

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814

(916) 445-0184

July 21, 1978

78-7903

TO: All Individuals and Groups Interested in
the Activities of the Commission for
Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *PL*

SUBJECT: Revised Professional Preparation Guidelines
for the Agriculture Specialist Credential

At its June 1978 meeting the Commission received from an advisory panel, composed of persons knowledgeable about Agriculture Education, recommendations for significant revision of the existing professional preparation guidelines for programs preparing Agriculture Specialist teachers.

Prior to a decision about final adoption, the Commission has directed that the revised guidelines be sent to all interested persons, accompanied by a request that all concerned respond to the Commission if additional revisions would be in order.

Please circulate the attached set of revised guidelines among your colleagues and others, and convey any recommended changes to:

Dr. Sidney A. Inglis
Consultant, Teacher Preparation
Commission for Teacher Preparation and Licensing
1020 "O" Street
Sacramento, California 95814

It is anticipated that any additional recommendations for revision, if received by September 1, 1978, will be incorporated into the attached document and the whole adopted by the Commission at its October 1978 meeting.

Attachment

GUIDELINE 1.0 INSTITUTIONAL REQUIREMENTS

To prepare the best quality of teacher possible, in conformity with the goals of the State Board of Education and the legal requirements of the State of California, agricultural education specialist professional preparation programs submitted for Commission approval must be consistent with the following policies:

1.1.0 THE INSTITUTION SHALL ENSURE COOPERATION AND COORDINATION AMONG ALL WHO PARTICIPATE IN THE PREPARATION OF CANDIDATES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.1.1 Broad institutional involvement in and a commitment to program planning and development.

Within the teacher education institution: The teacher preparation program should be an institutional program designed, implemented and supported by appropriate all campus committees, division heads, academic offices, and the institutional administration. The program should be viewed, developed, and implemented as a total campus enterprise.

Documentary evidence for 1.1.1 to include but not be limited to a description of:

- a. The composition of committees or groups involved and the relationship of one committee to the other.
- b. Frequency of involvement of groups.
- c. Steps groups go through in producing decisions related to program development.
- d. Identification of the agency responsible for the agriculture education program.
- e. A description of the relationship existing between the agency responsible for the agriculture education program, and the institution's teacher training component.
- f. A description of the involvement of the institution's teacher training component in the planning, development, and implementation of the agriculture education program.

- 1.1.2 Cooperation of representatives from school districts, teachers, Bureau of Agricultural Education, and teacher candidates; and appropriate community agencies, carefully selected to provide involvement in and commitment to program planning and development.

The agriculture specialist professional preparation program should be an institutional program designed, implemented and supported as a total campus enterprise. Participants in program design, development and evaluation should include lay, non-educator and minority representatives from the geographic area served by the institution. Evidence should be provided to show that contributions from all required participating groups were included in the development of each program option.

Documentary evidence for 1.1.2 to include but not be limited to a description of:

- a. The composition of committees, groups, or individuals involved in and committed to ongoing program development and their inter-relationship.
- b. The frequency, purposes and result of involvement of all participants including lay, non-educator members of the surrounding community.
- c. Steps committees and groups go through in producing decisions related to program development

1.2.0 THE INSTITUTION SHALL PROVIDE THE HUMAN AND MATERIAL RESOURCES NEEDED TO CONDUCT AND MAINTAIN PROGRAMS OF HIGH QUALITY.

The following factors shall be included in a professional preparation program submitted for Commission approval:

- 1.2.1 Provision for continual improvement of the institution's staff and the improvement of the cooperating teachers in the school districts.

Staff Commitments: Staff assigned from both the teachers' education institution and from the public schools to work with teacher candidates should be:

- Committed to achieving stated goals and objectives of the program.
- Sensitive to the needs and skills of teacher candidates.

--Able to create a learning environment conducive to creativity, independence, self-directed learning, and self improvement for teacher candidates, for themselves, and for other personnel involved in the program.

--Able to view themselves as models for the development of the teacher candidate's attitudes and behaviors.

--Thoroughly grounded in a subject matter area or areas.

--Able to promote learning

Documentary evidence for 1.2.1 to include but not be limited to

- a. Statement of objectives for continual staff improvement which relate directly to program requirements, and a formal plan for achieving these objectives.
- b. List of significant events that will take place for staff improvement which relates to objectives in "a" above. Give the purpose, nature and frequency of each event.
- c. Statement of objectives for continual cooperating teachers' improvement which relate directly to program requirements, and a formal plan for achieving these objectives.
- d. List of significant events that will take place for cooperating teachers' improvement which relates to objectives in "c" above. Give the nature, purpose and frequency of each event.

1.2.2 Assessment and assignment of appropriate institutional resources to various aspects of the preparation program.

Material Resources: The effectiveness of any program ultimately depends upon the availability and proper use of appropriate resources. The teacher preparation institution should make available all material resources necessary for the achievement of the stated objectives of the programs. These resources should be sufficient in quantity and quality to maintain the program as designed.

