	% change
1	16	66	50
2	40	86	46
3	28	76	48
4	36	86	50
5	16	80	64
6	22	66	44
7	28	76	48
8	36	72	36
9	42	82	40
average			47.333

Student Intern: 11
Semester: Fall 2012
Course: Agri Science
Unit: Food Science

student	pre	post	% change
1	20	84	64
2	0	66	66
3	16	80	64
4	20	64	44
5	30	88	58
average			59.200

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

Starting in the spring of 2013 to assure consistency, each student will be required to write a 20 question pre-post test to be administered during their intern experience. This will allow a more uniform comparison of student learning from the intern semester.

Attachment 6A
The Oklahoma Professional Teaching Examination (OPTE)

The Oklahoma Professional Teaching Examination (OPTE) is designed to assess the professional knowledge and skills associated with being an entry-level educator in Oklahoma. In recognition of the differences in learning environment and appropriate instructional practice at various developmental levels, the OPTE is offered for two levels: PK-8 and 6-12. The Secondary Agricultural Education candidates take the 6-12 level test. Each level is assessed by the same set of competencies, but the conceptualization of test content may vary between levels. Candidates are assessed by both selected-response and constructed-response items with respect to:

- **Learners and the Learning Environment** - This subarea addresses two components of professional knowledge: learners and the learning environment. With respect to learners, it includes competencies that address developmental, personal, home, economic, ability/disability, racial, and ethnic backgrounds encountered by entry-level educators. It also addresses the role of the teacher in planning for and accommodating individual learner characteristics, understanding typical and divergent developmental paths, and creating a classroom environment with diversity and inclusion. Competencies associated with the learning environment focus on planning and setting up a space for learning, including the physical arrangement of the classroom and management of human, technological, environmental, and material resources.

- **Instruction & Assessment** - This subarea addresses issues related to appropriate instruction, including the planning and implementation of instruction using a variety of approaches, the utilization of multiple assessment strategies, and professional functioning in a collegial environment. Entry-level educators are expected to demonstrate competency in planning, curriculum knowledge, and instructional strategies necessary to help students learn and become self-directed learners. This includes evaluation and using a variety of instructional approaches, communication modes, appropriate technologies, and other resources.

- **Professional Environment** - This subarea addresses examinees' understanding of the legal framework surrounding students, teachers, parents, and administrators; the role of the school within the community; and the accomplishment of professional development. Entry-level educators are expected to demonstrate competency with respect to a specific understanding of U. S. and Oklahoma laws and regulations, the nature of schooling in a democratic society, the rights and responsibilities of students and teachers, and current issues in education.

The OPTE consists of approximately 75 selected-response items and three constructed-response items. For each selected-response item there are four response options. The specific types of selected-response items used on the OPTE are as follows:

- Single Questions-In the single-question format, a problem is presented as a direct question or is an incomplete statement, and four response options (A, B, C, D) appear below the question.

- Multiple-Correct-Response Questions – In the multiple-correct-response question format a problem is presented, followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (A, B, C, D). Each Roman numeral statement may or may not be correct in the provided context. Thus, the response option offers various combinations to consider as a possible correct answer. Although any or all of the Roman numeral statements may be correct, only one response option (A, B, C, D) is correct.

- Questions with Stimulus Material – Some questions are preceded by stimulus material that relates to the question. Among the types of stimulus material included on the OPTE are charts, classroom floor plans, drawings, dialogues, and descriptions of classroom situations. In some cases, there is only one question related to the stimulus provided. In other cases, two or more questions are related to a single stimulus.

- Teacher Decision Sets – Some questions on the OPTE appear in Teacher Decision Sets (TDS). Each TDS begins with a stimulus specific to education (e.g. a first-grade classroom, a lesson plan) and asks one or more questions related to that stimulus. Then, more stimuli are presented that lead to additional questions. A typical TDS contains two or more stimuli and six to nine items, which address a wide range of competencies. While Teacher Decision Sets often include descriptions of classes or lessons in which specific subject matter is being taught, questions focus on general professional knowledge and skills and do not require the examinee to have knowledge of the specific content area.

