

EARLY FIELD EXPERIENCE IN AGRICULTURAL EDUCATION

Student Name: _____

EFE Site: _____

EFE Dates: From _____ to _____

Major: _____

Year Registered: _____

AED 313

Agricultural Education

Oregon State University

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Effective August 29, 2012. Adapted from Early Field Experience materials assembled by fellow Teacher Educators at Oregon State University, Iowa State University, The Ohio State University and Cal Poly- San Luis Obispo.

I. Preface

The early field experience program is designed to help students further explore careers and gain experience in Agricultural Education in Oregon. The early field experience, for many students, is the beginning of looking at their careers options in Agricultural Education from the role of a professional and offers the chance to gain structured exposure to school aged children in a learning environment.

Early Field Experience is an advanced form of field instruction designed to be taken by agricultural education students prior to student teaching. The students are to assist in the classroom with instructional and non-instructional activities. They are to work with small groups primarily, although work with large groups may occur where the situation and competence of the university student allows. Upon completion of this experience the university student should be ready for advancement to the Professional Teacher Education program. The early field experience is a period when students *collect information, interview professional educators, make observations, practice skills, and reflect on their experiences* with a professional mentor.

This experience may be the first opportunity for students to see and experience life from the other side of the desk; therefore, enabling them to take the first steps in Agricultural Education. Actual observation and practical experience with a professional educator can *build confidence* and *create focus* for students who choose to pursue a career in developing people and communities.

II. Objectives

The objectives of the Early Field Experience are:

1. To *identify the role of professional educator* and the *scope of programs* available in Agricultural Education
2. To *clarify a career choice* through observations and experiences in Agricultural Education.
3. To *collect information, interview professional educators, make observations, practice skills, and reflect on experiences* in Agricultural Education that may be recalled during subsequent courses so that teaching and learning theory and educational principles can be related in the context of actual educational practice.
4. To gain observational skills, reflective writing ability, and practical experiences that will serve as a foundation for future course work and career goals.

III. Policies regarding Early Field Experience

The Department of Agricultural Education and General Agriculture is pleased to have the opportunity to place EFE students in approved cooperating centers. As guests in these cooperating centers, the Department supports the following policies for the early field experience program:

A. Attendance/ Absence

The EFE student is expected to follow the arrival and dismissal times established by the cooperating educator. In the case of personal illness or death in the immediate family, the EFE student is required to contact the cooperating educator by 6:30 a.m. of the day of absence. Should absence be excessive, the university coordinator, after consultation with cooperating personnel, and the EFE student, will determine whether the EFE period will be extended or terminated. Absenteeism from the EFE placement site for personal business is not acceptable. If personal business needs to be transacted, such business should be conducted at times when absenteeism is minimized.

B. Closing and Strike Policy

The Department of Human and Community Resource Development will not place a student in a cooperating center where a closing is likely to occur during the time of the EFE. If an unexpected close-down or strike should occur and is likely to continue for more than five days, the EFE student may be reassigned to another placement site. During a brief shut down, the EFE may have special assignments provided by his or her cooperating educator or university coordinator.

C. Substitution Policy (School-related)

At no time will the EFE student perform the duties of a substitute teacher. The EFE student may not legally serve in the place of a regularly certified teacher in the absence of the cooperating teacher or other teachers in the school system.

D. Restrictions on AED 313

Students can enrolled in AED 313 during any term as an undergraduate or post-baccalaureate student. However, you cannot be placed in your home high school, with your former teacher, with a first-year teacher, or where a student teacher is currently placed. You also cannot do your Early Field Experience while enrolled in the teacher Professional Development program.

E. Cooperating Center Activities

EFE students are not to assume a major role in activities beyond that required for completion of the EFE (e.g., varsity or junior varsity coach, fair superintendent).

F. Professional Dress while at Cooperating Center

EFE students should follow the dress code, either written or unwritten, of the cooperating center in which they are placed. It is wise to err on the side of dressing more formally than to dress too informally, especially because EFE students are generally close in age to youth/learners with who they will be in contact. Dress appropriately for your visits. You are beginning to assume the role of a professional and should present yourself as one. It is much better to be "over-dressed" than "under-dressed". Ask your cooperating educator what is the dress code of the cooperating center. Bring other types of protective clothing, approved eye protection, and outdoor clothing such as boots or work clothes as needed.

G. Liability Insurance

The University does not provide liability coverage for students. Liability insurance is the responsibility of the student.

H. Corporal Punishment (School-related)

An EFE student is not to administer corporal punishment nor serve as a witness to such acts.

I. Transporting Youth/Learners

EFE students should never transport youth/learners in their private vehicle. EFE students are not permitted to transport youth/learners to and from any cooperating center-sanctioned activities.

J. Mileage Reimbursement

When conducting program-related business, EFE students should be reimbursed for mileage expenses according to established local program guidelines. Mileage reimbursement is the responsibility of the cooperating center and/or cooperating educator.

