

Agricultural Education, Communications and 4-H Youth Development
Agricultural Education Teaching Option
 Prepared by M. Craig Edwards

Assessment Method	Number of Individuals Assessed
Teacher Education Portfolios	
Submission #1 – Admissions to Professional Education	61
Submission #2 – Student Teaching Placements	36
Submission #3 – Portfolios Submitted for Review	36
Examinations taken by Student Teachers	
Oklahoma General Education Test (OGET) – 100% pass rate	36
Oklahoma Subject Area Test (OSAT) – 100% pass rate	36
Oklahoma Professional Teacher Exam (OPTE) – 97% pass rate	36
Cumulative GPA for Student Teachers – 3.07	36
Student Teacher Site Visits	73
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 were placed throughout the state, from Waynoka to Calera and from Afton to Tipton. Five teacher education faculty and two doctoral level graduate teaching assistants (with teaching experience) supervised student teachers completing an evaluation form on each class taught by the student teacher. A conference with the student teacher, the cooperating teacher at the local school, and the teacher educator was held during each visit. Additionally, four faculty and two graduate teaching assistants served on Resident Teacher Committees, which serve first-year agricultural education teachers. First-year teachers who successfully participated in the program for the entire 2003-2004 school year were recommended for certification.

Table 1. Data on Student Teachers and Resident Teachers in Agricultural Education, 2003-2004

Assessment Method	1999-00	2000-01	2001-02	2002-03	2003-04
Cumulative GPA of Student Teachers	2.95	3.14	3.09	3.03	3.07
Number Earning B.S. Degree	24	21	40	39	32
Number Completing Licensure Requirements	19	23	38	31	33 ^a
Oklahoma Resident Teacher Committees	23	17	21	21	22

^aIt is expected that the remaining three student teachers will complete licensure requirements by August, 2004.

Teacher Education 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 reviewed 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 at their student teaching site.

Finally, at conclusion of the student teaching experience, all student teachers completed 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 (OCTP). If a portfolio submission was unacceptable, the student was issued a Plan of Improvement, outlining the unacceptable portions of the portfolio. No Plan of Improvements were required of students for submission II. Twenty-one students required a Plan of Improvement for submission III. All 36 portfolios were eventually completed to an acceptable standard. The

use of digital portfolios was suspended in the 2002-2003 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 (minimum score of 240) in order to be admitted to the professional education unit. The pass rate reflected in Table 2 is for student teachers taking the examination 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 3 shows scores for student teachers disaggregated by exam sub-area. Because passing the test is a condition of admission to the professional education program, the pass rate was 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 (minimum score of 240) the OPTE before being licensed. Of the 36 student teachers who attempted the OPTE during the 2003-2004 academic year, 35 (97%) earned a passing score.

The OSAT measures our pre-service teachers' knowledge of agriculture across five broad areas: agricultural economics, animal science, plant/soil science, mechanized agriculture, and natural resources. A minimum score of 240 is required to pass. In the academic year 2003-2004, all Agricultural Education student teachers who took the OSAT passed.

Table 2. Scores for OCTP-Mandated Standardized Tests in Aggregate, 2003-2004

Test	Ag Ed Test Takers
OGET – Basic Skills –	257
Pass Rate	100%
OPTE – Teaching –	255
Pass Rate	97%
OSAT – Agriculture –	272
Pass Rate	100%

Table 3. Scores for OCTP-Mandated Standardized Tests by Sub-Area, 2003-2004

Test	Ag Ed Student Teachers
OGET – Basic Skills	N=36
Reading & Communications	277
Communications Skills	250
Mathematics	271
Computation Skills	271
Liberal Studies	238
Writing Skills	239
Combined	257
OPTE – Teaching	N=36
Learning Environment	256
Writing: Critical Analysis	251
Instruction & Assessment	254
Writing: Student Inquiry	249
Professional Environment	269
Writing: Teaching Assignment	246
Combined	255

OSAT – Agriculture	N=36
Agribusiness	278
Animal Science	265
Plant & Soil Science	272
Ag Power & Technology	268
Natural Resources	271
Combined	272

Use of Assessment Results

Beginning in the 2002-2003 academic 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 students have met each of the required competencies. The Professional Education Unit's portfolio assessment system underwent a review from the Oklahoma Commission for Teacher Preparation in May, 2004. A random sample of agricultural education students' portfolios passed all 12 evaluation rubrics used by the OCTP review team.

Faculty members are concerned with a lower than desired initial pass rate for some students 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, the fact that some students must take the test multiple times before achieving a passing score reflects poorly not on OSU's general education preparation but that of select junior colleges as well. We will continue to track student performance to further identify trends in the general education preparation that our students receive. Formal feedback from cooperating teachers, student teachers and faculty observations indicate that student teachers' performance in agricultural mechanics and safety is not acceptable. The department is working with the Department of Biosystems and Agricultural Engineering to develop multiple course options to address competencies in agricultural mechanics. The curriculum change will require that students complete a minimum of five hours in mechanized agriculture. It is estimated that the first of these courses will be available for student enrollment in fall 2005.

Placement for the 36 fall 2003 and spring 2004 student teachers is as follows: One secured a full-time teaching position at mid-year, 10 others have secured full-time teaching positions for the 2004-2005 school year, one has entered graduate school full-time, and 24 were still seeking employment as of June 10, 2004. Many of these candidates will secure teaching jobs before the start of the 2004-05 school year as positions are filled later in the summer.