The Constructed-response section of the OPTE requires examinees to complete three written assignments, one for each of the subareas described above. Specific constructed-response assignments are as follows:

- Critical Analysis Module – Examinees analyze an educational issue related to Learners and the Learning Environment

- Student Inquiry Model – Examinees describe an instructional activity that would help students in an identified grade level and subject area achieve a specific Learning Goal

- Teacher Assignment Module – Examinees apply professional knowledge to evaluate a school or classroom situation and recommend a course of action to address that situation

OPTE constructed-response assignments measure professional knowledge and skills, not writing skills. However, examinee responses must be in edited American English and communicated clearly enough to permit valid judgments of the examinees' teaching knowledge and skills. Responses are evaluated and scored by a minimum of two qualified and oriented scores using a four-point (1 – 4) scale that has been validated by a committee of Oklahoma educators. In addition to the four-point numeric scale, responses can be scored "B" (blank) if no response is provided by the examinee or "U" (unscoreable) if the response is not scoreable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score. Scorers judge the overall effectiveness of each OPTE written

response by focusing on a set of performance characteristics that have been defined as important aspects of the written response. The performance characteristics for the OPTE can be found on the website http://www.ceoe.nesinc.com/PDFs/CE_20042005FacultyGuide.pdf. The OPTE for grades 6 – 12 consists of 75 selected-response questions and 3 constructed-response questions. The selected-response questions' score accounts for 70% of the Total Test Score and the constructed-response questions' score accounts for 30% of the Total Test Score. A candidate must receive an overall score of 240 for a passing score on the examination.

Attachment 6B

Oklahoma Professional Teaching Examination (OPTE)

Students	Final Score*	Learners & the Learning Environment	Instruction & Assessment	The Professional Environment	Constructed-response: Critical Analysis	Constructed-response: Student Inquiry Module	Constructed-response: Teacher Assignment Module
1	253	260	271	282	197	228	212
2	258	256	278	291	231	210	229
3	240	214	254	254	266	228	229
4	247	238	252	262	231	264	229
5	248	260	265	272	231	193	194
6**	236	245	252	252	231	193	194
7	257	259	282	271	231	210	229
8**	259	245	282	271	231	228	265

*Note: 240/300 is the minimal score necessary for a passing score on the examination.
**Same student

Not all Agricultural Education graduates take the OPTE exam. Those choosing to teach in a state other than Oklahoma often take the professional exam required by the state in which they teach.

With the student noted retaking the OPTE exam, OPSU Agricultural Education majors have a 100% pass rate for the OPTE exam

An area of concern is in the Constructed response portions of the exam. Course assessments in AG ED 3103, AG ED 3203, AG ED 4103 and AG ED 4362 have been changed from forced response (multiple choice, matching, etc.) to scenario based constructed response assessment to reinforce both cognitive and writing skills in and about education. . Further data is being collected and will be used to assist students in preparing for the OPTE exam.

Attachment 7A
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

1. **The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.**

INTERPRETATION:

This competency means that I, as a teacher, must know the content of my area of certification and how to develop learning strategies that will impart that knowledge and, at the same time, be obviously relevant to my students. As a teacher, I must be able to understand the various principles and techniques used to instruct children. These methods need to be based on best practices.

INDICATORS:

KNOWLEDGE

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher can relate his/her disciplinary knowledge to other subject areas.

SKILLS

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

DISPOSITIONS

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

SUGGESTED ARTIFACTS:

Lesson Plans based on PASS competencies, research paper, documents such as letters from professors stating my proficiency in content, OSAT scores, unit plans, Workshop Certificate for Using Math Manipulative, etc., PowerPoint presentations, GPAs in content area (4x12 for elementary education)

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

2. The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

INTERPRETATION:

As a teacher, I must be able to teach or instruct students at all levels and abilities. I must understand that all students are different and these differences need to be celebrated, as well as addressed. Students' levels of cognitive development, as well as their social and physical development, determine their levels of learning at various grade levels. Therefore, teaching strategies, choice of materials used, and levels of comprehension must be based on that knowledge of learner development.

INDICATORS

KNOWLEDGE

- The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in anyone domain may affect performance in others.

SKILLS

- The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

DISPOSITIONS

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

SUGGESTED ARTIFACTS:

Lesson Plan with accommodations for ESL, Sp. Ed., and Gifted; Lesson Plans that include reading books at different levels of difficulty, different levels of comprehension questions, and different levels of reading strategies, research paper on how children develop; Workshop Certificates, web quests, units, learning centers, assessment plans, peer teaching rubrics; papers from Human Growth, Ed Psych, Diversity, Classroom Management.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

INTERPRETATION:

As a teacher, I must understand that all children learn differently. I must present lessons in all modalities and meet the needs of all students. Students bring all kinds of individual differences to the classroom, as well as differences in how they learn. Some of these may be because of developmental delays or acceleration, because of birth trauma, because of language differences, because of learning styles, or because of societal factors.

INDICATORS

KNOWLEDGE

- The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

SKILLS

- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

DISPOSITIONS

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

SUGGESTED ARTIFACTS:

Lesson Plan with different approaches to learners, highlighted adaptations in lesson plans, research paper on different learning styles, interview with Sp. Ed. Parent, , unit plans, variety of learning approaches within a lesson plan, assessment plans, assignments from Diversity and Exceptional Child classes, classroom floor plans.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills and effective use of technology.