K. Sexual Harassment

EFE students are to refrain from any type of romantic relationship with any youth/learners at the cooperating center or other cooperating center personnel. In addition, EFE students are to refrain from any act that transgresses appropriate behavior among educators, youth/learners, and/or cooperating center personnel. Sexual harassment is any unwelcome sexual advance, request for sexual favor, reference to 'gender or sexual orientation, or other physical or verbal conduct of a sexual nature. Sexual harassment may include:

- Comments of a sexual nature;
- Sexually explicit statements, questions, jokes, or anecdotes;
- Touching, patting, hugging, brushing against a person's body;
- Remarks about sexual activity, experience, or orientation;
- Sexual jokes, innuendoes, and gestures;
- Unsolicited and unwelcome flirtations, advances or propositions, however subtle;
- Graphic or degrading comments about an individual's appearance, dress, or body;
- Staring at an individual or focusing upon a particular area of the body;
- Leering or elevator eyes - looking someone up and down;
- Whistling and cat calls;
- Terms of address such as *honey*, *baby*, *chick*, *hunk*, or *dear*;
- Regularly offering personal gifts such as flowers, candy, etc.
- Display of sexually suggestive objects or pictures;
- Display or transmission of sexually suggestive electronic content;
- Sexual or intrusive questions about an individual's personal life;
- Explicit descriptions of sexual activities or experience;
- Pressure for sexual activity, however subtle; and,
- Explicit offers of sex for grades, money, or other rewards.

If students have any questions or concerns about what activities constitute sexual harassment, they should talk with their university coordinator, university advisor, or cooperating center personnel.

L. Removal from the Early Field Experience

Students may be removed from their placement site upon request of the cooperating educator or the placement site administration. Removal may occur, but is not limited to, excessive absences, inappropriate behavior, insubordination, or for lack of work ethic.

IV. The Responsibilities and Expectations of the Student

The student will do his or her best in performing the following responsibilities to maximize the benefits of the early field experience.

1. You must make an appointment with Dr. Josh Stewart at least 3 weeks before beginning your EFE to discuss the requirements of the course. Communication by email is not acceptable for the initial meeting with Dr. Stewart. You can reach Dr. Stewart at 541-737-3552 or josh.stewart@oregonstate.edu or by coming in to 108 Strand Ag Hall.
2. **Obtain background checks/fingerprinting BEFORE beginning EFE.** No student will be permitted to begin his/her EFE without fulfilling this requirement. Packets can be obtained from the Ag Ed office (108 Strand Ag Hall) or the College of Education (Furman Hall). You will pay a fee to cover the cost of the background check.
3. Review the guidebook *before* starting the Early Field Experience.
4. Contact the cooperating educator *within one week* after receiving confirmation that your placement request has been approved and make a tentative schedule of the days you will be doing your early field experience. You should also confirm where to report, what to wear, where to park, etc.
5. Report to the placement site's main office on the first day. Introduce yourself and explain the purpose of your experience. You will then be directed to the cooperating educator.
6. **Be on time** for your scheduled experience and complete your 40 hours of experience at your cooperating center. If you must be absent from your scheduled visit due to illness or other critical reasons, notify your site supervisor by telephone.
7. Be prepared to carry out any responsibilities assigned or expected of you by your cooperating educator. Remember, these are opportunities for you to gain a real perspective on becoming an effective and professional educator. Be a leader and show a willingness to work.
8. Show initiative in scheduling and completing the assignments for the field experience. Do not wait for the cooperating educator to develop a schedule for your experience and observations. Be willing to ask questions of the cooperating educator and other professionals.
9. Be alert and abide by the regulations of the learners/youth and educators of your placement site. Do not become a "buddy" of the youth/learners. Moreover, be discreet. Be careful how you share your thoughts and give feedback to learners, youth, and educators. Be quick to

commend and careful not to condemn or criticize. Be sure to record your candid thoughts in your journal and observations, but be careful how you share these thoughts with others so that you do not “turn off” your relationship with others.

10. Keep confidence. Discussions with learners, youth, educators, volunteers, and administrators should be kept confidential. Keep the parties involved anonymous (do not use their names). If you are sharing your thoughts and experiences in the journal and observations for your guidebook, their names should be kept in confidence.
11. Assist with teaching/facilitating. Although much of your early field experience is to collect information and make observations at your placement site, you are asked to assist with teaching/facilitating at your cooperating center. You may team teach with the cooperating educator if this would fit best with the situation. Your total amount of teaching time will depend upon the schedule, cooperating educator, and your interests and abilities.
12. Do not tolerate inappropriate behavior from your site supervisor or anyone else during your EFE. If you find yourself subjected to any kind of harassment, contact the Department Internship Supervisor or any faculty or staff in the Ag Ed Department immediately. Students will not be penalized if their EFE has to be interrupted due to inappropriate behavior on the part of someone else.
13. You are expected to follow English language rules and use correct grammar, terminology, sentence structure, punctuation, spelling, possessives and contractions, and verb tense in your writing. Your written work represents you. Be sure to proofread your narratives after you have compiled your portfolio.

Please visit with your cooperating educator about scheduling your teaching or facilitation experience. Select the topics that you are most comfortable with; the subject area that you have the most knowledge and experience in, such as, careers in agriculture, selecting a college, youth leadership development, getting involved in 4-H or FFA, volunteer training, or an agricultural-related class that you have taken at OSU.

V. The Responsibilities of the Cooperating Educator

The cooperating educator will do his or her best to:

1. Help the student become acquainted with the facilities, educators, staff, learners/clientele, and resources in the community.
2. Spend time with the student and provide assistance to the student in completing the early field experience assignments.
3. Be a source of information about the role of a professional.

4. Provide feedback to the student during the experience and conduct an evaluation of the student's experience that will be included in the guidebook.

Cooperating teachers and principals are cautioned that Early Field Experience students have not taken methods classes or safety classes to this point in their teaching preparation, and consequently teaching assignments should be made with this fact in mind.