Documentary evidence for 1.2.2 to include but not be limited to:

- a. Verification of appropriate assignments of people, facilities and funds to implement the program.
- b. Evidence that staff, material, and facility allocations are based upon an assessment of program requirements.
- c. A description of staff and how it will be utilized in the program.

1.2.3 Assessment and utilization of appropriate community resources.

Community Resources: Effective teacher functioning requires that the community and its total resources, both human and material, be known and used effectively. The proper education of teachers will require that the candidate be provided an opportunity to acquire knowledge of the community, educational, social, commercial, and governmental agencies supportive of program requirements; and skills in utilizing these resources in promoting learning.

Documentary evidence for 1.2.3 to include but not be limited to a description of a formal plan

--for assessment and utilization of community resources, supportive of program requirements, giving methods and procedures used in identification, assessment and utilization.

1.2.4 Provision of sufficient staff to insure the individualized evaluation and planning necessary to achieve candidate competence.

Documentary evidence for 1.2.4 to include but not be limited to evidence that sufficient staff is allocated to insure the above functions as they relate to your professional competence requirements in 2.0 and 4.0.

1.3.0 THE INSTITUTION SHALL ESTABLISH A SYSTEM FOR CANDIDATE SELECTION AND EVALUATION AS A SIGNIFICANT PART OF THE TOTAL PROGRAM.

The following factors shall be included in a professional preparation program submitted for Commission approval:

1.3.1 Requirements for candidates' admission to the specialist program shall be based on a broad index, including but not limited to

.Academic achievement

.Absence of criminal record that would preclude issuance

.Interview

.Written recommendation

.Occupational experience in agriculture

Documentary evidence for 1.3.1 to include but not be limited to a description of:

- a. The criteria established for admission to the program, including provisions related specifically to racial, ethnic and other minorities consistent with Affirmative Action requirements mandated by the State of California.
- b. The process used in determining admission including the steps followed, person(s) responsible for decisions, and provisions made for appeal.
- c. The relationship of program admission requirements to the institution's requirements for admission to advanced degrees.

1.3.2 Provisions for a systematic evaluation, counseling and advising program for candidates admitted to the specialist program.

Candidates guidance through the program requires a systematic program of advising and counseling which is based on an evaluation of the candidate's program objectives.

Documentary evidence for 1.3.2 to include but not be limited to:

- a. A guidance system based on an evaluation of the candidate's program objectives.
- b. Citation of the types of evaluation
 - (1) Self-evaluation
 - (2) External evaluation.
- c. Evaluation documents.
- d. The record of the counseling.
- e. Number of times the student is counseled.

1.3.3 Identify the specific criteria for continuance of candidates in the specialist program.

Documentary evidence for 1.3.3 to include but not be limited to a description of:

- a. The specific criteria used for continuance.
- b. The process used in determining continuance, steps, by whom applied, types of action, appeal.

1.3.4 Provision for final review and evaluation of candidate competency upon completion of the program and prior to recommendation of candidate for a credential.

Documentary evidence for 1.3.4 to include but not be limited to a description of:

- a. The specific activities performed in the final review and evaluation, including but not limited to:
 - (1) Evidence that the final review process evaluates the candidate's competencies consistent with the Professional Competence Requirements stated in your Program Approval Review Document (P.A.R.D.) including the field work.
 - (2) Under what conditions are the final review and evaluation conducted.
 - (3) Who is responsible

1.3.5 Provision of a system for evaluation of graduates after initial employment.

Evaluation after Initial Employment: The cooperative effort between public school systems and teacher education institutions makes possible continuing education and assessment. Institutions should seek to bring about arrangements with school systems that assures collection, analysis, and utilization of data from a valid representative sample of graduates from your program, after initial employment, that is consistent with the Professional Competence Requirements stated in your Program Approval Review Document.

Documentary evidence for 1.3.5 to include but not be limited to a description of:

- a. Types of data collected.
- b. Sample instruments used.

- c. Sources of data.
- d. Number and proportion of graduates surveyed.
- e. Procedures used for collection, analysis, and utilization specified.

1.3.6 Provision of a system for evaluation and improvement of the total specialist professional preparation program on the basis of candidates' and graduates' performance.

Evaluation for Program Improvement: The institution should develop a systematic program for collecting and evaluating data on the performance of its graduates. Data collected should be used in making changes in the teacher preparation program in order to improve the performance of teachers trained in the program. Institutions may seek to work with school districts, concurrently, in developing assessment of teacher performance and a follow-up evaluation of its graduates. Such a program when combined with the completion of the fifth year requirements, would enhance the potential of school district-institutional collaboration in the education of teachers.

