

Agricultural Education, Communications and 4-H Youth Development
Agricultural Education Teaching Option
 Prepared by Bill Weeks

Assessment Method	# Assessed
Portfolios	
Submission #1 - Admission to Professional Education	55
Submission #2 - Student Teaching Placement	34
Submission #3 - Recommendation for Licensure	34
Admission to Professional Education Unit Interviews	34
Examinations	
Oklahoma General Education Test - 76% pass rate	38
Oklahoma Subject Area Test (OSAT) - 100% pass rate	47
Oklahoma Professional Teacher Exam (OPTE) – 84 % pass rate	38
Cumulative GPA for program completers – 3.03	34
Student Teacher Site Visits	66
1 st Year Teacher Follow-up - Oklahoma Resident Teacher Program	21

Supervision

Departmental funds were used to pay for the cost of one supervisory visit per student teacher; assessment funds paid for the other visit. Student teachers are placed throughout the state, from Waynoka to Antlers and from Afton to Chattanooga. Five teacher education faculty, one doctoral level graduate teaching assistant, and one master's level graduate student (with teaching experience) supervised student teachers completing an evaluation form on each class taught by the student teachers. A conference with the student teacher, cooperating teacher at the local school, and the teacher educator is held at the conclusion of the school day. Additionally, six faculty and two graduate assistants served on Resident Teacher Committees which serve first-year agricultural education teachers. All 21 first-year teachers were recommended for certification.

Table 1. Data on program completers

Assessment Method	1999-00	2000-01	2001-02	2002-03
Cumulative GPA of Program Completers	2.95	3.14	3.09	3.03
Number of Program Completers	19	23	38	34
Oklahoma Resident Teacher Committees	23	17	21	21

Portfolios

Students complete submission I of their teacher education portfolio as part of the AGED 3101 course. The faculty member responsible for the course, with the help of a graduate assistant, reviewed each of those portfolios. Two faculty members or one faculty member and a graduate assistant conducted a formal interview with each student prior to their admission to the professional education unit. Faculty members review the second submission of the portfolio, which requires students to document their knowledge and understanding of the core concepts of OSU's Professional Education Unit. This submission must be approved before a student is placed in their student teaching site. Finally, at the conclusion of the student teaching experience, all student teachers complete a third submission of their portfolio supplying evidence of their competency on fifteen teacher education criteria as required by the Oklahoma Commission for Teacher Preparation. If a portfolio submission is unacceptable, the candidate is issued a Plan of Improvement, outlining the unacceptable portions of the portfolio. Plan of Improvements were required of five students on submission II and 22 students on submission III. All portfolios were eventually completed to acceptable standards. The use of digital portfolios was suspended in the 2002-03 academic year because of a change in faculty assignments and loss of special assessment funds to support the development of digital portfolios.

Examinations

The OGET measures basic skills in reading, writing, and math. Effective January 1, 2002, students were required to pass the OGET (score of 240) in order to be admitted to the professional education unit. The

pass rate reflected in Table 2 is for the entire group of Ag Ed students taking the exam during the past academic year. Because students take this exam in their junior or senior year, it reflects the general education background of students who aspire to teach. Table 4 shows scores for program completers. Because passing the test is a condition of admission to the program, the pass rate for program completers is 100%.

The OPTE measures a candidate's knowledge of teaching on a six-scale exam. The 2002 Oklahoma legislature passed legislation requiring teachers to pass the OPTE before being licensed. The legislation took effect 7/1/02, but because most of last year's candidates were already licensed, they had until 6/30/03 to pass the exam. Data in Table 1 reflect scores for program completers as well as some first year teachers, while the data in Table 4 only reflect scores for 2002-03 program completers.

The OSAT measures our pre-service teachers' knowledge of agriculture across the five broad areas of agricultural economics, animal science, plant/soil science, mechanized agriculture, and natural resources. In the academic year 2002-03, all Agricultural Education students who took the OSAT passed.