VI. The Responsibilities of the University Coordinator

The University Coordinator for the Early Field Experience Program will assist students in preparing for the 40 hours of experience (school) at the cooperating center. The university coordinator will:

1. Organize the application process and place students with cooperating educators.
2. Conduct an orientation seminar prior to the early field experience to explain expectations and to review the assignments.
3. Serve as a liaison between the student, the cooperating educator, and the placement site.
4. Evaluate the student's experiences in cooperation with the cooperating educator and determine the grade for the course.
5. Provide feedback to the student on the experiences, observations, and collections conducted through the Guidebook and Evaluation Guide for the Early Field Experience in Agricultural Education.

VII. University Coordinator Contact

If you have any questions or concerns about your Early Field Experience, please contact your University Supervisor.

Agricultural Education
Oregon State University
108 Strand Agriculture Hall
Corvallis, OR 97331
Telephone: 541-737-2661

VIII. Length and Credit

You are required to complete five (5) days (40 hours) of observation and participation at the approved site you have selected. Standard procedure is for these five days to be completed consecutively, if possible. If you find that you cannot spend 5 consecutive days at your EFE site, group as many days together as you can to get the most enriching opportunity to experience a realistic work environment. If 40 hours of EFE are not completed, the final grade will be F and you will need to retake the course.

Students will be placed by the Department of Agricultural Education and should NOT contact the school on their own until the placement is finalized. Students should expect to put in long days because most Agricultural Educators have evening meetings or additional responsibilities beyond the typical eight-hour day. Satisfactory completion of the Early Field Experience is a pre-requisite for Admission into the Professional Teacher Education Program at Oregon State University. The hours should be recorded on the included log sheet and verified by the cooperating instructor.

AED 313 LOG SHEET

[illegible]

I verify that the student has dedicated at least **40 hours** at the cooperating center:

(Cooperating Educator Signature)

I verify that this log sheet is accurate to the best of my knowledge:

Early Field Experience Student Signature

IX. Grading

The grade will be based upon three components: (1) Student's Guidebook, (2) Completed log sheet and (3) Evaluation from Cooperating Educator. The Evaluation Guide will be used to determine the grade of the Early Field Experience in Agricultural Education. The guidebook and all EFE assignments will be due to the University Coordinator by the Monday of Finals Week for the term the student is enrolled in the course. An incomplete will be given if they documents are not submitted to Strand 108 by this date. The incomplete will turn into a failing grade one year later unless resolved.

X. Completing the Guidebook & Assignments

When completing the assignments in the Guidebook, consider this as a beginning collection of "evidence" that represents your experience as a paraprofessional in Agricultural Education. The guidebook has three types of assignments: (1) Collections; (2) Observations; and (3) Practices. Many of the assignments in the Guidebook are based on the competencies needed by professionals in Agricultural Education (Cooper & Graham, 2001; Dobbins, 2000; Garton & Chung, 1997). Moreover, many of these assignments will be built upon in the following courses in the AED or TCE curriculum. Each student will need to *purchase a 2" three ring binder* from an office supply store. Please remember to label your guidebook so that it can be returned to you after it is graded.

XI. Guidebook Assignments for the Early Field Experience

A. Collections

1. Background and Description of Placement Site and Community
2. Visual Documentation (Pictures)
3. Educational Programming Documents
4. Marketing and Public Relations Efforts
5. Assessment and Evaluation Strategies
6. Support and Volunteer Groups

B. Interviews (Select 3 of the 4 interviews below)

1. Cooperating Educator
2. Administrator (Principal, County Chair, or Corporate Director)
3. Other Subject Matter or Program Area
4. Diverse Needs of Learners/Cientele

C. Observations (Select 5 of the 10 observations below)

1. An Unobtrusive Observation of Physical Environment
2. Organizational Systems
3. Teaching or Facilitating Style of Cooperating Educator
4. Grouping of Learners Analysis
5. Learner Interest & Motivation Analysis

6. Creating a Positive Environment for Learning
7. Effective Teaching Analysis (School)
8. Question Analysis (School)
9. Discussion & Learner Feedback Analysis (School)
10. FFA and the AST program

D. Practices

1. Teaching/Facilitating Practicum (if opportunity is provided)
2. Showing Appreciation

E. Reflections

1. Daily Journals
2. Self-Reflection

F. Evaluation of Early Field Experience

G. Evaluation Guide

H. Evaluation by the Cooperating Educator

A. Collections

COLLECTION 1: Background and Description of Placement Site and Community

Objective: Gather information of the community, placement, and program that will help you observe the effectiveness of the educational program.

Directions: Complete the following worksheet as a tool to gather information about your placement site and its surroundings.

Context	Question
	<p>1. Cooperating Educator's Name: _____</p> <p>a. Years as an educator: _____ College Major: _____</p> <p>b. Degree: (BS or MS) _____ College: _____</p> <p>c. Professional Involvement: _____</p> <p>_____</p> <p>d. On average, how many hours does the educator work per week?</p> <p>e. How does the educator balance work and life?</p>
	<p>2. What is the educator's program emphasis?</p>
	<p>3. How many learners does the program serve? (provide some background characteristics of learners; such as rural/urban, socioeconomic class; male/female)</p> <p>No. of males = _____ & No. of females = _____</p> <p>No. of learners from: Farm = _____ Rural/country/nonfarm = _____</p> <p>Small town = _____ Suburban = _____ Urban = _____</p> <p>Socioeconomic class: Low income = _____ Middle or upper income = _____</p> <p>_____</p>

COLLECTION 2: Visual Documentation

Objective: Capture a snapshot of your early field experience.