INTERPRETATION:

As a teacher, I must integrate subject areas and content to all subjects. I need to use various aspects of the curriculum and a variety of strategies for higher order thinking, critical analysis and problem solving to help students learn beyond the literal level. Interdisciplinary lessons and integration of material can affect that easily. Finally, the use of technology can enhance performance skills by having students develop presentations of learned information through various written, visual, and oral media.

INDICATORS

KNOWLEDGE

- The teacher understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction)
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

SKILLS

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- The teacher constantly monitors and adjusts strategies in response to learner feedback.
- The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

DISPOSITIONS

- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

SUGGESTED ARTIFACTS:

Assignments from Educ. Technology, application of multiple intelligences, lesson plans, web quest, drama, role playing, music, integrated unit plans. Lesson Plan that integrates content across the curriculum; article review on teaching problem solving, unit plans, evidence of field trips to museums, etc.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

INTERPRETATION:

As a teacher, I need to take into account the motivation and interest I can create if the learning experiences are interesting, relevant, and tied to student interests and experiences. I need to provide opportunities for students to interact and react with and to each other as a part of learning. I must create a classroom with procedures and rewards for following those procedures. Classroom management is a key that will be reflected in that more students will be on task at all times.

INDICATORS

KNOWLEDGE

- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

SKILLS

- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

DISPOSITIONS

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

SUGGESTED ARTIFACTS:

Plans for a Community Appreciation Tea, (Students will select a person in their school or community who, they believe, has made a difference in the community. They will interview that person, and then write a story for the local or school paper about that person. They will then write an invitation to that person to attend a tea in their honor, as well as in the honor of others who were nominated by fellow classmates. They will read their paper and introduce their nominee at the tea. They will then put their paper in the library archives.), Letter to the Principal (Students will write a letter to the principal asking him/her to restore (or not restore) the pop machine which s/he has just removed.), Classroom Management Plan; Positive notes for parents about students; "Kids at Hope" Plan, Classroom Management assignments, observation journals, lesson plan (purpose and attention getters), web quest, cooperative learning lessons, hands-on activities in lessons, bulletin boards.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTERPRETATION:

As a teacher, good communication is very important. Communication is needed in order to gain and keep support for the activities in the classroom. This communication will foster collaboration between students, parents, and teachers. Education is a partnership among all stake holders and this partnership must be based on respect from all stake holders. I should do more than assign a chapter in the book, followed by a test, or have them take turns reading a chapter aloud, one paragraph and one student at a time. I must plan lessons for active research, cooperative and collaborative learning, and criticizing (in the true sense of positive and negative feedback) in the classroom.

INDICATORS

KNOWLEDGE

- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

SKILLS

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).
- The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

DISPOSITIONS

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

SUGGESTED ARTIFACTS:

Classroom Newsletter; Cooperative Learning Groups Procedure Charts; Lesson Plan using cooperative groups; parent volunteer letter, web pages to communicate with parents, bulletin boards, power point, cooperative learning lessons, discussion lessons, e-mail, written notes to students. research paper, art research project: interdisciplinary unit, plan for project using various media

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

INTERPRETATION:

The teacher reviews the state competencies, the district and SPA curriculum, and his/her own knowledge of the teaching/learning process, and plans accordingly. S/he also analyzes assessment data to determine which students may have difficulty with the curriculum concepts and skills and plans teaching style and adaptation of materials accordingly, including possible re-teaching of material.

INDICATORS

KNOWLEDGE

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

SKILLS

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performances, and adapts the plans to ensure and capitalize on student progress and motivation.
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

DISPOSITIONS

- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

SUGGESTED ARTIFACTS:

Syllabi, unit plans, and lesson plans that reflect knowledge of the SPA curriculum, with adjustments made for diverse students in the classroom, lesson plans highlight good reflections, cooperative learning lessons, assessment plan, lesson plans with PASS competencies, Exceptional Child assignments, lesson plans with modifications, examples of re-teaching due to assessment

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

INTERPRETATION:

As a teacher, I must be knowledgeable about formal and informal assessment tools, about using guided and independent practice activities, about how to assess the results of such tools, and how to plan instruction accordingly to meet the intellectual, social, and physical development of the learner based on this assessment. This means that I must know levels of cognitive development, as well as stages of physical development.

INDICATORS

KNOWLEDGE

- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

SKILLS

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

DISPOSITIONS

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and to promote student growth rather than to deny students access to learning opportunities.

SUGGESTED ARTIFACTS:

Copy of interpretation of standardized test scores for a hypothetical class, along with a plan for instruction for this diverse class, examples of Informal Reading Inventory Assessment sheets, unit plans with a variety of assessments, lesson plans, tests, rubrics, assessment project, Lesson Plans showing guided practice and independent practice.

OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks out opportunities for continued professional growth.

INTERPRETATION:

As a teacher, I must continuously be conscious of my influence and affects on the community, the children I teach, their parents, and the patrons of the district. Every choice I make affects some or all of my community. I must keep up with new ideas and innovations in my field of expertise if effective learning is to take place. This requires membership in professional organizations, reading professional journals, and attending staff development workshops and professional conferences on a regular basis.

INDICATORS

KNOWLEDGE

- The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

SKILLS

- The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

DISPOSITIONS

- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

SUGGESTED ARTIFACTS:

A reflective paper describing attendance at a parent-teacher conference during which I discussed the progress of the student and asked for advice in how I can be more effective, evidence and a summary of attending a professional meeting or conference in my teaching area, evidence of workshop/in-service attendance, evidence of SOEA or other professional organization membership, evidence of volunteer work in communities, schools.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.

INTERPRETATION:

As a teacher, I must form an alliance with all the teachers in my school in order to plan what is best for students. This extends to the community and organizations beyond the school but who are actively involved in school life, such as booster clubs, civic clubs, and other groups in order to support students' learning and well-being.

INDICATORS

KNOWLEDGE

- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

SKILLS

- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher identifies and uses community resources to foster student learning.
- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- The teacher talks with and listens to the students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.

DISPOSITIONS

- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

SUGGESTED ARTIFACTS:

School board meeting paper, evidence of volunteering in community (church work, YMCA, Kids INC coaching,) and schools, proof of attendance at faculty meetings, plans for teaching an interdisciplinary unit that includes three or more subject areas, interviews with community members, evidence of trips to local museums or businesses.

OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

INTERPRETATION:

As a teacher, I must help students look beyond the classroom to the day when they will apply what I am teaching today in the different subject areas. I must help students learn about different options for careers and to appreciate the skills and knowledge needed for those careers.

INDICATORS

KNOWLEDGE

- The teacher understands how an academic area relates to the world of work.
- The teacher understands the level of skills demanded in broad clusters of occupations related to their academic area.
- The teacher is aware of the range of career opportunities available to their students in their communities and state.
- The teacher understands how the economy impacts what is required of workers.

SKILLS

- The teacher infuses current career applications into the curriculum.
- The teacher accesses a variety of types of labor market information to stay current on the supply and demand of careers.
- The teacher relates academic areas to broad clusters of occupations.
- The teacher utilizes business, industry, community sources, and other school staff to assist in relating the academic curriculum to broad career clusters.

DISPOSITIONS

- The teacher values the impact that increasing students' career awareness can have on the relevance of learning.
- The teacher is willing to spend time interacting with large and small businesses and industry to understand how the academic areas relate to different clusters of occupations.
- The teacher is committed to seeking out new resources to assist students in their career development.

SUGGESTED ARTIFACTS:

Plans for holding a career fair at a local school, involving local business folk to speak to students, development of brochures for the students, and an essay in which the student discusses the possible careers in which s/he is interested, plans for giving aptitude and interest inventories to students, and from that, to help them look at their own abilities, aptitudes, and interests to choose a career, lesson plans about careers, special speakers, career bulletin boards.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

INTERPRETATION:

As a teacher, I must continue to take classes, to read widely in professional journals, to attend conferences and conventions to keep up with new ideas about learning and about research in their fields. I must be willing to change with the times, and, therefore, be able to make learning more enjoyable and effective.

INDICATORS

KNOWLEDGE

- The teacher understands the importance of fostering a love of learning in students.
- The teacher understands that learning should be enjoyable to students and teachers.
- The teacher understands the importance of being flexible and of changing factors that would increase student learning and foster student development.

SKILLS

- The teacher models enthusiasm for learning.
- The teacher fosters enthusiasm in his/her students.
- The teacher adapts his/her methods and curriculum to fit the needs of students and society. 4. The teacher makes learning meaningful and exciting for students.

DISPOSITIONS

- The teacher values life-long learning and is committed to modeling continuous learning to his/her students.
- The teacher is committed to making the learning environment enjoyable.
- The teacher is willing to make appropriate changes that will benefit students' learning and development.

SUGGESTED ARTIFACTS:

Lesson Plans with hands-on experiences, fun activities, bulletin boards, power point games, review games, workshops, conferences, professional journal subscriptions, a research paper about how research in reading methodology has changed over the last 20 years and what it means for the classroom today, a project that examines new materials for the teaching of reading, with a comparison paper of four of those new materials, evidence of modifying lesson plans based upon current events, new evidence, or student interests.

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

INTERPRETATION:

As a teacher, I must be aware of my legal responsibilities to students' rights, to parents' rights, and to the school as a whole if I am to be responsible in planning and delivering instruction safely, effectively, and legally.