Documentary evidence for 1.3.6 to include but not be limited to a description of:

- a. Types of data collected.
- b. Sample instruments used.
- c. Sources of data from representative sample.
- d. Teacher candidates and graduates surveyed.
- e. Procedures for collection, analysis, and utilization specified.
- f. How data will be used for program improvement.

GUIDELINE 2.0 PROGRAM REQUIREMENTS

- 2.1.0 THE INSTITUTION SHALL PROVIDE A PROGRAM OF PROFESSIONAL EDUCATION SUITABLE AND ADEQUATE TO ITS GOALS, AND ONE WHICH PROVIDES FOR THE DEVELOPMENT OF NECESSARY UNDERSTANDING AND COMPETENCIES.

The following factors shall be included in a professional preparation program submitted for Commission approval:

- 2.1.1 At least one academic year or its equivalent of professional agricultural education approved by the Commission.

Documentary evidence for 2.1.1 may include but not be limited to:

- (a) A summary description of required preparation program elements in which competency requirements may be met in one academic year, to include technical preparation and professional preparation, as specified in 4.1.1 and 4.1.2.
- (b) Specify the number of units in your academic year.
- (c) A list of the required technical and professional preparation program elements for each and every program option you plan to offer.

- 2.2.0 THE INSTITUTION SHALL PROVIDE CLEARLY DEFINED GOALS AND OBJECTIVES FOR THE PREPARATION OF AGRICULTURAL SPECIALISTS, AND AN ORGANIZED PROGRAM DESIGNED TO ACHIEVE THESE OBJECTIVES IN TECHNICAL PREPARATION AND PROFESSIONAL (AGRICULTURAL) PREPARATION.

Documentary evidence for 2.2.0 may include but not be limited to that specified for "Competence Requirements" in the 4.0 section of the program approval review document.

- 2.3.0 THE INSTITUTION SHALL PROVIDE AGRICULTURAL SPECIALIST INSTRUCTION CREDENTIAL PROGRAMS WHICH ARE FLEXIBLE AND RESPONSIVE TO THE REQUIREMENTS SPECIFIED IN STATUTES AND POLICIES ADOPTED BY THE COMMISSION FOR TEACHER PREPARATION AND LICENSING AND THE STATE BOARD OF EDUCATION.

The following factors shall be included in a preparation program submitted for Commission approval:

- 2.3.1 Programs shall provide multiple entry opportunities for both graduates and undergraduates.

Documentary evidence for 2.3.1 to include but not be limited to a description of:

How and under what provisions multiple entry opportunities are provided.

2.3.2 Provision shall be made for specialist preparation to be pursued concurrently with single subject credential programs.

2.3.3 Concurrent specialist preparation programs should be designed to permit candidates to complete both single subject and specialist programs in five academic years of study.

2.3.4 Upon completion of the program the candidate will have earned a B.S. or B.A. degree in agriculture, completed an approved single subject credential program in agriculture and be qualified for an agricultural specialist instruction credential.

Documentary evidence for 2.3.2, 2.3.3 and 2.3.4 to include but not be limited to a summary of:

- (a) Your agriculture specialist program.
- (b) Provide a description of how fifth-year candidates holding other valid teaching credentials may qualify for and obtain your specialist credential.
- (c) Assurances that all legal and regulatory requirements for the basic and specialist credentials are fully met.

2.3.5 A Variant Concurrent program may be established to meet the special needs of the candidate and/or the field.

Documentary evidence for 2.3.5 may include but not be limited to a description of the process for implementing and monitoring the following:

- (a) ~~The candidate has completed a minimum of 160 clock hours on site including:~~
 - (1) at least 40 clock hours in-class student teaching in agriculture
 - (2) cross-cultural experience
 - (3) experience at more than one school level
 - (4) reasonable and limited concurrent coursework
- (b) The candidate has completed single subject credential professional preparation program elements which are prerequisite to student teaching.

- (c) The candidate is formally enrolled in the approved concurrent program option.
- (d) The preliminary credential to be issued after verification of (1) above will be limited to service in a specified district.
- (e) The candidate has completed the baccalaureate degree.
- (f) The candidate has satisfied the subject matter requirement by completing a waiver program or passing the agriculture examination.
- (g) The institution will provide in its program for particularly careful and stringent screening and evaluation of candidates to be recommended under this procedure.

GUIDELINE 3.0 STUDENT FIELD EXPERIENCE REQUIREMENTS

3.1.0 THE INSTITUTION SHALL PROVIDE FIELD EXPERIENCE WHICH IS THE MAJOR EMPHASIS IN THE PREPARATION PROGRAM, AND SHALL PROVIDE FOR INTENSIVE, THOROUGH, REALISTIC EXPERIENCE WITH CONTINUOUS AND VARIED RESPONSIBILITIES IN THE SCHOOL'S AGRICULTURAL EDUCATION PROGRAM.