Directions: Take at least 15 pictures during your EFE. Your pictures will be some of the most meaningful artifacts you collect in during your EFE. Insert your pictures into your binder and feel free to write captions describing your pictures. Remember to get pictures of you in action.

COLLECTION 3: Educational Programming Documents

Objective: Identify the documents used to guide the educational program

Directions: Using the following checklist as a guide, collect as many items available and insert them into your binder. These documents will be useful as you take courses throughout your degree program. You should also discuss the purpose of these documents with your cooperating educator. Collect as many as are available.

- ☐ **Student Handbook** - This is a communication tool used to inform students of the school's expectations, policies, and guidelines.
- ☐ **Course Flow Chart or Sequence Chart** - This is a diagram that maps out the suggested order that students should take classes in the Agricultural Education program.
- ☐ **Curriculum Guide** - The curriculum guide will list the courses, units, and objectives taught in each course in the Agricultural Education program.
- ☐ **Course Descriptions or Student Registration Handbook** - This is a description of the course offerings in the agricultural education program or school.
- ☐ **Master Schedule of Classes** - This is a chart that shows the teaching assignments and schedules of every teacher.
- ☐ **Educator's Schedule** - This is a schedule of when the agricultural education classes are taught.
- ☐ **Program of Activities of the FF A Chapter** - This is a resource that identifies the goals, activities, and ideas of the chapter's plans for the year.
- ☐ **Extended Program Duties and/or Summer Schedule** - Some agricultural educators identify the duties of their extended program and create a summer schedule of activities.

COLLECTION 4: Marketing and Public Relations Efforts

Objective: Identify marketing and public relations efforts conducted by the cooperating educator.

Directions: Complete the following table by identifying the most effective marketing and public relations efforts conducted by the cooperating educator to communicate the positive benefits of being a learner in the program or the positive educational efforts that build rapport with citizens. You may also wish to ask about recruitment efforts. Try to collect brochures or documents used in marketing the educational programs.

Marketing and Public Relations Efforts
1. How does the cooperating educator market his/her educational program(s)?
2. What have been some of the cooperating educator's most effective marketing and public relations efforts?
3. Insert any documents or brochures used by the cooperating educator for marketing purposes.

COLLECTION 5: Assessment and Evaluation Strategies

Objectives: Identify the assessment and evaluation strategies used by the cooperating educator.

Directions: Although this may vary between the strategies used in a formal and non-formal educational setting, the purposes of assessment and evaluation are very similar. How do we know if the educational program is working? How do we know if the learners/clientele learned what we wanted them to learn? Discuss the assessment and evaluation strategies used by the cooperating educator to answer these questions and collect a policies or instruments used by the cooperating educator. Insert these documents in your guidebook.

Discussion Questions
1. How does the cooperating educator know if he/she accomplished his/her expected outcomes of the educational program or instruction?
2. How does the cooperating educator measure learning or program impact?
3. What is the cooperating educator's philosophy regarding assessment and evaluation?
4. Insert any policies or examples of assessment or evaluation used by the cooperating educator.

COLLECTION 6: Support and Volunteer Groups

Objective: Explain the roles and functions of support and volunteer groups.

Directions: Discuss the roles and functions of support and volunteer groups that collaborate with the cooperating educator. Ask the cooperating educator the following questions and collect any documents that may be beneficial for you in becoming an educator.

Discussion Questions
1. What roles and functions do support groups and/or volunteers have in your educational program(s)?
2. What roles and functions does an advisory committee serve your educational program(s)?
3. How do you build and maintain community support?
4. Insert any documents that may be useful for you regarding support groups and volunteers.

B. Interviews

You are expected to conduct interviews with three of four people: (1) the cooperating educator, (2) an administrator, (3) an educator outside of your subject matter or program area, and (4) an educator who can visit with you about accommodating the diverse needs of learners/clientele. You will find that there are questions listed in the following sections. Feel free to use these questions as a guide, take notes, and then type up a summary of each interview and insert it in your guidebook. **Each summary should be one-page, single-spaced and typed.**

INTERVIEW 1: Your Cooperating Educator

1. What is your name? (you probably don't need to ask this)
2. What is your position title?
3. What do you see as your role(s) in this position?
4. How long have you been in your career?
5. Why have you chosen this career?
6. What will this profession look like in the next 15 years?
7. What are some important characteristics of an effective educator?
8. What does it mean to be a "professional?"
9. What are some things that you wish you could change about your job or career?
10. What "words of wisdom" could you share with a college student interested in your career?
11. What is a typical day like for you?
Some details you may want to gather include:
 1. When are you required to report to school in the morning? How late are you required to stay? What are your actual hours? What are the Saturday and evening responsibilities?
 2. Outline your teacher's typical daily schedule. (Include preparation period, lunch, different classes taught, special assignments, etc.)
 3. How many students are there in each of your classes?
 4. Who do you come into contact with, other than students?
 5. In what school-related activities beyond regular school hours are you involved?
 6. List the duties that occupy your time (grading papers, project supervision, FFA activities, etc.).
 7. How does the classroom teacher collaborate with the paraprofessional or other professionals working with English language learners in the classroom setting? Also, how does the teacher work with the parents of these students?

INTERVIEW 2: Administrator (Principal, Superintendent, or Vice Principal)

- I. What is your name? (you probably don't need to ask this)
2. What is your position title?
3. What do you see as your role(s) as an administrator?
4. What is your style of management?
5. What are your expectations of an educator?
6. What does it mean to be a "professional?"
7. What would be your recommendations for a 5 year Professional Development Plan for a beginning educator in this profession?
8. What is your candid advice for a college student interested in this profession?