INDICATORS

KNOWLEDGE

- The teacher understands and implements laws related to students' rights and teachers' responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- The teacher understands the rights and procedural safeguards of students with disabilities related to identification, evaluation, placement and the provision of a free and appropriate public education.
- The teacher understands school policy related to students, teachers and staff.

SKILLS

- The teacher demonstrates a general knowledge of the organizational and political structure of education including fundamental principles of school law and the political and dynamic structure of a typical school system.
- The teacher conducts him/herself in a professional manner and upholds legal principles and school policy.
- The teacher provides a safe environment and implements appropriate supervision of students.

DISPOSITIONS

- The teacher respects the privacy of students and confidentiality of information.
- The teacher is concerned about the rights of the students and is willing to seek out opportunities that are in the best interest in her/his students well being.
- The teacher values all individuals that are part of the learning process (students, parents, teachers, staff and administrators).

SUGGESTED ARTIFACTS:

An IEP form from which the candidate selects the classroom teacher's responsibility and discusses how s/he will adapt instruction from the plan, case studies with reflections, permission forms from parents, copyright laws, discipline plan, internet usage form, School Board assignment

OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

14. The teacher understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).

INTERPRETATION:

As a teacher, I must have an understanding of the components of the Oklahoma core curriculum (PASS) and be able to develop unit and lesson plans in order to deliver this knowledge and skills to my students.

INDICATORS

KNOWLEDGE

- The teacher understands the Priority Academic Student Skills for his/her specialty area.

SKILLS

- The teacher writes goals and objectives that incorporate PASS criteria.
- The teacher develops lesson plans and units that implement PASS criteria.
- The teacher applies integrated curriculum concepts related to PASS criteria.

DISPOSITIONS

- The teacher is committed to supporting the Oklahoma core curriculum.
- The teacher values integrating the PASS criteria into learning activities and plans.

SUGGESTED ARTIFACTS:

Lesson Plans or Unit Plans with PASS competencies

OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

15. The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

INTERPRETATION:

In order to be an effective teacher, I must understand the criteria for that performance. I must be able to deliver instruction that is meaningful, clear, and motivational. I must be able to organize activities and assess their effectiveness in teaching the aspects of the curriculum I have chosen for that lesson that week or that day. I must understand how these criteria are evaluated so that I can adjust instruction accordingly.

INDICATORS

KNOWLEDGE

- The teacher understands the Oklahoma Criteria for Effective Teaching Performance.
- The teacher is aware that the Oklahoma Criteria for Effective Teaching Performance is used as minimum criteria for evaluating teachers in Oklahoma.

SKILLS

- The teacher develops lesson plans relative to short-term and long-term objectives.
- The teacher demonstrates time on task in the classroom.
- The teacher defines expected behavior to students.
- The teacher establishes good rapport with students.
- The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
- The teacher relates subject topics to existing student experiences.
- The teacher involves all learners.
- The teacher teaches the objectives through a variety of methods
- The teacher gives clear directions.
- The teacher models the desired skills.
- The teacher monitors student progress.
- The teacher changes instruction as the result of monitoring.
- The teacher requires students to practice newly learned skills.
- The teacher provides for independent practice.
- The teacher summarizes and fits into context what has been taught.
- The teacher maintains a written record of student progress.
- The teacher uses grading patterns that are fairly administered and based on identified criteria.
- The teacher demonstrates student mastery of stated objectives through projects, performances, assignments, and test scores.

DISPOSITIONS

- The teacher values effective teaching and seeks opportunities to incorporate such practices into his/her classroom environment.
- The teacher values the teacher evaluation process and seeks out and responds to feedback from that process.

SUGGESTED ARTIFACTS:

Lesson plans demonstrating criteria competencies, public school teacher evaluations, university supervisors' observations, field experience journals that address criteria, student papers from my internship

indicating my effectiveness in teaching the lesson plans I have made, including my own reflection of these lessons to compare with the students' performance and assessment.

Primary Sources of Competencies

Competencies 1-10 are based on "Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue," prepared by the Council for Chief State School Officers' Interstate New Teacher Assessment and Support Consortium.

Competencies 11-13 were developed as a result of input from Oklahoma educators.

Competencies 14 and 15 are based on Oklahoma law.

Representation of development committee: elementary teachers including Teacher of the Year finalists, elementary principals, and professors of teacher education.