Table 2. Standardized test scores for all those seeking certification

Test	Ag Ed Test Takers	OSU Test Takers	Statewide Test Takers
OGET – Basic Skills –	N=38	N=493	N=6710
Pass Rate	76%	84%	79%
OPTE – Teaching –	N=38	N=167	N=1258
Pass Rate	84%	93%	94%
OSAT – Agriculture –	N=47		
Pass Rate	100%		

Table 3. Standardized test scores for program completers

Test	Ag Ed Program Completers	OSU Test Takers	Statewide Test Takers
OGET – Basic Skills	N=34	N=493	N=6710
Reading & Communications	268	276	273
Communications Skills	246	254	251
Mathematics	275	277	270
Computation Skills	281	272	268
Liberal Studies	236	241	238
Writing Skills	241	245	241
Combined	256	261	257
OPTE – Teaching	N=34	N=167	N=1258
Learning Environment	244	257	260
Writing: Critical Analysis	252	263	267
Instruction & Assessment	247	274	275
Writing: Student Inquiry	249	264	262
Professional Environment	268	242	242
Writing: Teaching Assignment	245	253	254
Combined	253	259	260
OSAT – Agriculture	N=34		
Agribusiness	272		
Animal Science	272		
Plant & Soil Science	269		
Ag Power & Technology	270		
Natural Resources	273		
Combined	271		

Student Progress

AGED 3103 represents the first course in the professional development sequence of courses for Agricultural Education students. Students in this course are introduced to the Agricultural Education Teaching profession and complete some of their required field experiences in Agricultural Education programs around the state. Generally, students who enroll in AGED 3103 in the fall semester are on schedule to complete the program four semesters later. Table 4 reflects the progress towards teacher licensure for students who enrolled in AGED 3103 in the fall 2000 and fall 2001 semesters.

Table 4. Status of students who began the Ag Ed program in 2000 and 2001

Status	AGED 3103 Fall 2000 N=54	AGED 3103 Fall 2001 N=61
Graduated in Ag Ed with teaching license	35	28
Graduated in Ag Ed Leadership & Service option	5	5
Graduated in Ag Ed without teaching license	7	1
Left OSU without degree	4	4
Graduated with another CASNR degree	2	1
Graduated with another OSU degree	1	1
Enrolled at OSU in teaching option		17
Enrolled at OSU in Leadership & Service option		3
Enrolled at OSU in other CASNR major		1

Use of Assessment Results

Beginning this year, student teachers were required to submit an artifact and reflection for each of the 15 OCTP competencies. Although portfolios increased in volume, faculty members believe they have clear evidence that their students have met each of the required competencies. The Professional Education Unit's portfolio assessment system will undergo a review from the Oklahoma Commission on Teacher Preparation in December, 2003.

Faculty are concerned with the lower than desired pass rate on the Oklahoma General Education Test (OGET). This test reflects skills refined in a student's general education courses. Because ~75% of the teacher education students in Agricultural Education transfer from a junior college, this reflects poorly not on OSU's general education preparation, but that of the junior college. In the next year we will further track students identify trends in the preparation students receive. Additionally, Agricultural Education students scored below the OSU and statewide scores on each of the writing assessments of the Oklahoma Professional Teachers Exam (OPTE). This next year, teacher education coursework in Agricultural Education and coursework taken in the College of Education will be cross walked to identify competencies which are not being met.

Formal feedback from cooperating teachers, student teachers and faculty observations indicate that student teachers performance in agricultural mechanics and safety is not acceptable. This next year we will be working with the Department of Biosystems and Agricultural Engineering to develop a single course to address competencies in agricultural mechanics.

Placement for the 34 fall 2002 and spring 2003 graduates is as follows: One secured a full-time teaching position in December, three others have secured full-time teaching positions, three have entered graduate school full-time, one has taken employment with OSU, and 26 are still seeking employment as of June 1, 2003. Many of these candidates will secure teaching jobs before the start of the 2003-04 school year as jobs are filled later in the summer.