INTERVIEW 3: An Educator in another Subject Matter or Program Area other than your own

***Note:** This could be a different subject matter teacher or a teacher at the elementary or middle school level.*

1. What is your name? (you probably don't need to ask this)
2. What is your position title?
3. What do you see as your role(s) as an educator?
4. What are some accomplishments that you are most proud of in your career?
5. You may have heard of the cliché, "Work smarter, not harder." How do you work smarter?
6. Collaboration is becoming more important for educators, how do you or could you collaborate with?
7. Why is collaboration important?
8. How do you see your subject matter or program area changing in the next 15 years?

INTERVIEW 4: Diverse Needs of Learners

***Note:** The purpose of this interview is to discuss how an educator (someone you haven't already interviewed) accommodates the diverse needs of learners/clientele (related to the areas of intellect, social behaviors, emotions, physical needs, knowledge & skills of content, interests, and cultural heritage).*

1. What is your name? (you probably don't need to ask this)
2. What is your position title?
3. What do you see as your role(s) as an educator?
4. What have been some of the greatest challenges you have faced as an educator?
5. How do you define special needs & giftedness?
6. How diverse are the needs of your learners/clientele related to....?
 - a. Intellectual
 - b. Social, Behavioral, & Emotional
 - c. Physical
 - d. Knowledge and Skills
 - e. Interests
 - f. Male/female
 - g. Cultural
7. What services are available in your organization for learners/clientele with diverse/special needs?
8. What have you found to be successful when working with special needs, gifted, or diverse learners/clientele?

C. Observations

(Choose 5 of the 10)

OBSERVATION 1: An Observation of the Physical Environment and Organizational Climate

Objective: Observe the physical surroundings of the program and determine the climate of the learning environment.

Directions: Carefully analyze the facilities, grounds, meeting rooms, and how the facilities are arranged. Make an unobtrusive observation of cleanliness, order, graffiti, bulletin boards, magazines and books in the media center, and comments spoken in the break room. Try to determine as much as possible about the facilities and the climate without asking any questions. Complete the following questions as a tool to make your unobtrusive evaluation of the educational climate. Record your observations in response to this question, "What was your first impression?"

1. How do the school grounds look? Is there space for physical activity?
2. What is noticeable about the building structure?
3. What does the school display to visitors when they first enter the building?
4. How are the halls of the school decorated?
5. What special facilities are provided for teacher use?
6. What special facilities are provided for student use?
7. Describe the lunchroom.
8. Identify modification and barriers outside or within the buildings, greenhouse, farm, etc. that influence the access of physically handicapped students.
9. What is your overall reaction to the building?
10. Draw a diagram of your teacher's classroom, shop, greenhouse, school farm, laboratory.
11. Describe the classroom environment.
12. What equipment, books, or other learning resources does the classroom contain?

Analysis: On the basis of the data collected, how would you expect a (1) parent (2) student (3) teacher to judge the school?

OBSERVATION 2: Organization Systems Assessment

Objective: Analyze the organization systems of an Agricultural Educator.

Directions: Cooperating educators handle a lot of paper, information, supplies, equipment, technology, and people. Observe how the educator manages and organizes the following areas.

Areas of Organization	Organization & Management Strategies
Example: Food	Has a refrigerator for pop and one can bring lunch from home
Time	
Files	
Magazines and Newspapers	
Technology <ul style="list-style-type: none">• Hardware• Software	
Equipment <ul style="list-style-type: none">• Working Condition• Inventory	
Instructional Materials	
Learners/Clients Records	
Finances & Budget	
Youth Organizations, Support Groups, or Volunteers	

OBSERVATION 3: Teaching or Facilitating Style of Cooperating Educator

Objective: Identify teaching style of the educator.

Directions: After observing how the cooperating educator interacts with other people (learners/clientele), analyze and identify the teaching style of the educator and which types of learners would most likely prefer this teaching or facilitating style.

1. In your own words, what is this educator's style of teaching/facilitating?
2. Was the educator: (check one) <input type="checkbox"/> outgoing OR <input type="checkbox"/> more reserved and laid back?
3. Did the educator seem to enjoy: (check one) <input type="checkbox"/> "seeing the big picture" OR <input type="checkbox"/> "seeing lots of data"?
4. Was the educator more: (check one) <input type="checkbox"/> "black-and-white" OR <input type="checkbox"/> "touchy-feely" when interacting with others?
5. Was the educator: (check one) <input type="checkbox"/> organized and planned out ahead OR <input type="checkbox"/> had lots of stuff everywhere and spontaneous? (e.g., office, car)
6. What types of learners/clientele seemed to dislike or struggle with this teaching/facilitating style?
7. How did (or could) the educator adapt his/her teaching style to accommodate more styles of learning?

OBSERVATION 4: Grouping of Learners Analysis

Objective: Analyze the strategies used in grouping of learners.

Directions: Observe how the learners are grouped. Some seating arrangements facilitate individual learning or group learning. Analyze and record your conclusions in the following table.

Analysis & Conclusions
1. When did the educator use learning groups?
2. How does the educator manage the groups of learners?
3. Does the educator select the groups and assign different roles to each learner or does <i>s/he</i> let the groups informally self-select their own groups?
4. How effective was the group (cooperative) learning structure?
5. Was there a lot of unproductive time or were learners engaged in learning? What worked or what didn't work?