The following factors shall be included in a professional preparation program submitted for Commission approval:

3.1.1 Field experience offered in the specialist program.

Documentary evidence for 3.1.1 may include but not be limited to:

- (a) List of the types of field experience made available to candidates.
- (b) Identification of the points at which the field experiences occur in the regular and the variant concurrent program.

3.1.2 Provision for a field experience shall include:

- Field work experience in agricultural education that is intensive, extensive, and varied for each candidate to provide development of competencies as outlined in 4.0 of these guidelines.
- Reasonable and limited concurrent coursework.
- Provision for the utilization of a variant concurrent program option.

Documentary evidence for 3.1.2 may include but not be limited to a description of:

- (a) The length in each assignment.
- (b) The daily assignment.
- (c) The specific outcomes the field work is designed to achieve.
- (d) The degree of involvement in the non-teaching phase of the school's program.
- (e) How the field work differs from regular student teaching for the approved single subject program.

3.1.3 Provision for the administration and monitoring of the entire program.

Documentary evidence for 3.1.3 may include but not be limited to a description of:

- (a) The system for administering and monitoring the required preparation program to ensure that each program element continues to provide the understandings and competencies required for field work, including methods used for coordination and control.
- (b) Title(s) of person(s) responsible for implementing the monitoring system and specific monitoring responsibilities related to each required preparation program element specified in the 4.0 section.

3.2.0 THE INSTITUTION SHALL PROVIDE FOR THE COOPERATION AND COORDINATION OF ALL WHO ARE PARTICIPANTS IN THE PREPARATION OF CANDIDATES FOR THE REGULAR AND VARIANT CONCURRENT PROGRAMS.

The following factors shall be included in a preparation program submitted for Commission approval:

3.2.1 Careful screening in the selection of master teachers, supervising teacher educators and cooperating schools.

Documentary evidence for 3.2.1 to include but not be limited to:

- (a) Specific list of criteria used in selecting the master teacher.
- (b) Description of the decision-making process for screening and selection of the master teacher.
- (c) Specific list of criteria used in selecting the college supervisor.
- (d) Description of the decision-making process for screening and selection of the college supervisor.

3.2.2 Cooperation and coordination between supervising teacher educators, master teachers, cooperating school administrators and the State Department of Education.

Coordination of the Training Team: The institution should provide for the coordination of all resources used in the education of the candidates. The candidate should be aware of the coordination efforts of his training team.

Documentary evidence for 3.2.2 to include but not be limited to a description of:

The system for coordination and cooperation among all individuals involved in the field experience component of the program.

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GUIDELINE 4.0 COMPETENCE REQUIREMENTS

4.1.0 THE INSTITUTION SHALL PROVIDE AN AGRICULTURAL SPECIALIST INSTRUCTION PREPARATION PROGRAM WHICH WILL DEVELOP UNDERSTANDINGS AND DEMONSTRABLE COMPETENCIES IN CANDIDATES.

The following factors shall be included in the total preparation program submitted for Commission approval:

4.1.1 Upon completion of the program of technical studies in agriculture, the teaching candidate will be expected to be able to:

Demonstrate [basic] knowledge and competencies in agriculture economics/management, animal production, plant production, agricultural mechanics, and [advanced] competency in one or more of the following instructional program areas:

- Agricultural production
- Supplies and services
- Agricultural mechanics
- Agricultural Products and Processing
- Ornamental horticulture
- Natural resources
- Forestry

4.1.2 In addition to the requirements in 4.1.1, candidates preparing to teach occupational programs in agriculture will demonstrate competency and knowledge in the following professional preparation areas:

- Agricultural program planning, development and operation
- Advising, conducting and managing Future Farmers of America programs
- Supervising student occupational experience programs in agriculture
- Conducting young farmer and adult education programs in agriculture
- Principles, practices, policies, trends and philosophies in vocational education

Documentary evidence for 4.1.1 may include but not be limited to a comparative program summary (matrix) relating (1) the required program elements for technical preparation (as set forth in 2.1.1) to (2) the competence requirements in the specialist program.

Documentary evidence for 4.1.2 may include but not be limited to

- (a) A list of goals and objectives stated in measurable terms for each and every professional preparation program element including the required field work experiences, accompanied by a statement showing how each requirement is intended to contribute to the excellence of the student during the field work experience.
 - (b) The minimum experiences to be provided the candidate in order to attain the objectives specified.
 - (c) The minimum criteria by which the candidate's performance shall be measured as related to objectives specified.
 - (d) List of the learner's responsibilities in terms of the selected criteria.
 - (e) Description of provisions made for each candidate to know precisely what is expected of him during the field experience.
 - (f) A comparative program summary (matrix) relating (1) required professional preparation program objectives stated above, to (2) the professional competence requirements, to (3) the required program elements.
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