Additional Sources:

Information from the National Council for Accreditation of Teacher Education (NCATE) Elementary Education Task Force

Oklahoma's Core Curriculum Pursuant to 70 0.5. § 11-103.6 (a)

Attachment 7B-1

MID-TERM AND FINAL PORTFOLIOS ARTIFACT RUBRIC

OKLAHOMA PANHANDLE STATE UNIVERSITY
TEACHER EDUCATION PROGRAM

NAME_____ DATE_____CHAIR REVIEW 2_____

ID#_____ DATE_____CHAIR REVIEW 3_____

SEX _____M _____F OVERALL ARTIFACT SCORE(2)_____

OVERALL ARTIFACT SCORE(3)_____

The following rubric will be used to assess the artifacts included for the Mid-term and Final portfolio reviews. (Additional assessment information may be included with specific competencies)

The Overall Score for each competency should be entered ONLY when <u>both</u> artifacts are present. The Overall Score cannot be higher than the lowest score of Artifact 1, Artifact 2, and/or the Competency Interpretation. The justifications of the artifacts are scored with the artifacts.

TARGET - 3	ACCEPTABLE - 2	UNACCEPTABLE - 1
ARTIFACTS DEMONSTRATE SUPERIOR PROFICIENCY OF ALL MAJOR ATTRIBUTES OF THE OKLAHOMA GENERAL COMPETENCIES.	ARTIFACTS DEMONSTRATE PROFICIENCY IN MOST ATTRIBUTES OF THE OKLAHOMA GENERAL COMPETENCIES.	ARTIFACTS FAIL TO DEMONSTRATE PROFICIENCY OF THE OKLHOMA.GENERAL COMPETENCIES.

COMPETENCY 1

The teacher understands (is able to demonstrate an understanding of) the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make aspects of subject matter meaningful for students.

Overall Score of Competency 1	*Score*	*TARGET – 3 Reflects All Aspects of the Content and Methods of Inquiry as Appropriate to the Discipline*	*ACCEPTABLE – 2 Minimally Reflects Content and Methods of Inquiry as Appropriate to the Discipline*	*UNACCEPTABLE – 1 Does Not Reflect Content and Methods of Inquiry as Appropriate to the Discipline*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 2

The teacher understands how students learn and develop (is able to demonstrate an understanding of student learning and development), and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level and secondary.

Overall Score of Competency2	*Score*	*TARGET – 3* • *Reflects All Cognitive Constraints of the Levels of Development.* • *Examples are Appropriate to the Developmental Levels.* • *Examples Reflect All Three Areas (Intellectual, Social, and Physical) as Appropriate to the Discipline.*	*ACCEPTABLE – 2* • *Reflects Some Cognitive Constraints of the Levels of Development.* • *Examples are Not Appropriate to All Developmental Levels.* • *Examples Do Not Reflect All Three Areas (Intellectual, Social, and Physical) as Appropriate to the Discipline.*	*UNACCEPTABLE – 1* • *Does Not Reflect Cognitive Constraints of the Levels of Development.* • *Examples are Not Appropriate to Developmental Levels.* • *Examples Do Not Reflect Any of the Three Areas (Intellectual, Social, and Physical) as Appropriate to the Discipline.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 3

The teacher understands that students vary in their approaches (demonstrates the ability to use varied approaches) to learning and creates instructional opportunities that are adaptable to individual differences of learners.

Overall Score of Competency 3	*Score*	*TARGET – 3* • *Reflects the ability to use a minimum of three diverse approaches to learning* • *Indicates ways to accommodate individual differences*	*ACCEPTABLE – 2* • *Contains fewer than three diverse approaches and/or* • *Does not indicate more than one way to accommodate individual differences of learners*	*UNACCEPTABLE – 1* • *Does not include evidence of knowledge of diverse approaches to learning* • *Does not include ways to accommodate individual differences of learners*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 4

The teacher understands (demonstrates an understanding of the) curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills, and effective use of technology.

Overall Score of Competency 4	*Score*	*TARGET – 3* • *Includes at least three instructional strategies, one of which includes use of technology*	*ACCEPTABLE – 2* • *Includes 2 instructional strategies, or* • *Does not include use of technology as a strategy*	*UNACCEPTABLE – 1* • *Does not include varied instructional strategies.* • *Does not include use of technical strategy*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 5

The teacher uses best (appropriate) practices related to motivation and behavior to create learning environments that encourage positive social interaction and active engagement in learning, thus, providing opportunities for success.