OBSERVATION 5: Learner Interest & Motivation Analysis

Objective: Analyze the interest level of learners

Directions: Plot an interest graph at 3-minute intervals during a normal instructional period using the 5-point scale. Label the graph by identifying the types of learning activities at that time, indicating what increased learner interest, and indicating why learner interest declined. Upon completing the observation, analyze the results, and formulate some conclusions.

Interest Scale:

5 = Learners are very interested and attentive

4 = Most learners are interested and attentive

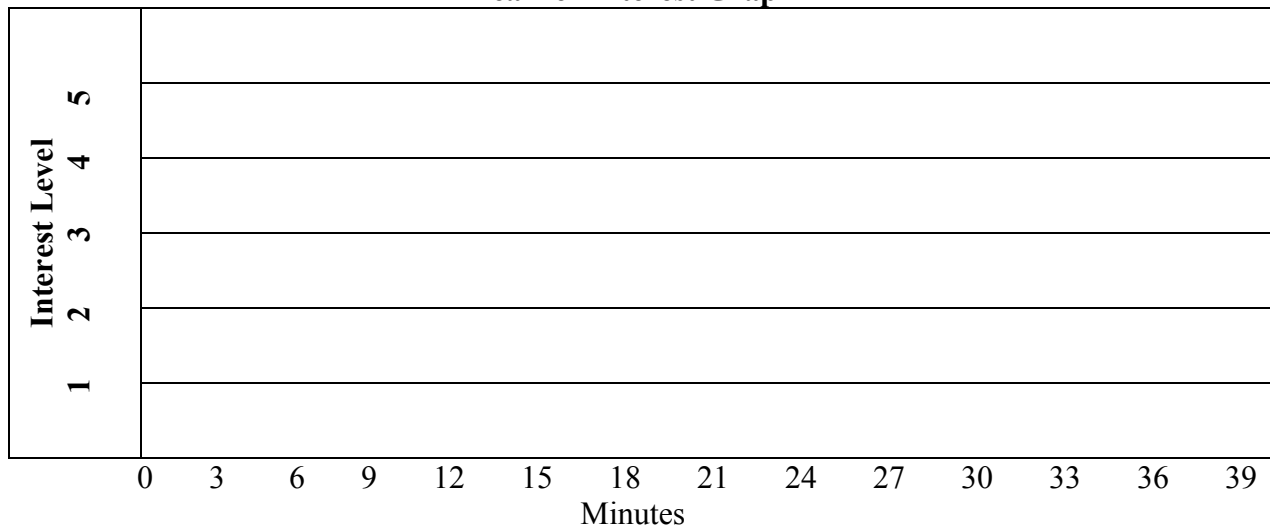
3 = Learners are somewhat interested with a few distractions taking place.

2 = The learners are lethargic or uninterested; half of the learners are trying to pay attention.

1 = A majority of the learners are off-task; a few learners are trying to learn.

0= All learners are completely off-task; no productive learning is taking place.

Learner Interest Graph



Learner Interest & Motivation Analysis
1. What activities increased learner interest?
2. What activities decreased learner interest?
3. How does a teacher-centered approach differ from a learner-centered approach?
4. Was there a time pattern or cycle to learners' attention? What was the pattern?
5. How did the educator try to get the learners' interest up after it started to taper off?

OBSERVATION 6: Creating a Positive Environment for Learning

Objective: Identify some of the techniques you observed that educators used to promote a positive learning environment and were effective in managing the classroom and students.

Directions: Answer the following questions based on your observations of the cooperating educator.

Questions & Observation Comments
1. What teaching behavior(s) promoted a positive educational environment?
2. What teaching behavior(s) promoted a negative educational environment?
3. How did the educator motivate the learners?
4. What strategies did the educator use to manage the learners in the educational environment?
5. What strategies did the educator use to manage a learner who needed discipline?
6. How did (or does) the educator organize and manage laboratory or field-based instruction?
7. How did (or does) the educator keep the learning environment clean, organized, and maintained?

OBSERVATION 7: Effective Teaching Analysis

Objective: Identify the best teaching practices used by educators that you observed.

Directions: Complete the following items below.

Levels of Cognition: Effective teaching teaches learners how to think. There has been research done on levels of thinking or cognition. Using the following definitions below (Newcomb & Trefz, 1987), identify the percent of time the educator engage the learners at each level of thinking during a lesson.

____ % Evaluating: Judgment and critical evaluation
____ % Creating: Independent thinking and self-expression
____ % Processing: Use of known facts; comprehension, application, and analysis
____ % Remembering: Memorization and recall

Most Promising Variables of Effective Teachers: Using the following scale, identify the educator's effectiveness based on Rosenshine and Furst (1971) variables. (Circle one for each variable: NI = needs improvement, B = basic, P = proficient, D = distinguished)

NI	B	P	D	Clarity
NI	B	P	D	Variability
NI	B	P	D	Enthusiasm
NI	B	P	D	Task-oriented and/or business-like behavior
NI	B	P	D	Learner opportunity to learn criterion material

Questions & Responses:
1. How did the educator promote problem-solving, decision-making, and critical thinking skills in their teaching/facilitating?
2. How did the educator engage learners in experienced-based learning?

OBSERVATION 8: Question Analysis

Objective: Analyze types of questions used by the educator.

Directions: During a 20 minute time span, write down the questions asked by the educator. Classify the questions as lower order or higher order questions. Lower order questions are simple questions that receive a yes/no answer or ask learners to repeat simple knowledge statements. Higher order questions require reasoning and critical thinking. They are the questions that begin with "why, how, explain". Then make the following calculations.

Questions		Order High or Low
<i>Example: What does photosynthesis mean?</i>		Low
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
Question Activity Calculations:	Computations & Results:	
(1) Teacher questions per minute = Total questions asked/20	(1)	
(2) High order questions ratio = High order questions/Total questions	(2)	
Summary: What are your conclusions of this observation?		

OBSERVATION 9: Discussion and Learner Feedback Analysis

Objective: Analyze discussion techniques and interaction of learners.

Directions: During a discussion activity (15 minutes), record the call/response record of the educator and learners. Draw a seating chart of the learners if this would help you in making your observation. Then, record the participation record in the following table. Upon completing the observation, analyze the results, and formulate some conclusions.

Student	Gender M or F	Personality	Was Called on	Volunteered	Was Given Feedback
Example: Lena Black	F	Outgoing	1, 1, 1, (3 times)	1, 1 (2x)	1, 1, 1, (3x)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					

Discussion Analysis & Conclusions
(1) Why did some learners participate more than others? And, why did some learners not participate at all?
(2) How did the educator handle dominating participants? And, how did the educator handle on participants?
(3) How might the seating arrangement of learners affect their level of participation? (consider group dynamics or location in the room)
(4) Did the educator call on all learners equally? Are all learners treated the same? (attention, discipline, non-verbal feedback)
(5) Did you detect any bias toward gender, physical appearance or personality in who was called on?

OBSERVATION 10: FFA and the AST program

Objective: Determine the role of the FFA in the Agricultural Science and Technology Program

Directions: Determine the answers to the following question through conversations with the students, the teacher(s), observation and participation in the listed activities:

1. What percent of students participate in FFA activities?
2. List the major activities of the FFA chapter throughout the year.
3. Attend an officer planning or committee meeting and describe what took place.
4. Attend an FFA chapter meeting and describe what took place.
5. How does the FFA compliment the instructional program?
6. Is part of a student's course grade based on FFA participation? How?
Discussion:
On the basis of the data collected, how would you describe the importance of the FFA program to the student? Is the FFA integral?

D. Practices

PRACTICE 1: Teaching/Facilitating Practice

Objective: Experience teaching/facilitating in an educational setting.

Directions: You are required to teach at least **two** lessons. You can work with the on-site supervising teacher to decide on the content and format of these lessons. Lessons may include: conducting a small group session or practice, conducting a classroom or lab demonstration, team teach with the cooperating teacher or teaching the full class for part of a class period.

Each lesson should have a completed lesson plan using the Oregon State University Lesson Plan Template (see next page). These lesson plans should be submitted with your Guidebook at the completion of your experience.

In addition, you should videotape yourself during one of these experiences and write a 1 page, single spaced reflection on your observations of the lesson you have recorded on video. The reflection and video should be submitted with the final Guidebook.

OREGON STATE UNIVERSITY LESSON PLAN TEMPLATE

Area and/or Course_____

Lesson Title_____

Length of Time_____

Lesson Goal(s):

1. _____
2. _____

Objectives:

The student will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

Materials, Equipment, Audio-Visual Aids:

- 1.
- 2.
- 3.
- 4.
- 5.

References:

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Context for the lesson

What the teacher is doing	Content of what the students are learning

Closure/Summary/Conclusion (Tie in Objectives)

Assignments: (Student Activities Involved in Lesson/Designed to Meet Objectives)

PRACTICE 2: Showing Appreciation

Objective: Write a thank you to the cooperating educator and administrator of your placement site.

Directions: Make a copy of the thank you notes and insert the copies into your portfolio.

Showing Appreciation Checklist:

- ☐ Thank You to Cooperating Educator - Insert copy into your guidebook.
- ☐ Thank You to Administrator of Placement Site - Insert copy into your guidebook.

E. Reflections

REFLECTION 1: Daily Journal

Objective: Becoming a more reflective educator

Directions: Complete a personal log of your thoughts and feelings about your experience for each day of your experience. Try to make connections to your future.

You are expected to write reflective narratives of your activities each day of your learning experience. Your narratives should include reflections on what you have learned and observed each day of your EFE, not a record of what you did. Consider "what worked and what didn't" and "how would you do your plan and delivery different." The journal should be written in narrative form and reflect your interpretation of what you have observed, answering aspects such as:

- What did you learn?
- What questions did you ask and what answers did you receive?
- What did you see and do?
- What has left you puzzled about the day?
- What intrigued you enough about the day to want to explore it more thoroughly?

Your reflective narratives should serve as a way to transition your observations into actions on how you would apply what you have observed to your own situation.

Length: One page of reflective narrative for each day of your experience (single-spaced, typed, 1-inch margins). Do not exceed required length.

REFLECTION 2: Final Overall Self- Reflection

Upon completion of your 40 hours of early field experience, reflect on the following questions and record your thoughts. This should be *at least* 1 page, single spaced and address the following questions:

1. How did your first day compare to your last day?
2. Do you see things differently now than you did when you started the EFE?
3. Describe something critical/significant that you've learned about yourself in this EFE?
4. What was your favorite part of this EFE? Why?
5. What was your least favorite part of this EFE? Why?
6. What are some 2 areas that you feel need improvement to be successful in developing people and communities?
7. Where do you see yourself five (5) years from now?
8. What are your 2 biggest fears and concerns do you have about becoming an agricultural educator?
9. What suggestions would you give other students/employees about ways to get the most out this EFE?
10. If you could do this EFE over, what would you do differently? What strategies did you use to learn the materials/tasks in this EFE? Why did you choose those particular strategies?
11. After experiencing this EFE, in what area would you like to strengthen your skills? Why?