Overall Score of Competency 5	*Score*	*TARGET – 3* • *Artifacts include multiple strategies to promote learning and social interaction*	*ACCEPTABLE – 2* • *Artifacts include minimal strategies to promote learning and social interaction*	*UNACCEPTABLE – 1* • *Artifacts do not demonstrate strategies to promote learning or social interaction*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 6

The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Overall Score of Competency 6	*Score*	*TARGET – 3* • *Artifacts use three different examples of use of varied communication techniques, as appropriate to the discipline.*	*ACCEPTABLE – 2* • *Artifacts contain two different communication techniques or* • *Techniques are not appropriate to the discipline.*	*UNACCEPTABLE – 1* • *Artifacts do not reflect different communication techniques* • *Artifacts are not appropriate to the discipline.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 7

The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

Overall Score of Competency 7	*Score*	*TARGET – 3* • *Artifacts demonstrate an understanding of curriculum goals.* • *Artifacts clearly show assessment, reflection, and adaptation as needed.* • *Artifacts show that lesson plans are based on reflective practice.*	*ACCEPTABLE – 2* • *Fewer than three artifacts are included, or* • *Artifacts do not reflect use of assessment, reflection, and adaptation as needed or an understanding of curriculum goals.*	*UNACCEPTABLE – 1* • *Artifacts do not reflect an understanding of curriculum goals, or* • *Does not include a use of assessment, reflection, and adaptation, and/or* • *Fewer than two artifacts are included.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 8

The teacher understands and uses (demonstrates an understanding and use) of a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

Overall Score of Competency 8	*Score*	*TARGET – 3* • *Artifacts demonstrate a variety of at least three assessments strategies and techniques that are appropriate to the discipline.*	*ACCEPTABLE – 2* • *Fewer than three assessment strategies and techniques are included, or* • *They are not appropriate to the discipline.*	*UNACCEPTABLE – 1* • *Fewer than two assessment strategies are included, or* • *Strategies do not fit the discipline.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 9

The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Modifies those actions when needed, and actively seeks opportunities for continued (continues) professional growth.

Overall Score of Competency 9	*Score*	*TARGET – 3* • *Artifacts demonstrate exceptional use of evaluation, modification when needed, and* • *There is clear evidence of professional growth.*	*ACCEPTABLE – 2* • *Artifacts minimally demonstrate use of evaluation, modification, or* • *There is minimal evidence of professional growth.*	*UNACCEPTABLE – 1* • *Artifacts do not demonstrate use of evaluation, modification, or* • *There is no evidence of professional growth.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 10

The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in the support of students' learning and well-being.

Overall Score of Competency 10	*Score*	*TARGET – 3* • *Artifacts include multiple evidences of positive interaction as appropriate to the discipline and community*	*ACCEPTABLE – 2* • *Artifacts demonstrate minimal positive interaction appropriate to the discipline or community.*	*UNACCEPTABLE – 1* • *Artifacts do not demonstrate positive interaction appropriate to the discipline or community.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 11

The teacher shall have an understanding of (demonstrates an understanding of) the importance of assisting students with career concepts to the academic curricula.

Overall Score of Competency 11	*Score*	*TARGET – 3* • *Artifacts demonstrate multiple presentations for students about a variety of career opportunities as they relate to the academic curricula as offered in their school.*	*ACCEPTABLE – 2* • *Artifacts demonstrate a single presentation for students about a variety of career opportunities as they relate to the academic curricula in their school.*	*UNACCEPTABLE – 1* *Artifacts do not demonstrate a presentation for students about a variety of career opportunities as they relate to the academic curricula in their school.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 12

The teacher understands (demonstrates an understanding of) the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Overall Score of Competency 12	*Score*	*TARGET – 3* • *Artifacts demonstrate an understanding of each of the three major concepts in the competency.*	*ACCEPTABLE – 2* • *Artifacts demonstrate an understanding of fewer than three of the major concepts in the competency.*	*UNACCEPTABLE – 1* • *Artifacts demonstrate an understanding of fewer than two of the major concepts of the competency.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 13

The teacher understands (demonstrates an understanding of) the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

Overall Score of Competency 13	*Score*	*TARGET – 3* • *Artifacts demonstrate an understanding of all three legal rights listed in the competency.*	*ACCEPTABLE – 2* • *Artifacts demonstrate an understanding of fewer than the three legal rights listed in the competency.*	*UNACCEPTABLE – 1* • *Artifacts demonstrate an understanding of fewer than two of the legal rights listed in the competency.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 14

The teacher understands (demonstrates an understanding of) and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

Overall Score of Competency 14	*Score*	*TARGET – 3* • *Artifacts include multiple varied instructional strategies/plans as appropriate to the discipline.*	*ACCEPTABLE – 2* • *Artifacts include minimal instructional strategies/plans, or* • *Instructional strategies/plans are minimally varied, or* • *Instructional strategies/plans minimally fit the discipline.*	*UNACCEPTABLE – 1* • *Artifacts include fewer than two Instructional strategies/plans* • *Instructional strategies/plans are not varied, or* • *Instructional strategies/plans do not fit the discipline.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

COMPETENCY 15

The teacher understands (demonstrates an understanding of) the state teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