F. Evaluation of the Early Field Experience

Name: _____

Directions: Complete the following items related to **your** perceptions of the early field experience.

Rating Scale: SD = strongly disagree, MD = moderately disagree, D = disagree, A = agree, MA = moderately agree, SA = strongly agree

Statement	Level of Agreement					
1. The EFE was a positive educational experience	SD	MD	D	A	MA	SA
2. My EFE would have been more meaningful without the Guidebook	SD	MD	D	A	MA	SA
3. I am less interested in Agricultural Education now than I was before the EFE	SD	MD	D	A	MA	SA
4. The cooperating educator was willing to answer my questions	SD	MD	D	A	MA	SA
5. The EFE Guidebook guided me through my experience	SD	MD	D	A	MA	SA
6. The EFE Guidebook helped me reflect on the different areas of a professional educator	SD	MD	D	A	MA	SA
7. I do not see myself pursuing a career in Agricultural Education	SD	MD	D	A	MA	SA
8. I would recommend this placement site to other students	SD	MD	D	A	MA	SA
9. 40 hours was the right length for the EFE	SD	MD	D	A	MA	SA
10. The cooperating educator was committed to making my EFE successful.	SD	MD	D	A	MA	SA

<p align="center">Evaluation of Early Field Experience</p>
<p>1. Would you recommend this site as a future placement for the early field experience? Did the early field experience meet your expectations? Why or why not?</p>
<p>2. How did the Guidebook guide your collections, observations, and practices during this EFE? Which assignments did you find valuable? Which assignments would you modify? Why?</p>
<p>3. What was the most important thing that you learned during your early field experience?</p>
<p>4. What values and characteristics do you wish all educators could possess and practice? Why?</p>
<p>5. What did you enjoy most about your experience and that you would enjoy in this career?</p>

G. Evaluation Guide

(To be completed by the University Supervisor)

The Early Field Experience is a 40 hour cooperating center experience. The grade for AED 313 will be determined using this Evaluation Guide. The grade will be based upon the Guidebook assignments.

EVALUATION GUIDE	Did not meet the requirement	Met the requirement	Exceeded the requirement
COLLECTIONS			
Background and Description of Placement Site and Community	X	1	2
Visual Documentation	X	1	2
Educational Programming Documents	X	1	2
Marketing and Public Relations Efforts	X	1	2
Assessment and Evaluation Strategies	X	1	2
Support and Volunteer Groups	X	1	2
INTERVIEWS (do 3 of the 4)			
Cooperating Educator	X	1	2
Administrator	X	1	2
Educator in another subject area or program area	X	1	2
Diverse and special needs of learners/clientele	X	1	2
OBSERVATIONS (do 5 of the 10 observations below)			
Physical Environment and Organizational Climate	X	1	2
Organizational Systems	X	1	2
Teaching/Facilitating Style	X	1	2
Grouping Learners Analysis	X	1	2
Learner Interest & Motivation Analysis	X	1	2
Creating a Positive Environment for Learning	X	1	2
Effective Teaching Analysis (School)	X	1	2
Question Analysis (School)	X	1	2
Discussion & Learner Feedback	X	1	2
FFA and the AST Program	X	1	2

PRACTICES			
Teaching Facilitating	X	1	2
Showing Appreciation	X	1	2
REFLECTIONS			
Daily journals	X	1	2
Self-reflection	X	1	2
Evaluation of Early Field Experience	X	1	2
EVALUATION BY COOPERATING EDUCATOR			
Evaluation by cooperating AST teacher (Required)	X	6	
Completed and signed log sheet (Required) totaling at least 40 hours	X	4	
ORGANIZATION OF NOTEBOOK			
Neatness, organization, completeness	X	2	5
TOTAL			
Grade: 48-50 = A 45-47 = A- 43-44 = B+ 42 = B 40-41 = B- 38-39 = C+	36-37 = C 35 = C- 33-34 = D+ 32 = D 30-31 = D- 0-29 = F		
Comments:			

H. Evaluation by the Cooperating Educator

STUDENT NAME: _____ PLACEMENT SITE: _____

Term _____ Year _____

Did the student complete the field-based experience as planned? YES NO

If NO, please explain why not: _____

Evaluation Discussed with Student? _____ Yes _____ No

Instructions: Circle the number that best reflects the behavior of the student during the early field experience:

	Not Acceptable	Below Average	Average	Above Average	Outstanding	Don't Know
Attitude and interest toward agricultural education as a profession. Exhibits enthusiasm.	1	2	3	4	5	DK
Dependable: works with a minimum of supervision	1	2	3	4	5	DK
Cooperative: Works well as part of a team	1	2	3	4	5	DK
Maturity: demonstrates appropriate professional conduct such as good judgment, appearance, tact, self-confidence	1	2	3	4	5	DK
Coachable: responds to supervision and guidance from others positively	1	2	3	4	5	DK
Organization: Demonstrates good organizational skills	1	2	3	4	5	DK
Leadership: Shows initiative, ability to organize groups and implement ideas	1	2	3	4	5	DK
Knowledge of:						
Program planning and development	1	2	3	4	5	DK
Program management	1	2	3	4	5	DK
Support groups (volunteerism)	1	2	3	4	5	DK
Teaching & learning	1	2	3	4	5	DK
Technical subject matter	1	2	3	4	5	DK