Overall Score of Competency 15	*Score*	*TARGET – 3* • *Artifacts show clear evidence of incorporation of the criteria into instructional strategies.*	*ACCEPTABLE – 2* • *Artifacts show minimal evidence of incorporation of the criteria into instructional strategies.*	*UNACCEPTABLE – 1* • *Artifacts do not show evidence of incorporation of the criteria into the instructional strategies.*
	Artifact #1	*Review #2 Comments*		
	Artifact #2	*Review #3 Comments*		

ADDITIONAL COMMENTS FOR PORTFOLIO REVIEW #2

AT 2ND REVIEW ALL COPIES REMAIN IN STUDENT'S FOLDER

ADDITIONAL COMMENTS FOR PORTFOLIO REVIEW #3

FOLLOWING 3RD REVEW, WHITE COPY REMAINS IN STUDENT'S FOLDER—PINK COPY GOES TO STUDENT—YELLOW COPY GOES TO PORTFOLIO CHAIR

REVISED 10/7/05
Effective Fall 2005

Attachment 7B-2

Rubric for Assessment of Overall Mid-Term Portfolio

Oklahoma Panhandle State University
Teacher Education Program

NAME_____ CHAIR_____

ID#_____ DATE_____

Overall Score _____

ITEM	TARGET - 3	ACCEPTABLE - 2	UNACCEPTABLE - 1	SCORE
OVERALL PORTFOLIO	PROFESSIONAL APPEARANCE GREAT ATTENTION TO DETAIL ALL MATERIALS TYPED NO SPELLING/ GRAMMATICAL ERRORS	GOOD APPEARANCE GOOD ATTENTION TO DETAIL MOST MATERIALS TYPED FEW SPELLING/GRAMMATICAL ERRORS	FAIR APPEARANCE LITTLE ATTENTION TO DETAIL MANY SPELLING AND/OR GRAMMATICAL ERRORS	
REQUIRED ITEMS	PROFESSIONAL APPEARANCE GREAT ATTENTION TO DETAIL ALL MATERIALS TYPED NO SPELLING/GRAMMATICAL ERRORS	GOOD APPEARANCE GOOD ATTENTION TO DETAIL MOST MATERIALS TYPED FEW SPELLING/GRAMMATICAL ERRORS	FAIR APPEARANCE LITTLE ATTENTION TO DETAIL MANY SPELLING/GRAMMATICAL ERRORS	
ARTIFACTS/ CORRELATION TO COMPETENCIES	PROFESSIONAL APPEARANCE GREAT ATTENTION TO DETAIL ALL MATERIALS TYPED NO SPELLING/GRAMMATICAL ERRORS CREATIVITY SHOWN IN SELECTION OF ARTIFACTS SUPERIOR UNDERSTANDING OF COMPETENCY/ARTIFACT RELATIONSHIP	GOOD APPEARANCE GOOD ATTENTION TO DETAIL MOST MATERIALS TYPED FEW SPELLING/GRAMMATICAL ERRORS SOME CREATIVITY SHOWN IN SELECTION OF ARTIFACTS GOOD UNDERSTANDING OF COMPETENCY/ARTIFACT RELATIONSHIP	POOR APPEARANCE LITTLE ATTENTION TO DETAIL MANY SPELLING/GRAMMATICAL ERRORS LITTLE CREATIVITY SHOWN IN SELECTION OF ARTIFACTS POOR UNDERSTANDING OF COMPETENCY/ARTIFACT RELATIONSHIP	

Revised 10/7/05
Effective Fall, 2005

Foreign Language Requirement completed? ___yes ___no

COMMENTS:

Attachment 7C
Oklahoma General Teaching Competencies

	Spring 2010 – Spring 2013 (n=13)
A. **Understands** central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and **can create** learning experiences that make these aspects of subject matter meaningful for students.	2
B. **Understands** how students learn and develop, and **can provide** learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.	2
C. **Understands** that students vary in their approaches to learning **and creates** instructional opportunities that are adaptable to individual differences of learners.	2
D. **Understands** curriculum integration processes **and uses** a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance.	2
E. **Uses** best practices related to motivation and behavior **to create** learning environments that encourage positive social interaction, self- motivation and active engagement in learning, thus, providing opportunities for success.	2
F. **Develops** knowledge of **and uses** a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	2
G. **Plans** instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; **and adapts** instruction based upon assessment and reflection.	2
H. **Understands and uses** a variety of assessment strategies to evaluate **and modify** the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.	2
I. **Evaluates** the effects of his/her choices and actions on others**, modifies** those actions when needed, and actively seeks opportunities for continued professional growth.	2
J. **Fosters** positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.	2
K. **Understands** the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.	2
L. **Understands** the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.	2
M. **Understands** the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.	2
N. **Understands** and **develops** instructional strategies/plans based on the Oklahoma core curriculum.	2
O. **Understands** the state teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," **and how** to incorporate these criteria in designing instructional strategies	2