

Agriculture Education Program Review 2019-2020

Department of Ag Ed & Comm
School of Ag and Natural Resources

Program Mission

Agricultural Education prepares students to work in an education-related career. The wide variety of courses allow students to specialize in agriculture and natural resources while learning about the education profession through on-campus laboratories and training facilities. Instruction is also provided in curriculum development, instructional methods, community programs, and other content courses designed for future teachers and community educators. Track options allow students to choose a curriculum that will prepare them for a career in an educational environment through the school system, Cooperative Extension, and more.

Program Learning Outcomes

- 1: Students learn to facilitate students' use of higher-level thinking skills in instruction
- 2: Students demonstrate the ability to link present content with past and future experiences, other subject areas, and real-world experiences and applications
- 3: Students will demonstrate the ability to develop lesson plans that are clear, logical, sequential, and integrated across the curriculum
- 4: Students demonstrate the ability to align and connect lesson objectives to state and local school district curricula and standards, and student learning needs
- 5: Students effectively use appropriate instructional technology to enhance student learning
- 6: Students use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students

Assessment: Intern Keys Assessment is used to determine student progression toward mastery of student learning outcomes.

The instructions to the candidates about the assigned task: This assessment is not administered to candidates. It is an evaluation of student performance and development completed by their College Supervisor.

The purpose of the assessment is to ensure that candidates are developing the curriculum and instructional knowledge and skills needed to perform the job of an educator in Georgia's public schools. Further, the purpose at the programmatic level is to help the EPP in determining courses of action based on data from the evaluation to help prepare content, curriculum, and instruction to better prepare teacher candidates to engage in best teaching practices in public schools 6-12.

Data table showing results:

Intern Keys Rubric Criterion	2019 Cohort Average	2020 Cohort Average
1: Professional Knowledge	3	3
2: Instructional Planning	3	3
3: Instructional Strategies	3.14	3.03
4: Differentiated Instruction	3.05	3
5: Assessment Strategies	3.14	3

6: Assessment Uses	3	3
7: Positive Learning Environment	3.23	3
8: Academically Challenging Environment	2.95	3
9: Professionalism	3.32	3
10: Communication	3.27	3
Overall Assessment Average	31.14	30.03

Note: Ratings Scale is as follows: 1 = Ineffective; 2 = Needs Improvement; 3 = Proficient (goal); 4 = Exemplary. Exemplary is to be only used in a case where a candidate would be performing at the level of a fully certified teacher.

Analysis & interpretation: Data is collected programmatically. Scores on the Intern Keys Assessment are collected and analyzed for each Cohort. Data is then compared between Cohorts to determine any areas of need. Interpretation of this data is focused on program improvement. Changes to instruction, advising, and professional practices are made each term to ensure high levels of program effectiveness. After analyzing assessment trends associated with the Intern Keys Key Assessment for Cohorts 2019 and 2020, lower average scores were observed for students from the 2020 Cohort in Standard 3 (Instructional Strategies), Standard 4 (Differentiated Instruction), Standard 5 (Assessment Strategies), Standard 7 (Positive Learning Environment), Standard 9 (Professionalism), and Standard 10 (Communication). Multiple strategies have been devised to address the issues identified.

Programmatic Changes made:

- **Teacher Tuesdays**
 - Teacher Tuesdays were instituted during fall of 2019 to encourage teacher candidates to engage in higher levels of professional appearance and conduct. They are required to wear professional dress and engage in best practices for preparation, attendance, and participation.
 - This strategy is targeted for improvement in Standard 7 (Positive Learning Environment), and Standard 9 (Professionalism)
 - Following the implementation of this strategy, average scores decreased slightly between Cohorts 2019 and 2020
 - Between Cohorts 2020 and 2021, average scores increased across all Standards indicating overall improvement
 - Standard 7 increased from 3 for Cohort 2020 to 3.23 for Cohort 2021
 - Standard 9 increased from 3 for Cohort 2020 to 3.06 for Cohort 2021
- **Micro-Teaching**
 - Teacher Candidates are required to prepare short teaching segments during AGED 4360: Pedagogy and Instructional Methods. They must plan learning activities and deliver content to their peers. Required components include lesson plans, assessments, student engagement, classroom management, and feedback.
 - This strategy is targeted for Standard 1 (Professional Knowledge), Standard 2 (Instructional Planning), Standard 3 (Instructional Strategies), and Standard 4 (Differentiated Instruction)

- Following the implementation of this strategy, average scores decreased slightly between Cohorts 2019 and 2020
 - Between Cohorts 2020 and 2021, average scores increased across all Standards indicating overall improvement
 - Standard 1 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
 - Standard 2 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
 - Standard 3 increased from 3.03 for Cohort 2020 to 3.04 for Cohort 2021
 - Standard 4 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
- **School visits**
 - Teacher candidates conducted school visits with the guidance of program faculty. School visits were begun during fall of 2019. They were discontinued due to COVID-19 restrictions during fall of 2020. Students visited schools in local districts to observe classroom procedures, teaching methods, classroom management, and diverse teaching practices. School visits were re-instituted during the 2021 Cohort
 - This strategy is targeted for improvement in Standard 1 (Professional Knowledge), Standard 3 (Instructional Strategies), and Standard 4 (Differentiated Instruction), Standard 7 (Positive Learning Environment), Standard 8 (Academically Challenging Environment), Standard 9 (Professionalism), and Standard 10 (Communication)
 - Due to the inconsistency of implementing this practice, statistical analysis has not been conducted
- **Mock Interviews**
 - The practice of conducting Mock Interviews was initiated during the fall of 2019. Students are required to participate in Mock Interviews at the end of their senior year fall semester, right before they begin their student teaching experiences. Mock Interviews are given by staff and faculty and are conducted based on common interview practices observed by public school administrators and human resources personnel in Georgia public schools. The intent is to prepare them to pursue their first position in teaching.
 - This strategy is targeted for improvement in Standard 9 (Professionalism), and Standard 10 (Communication)
 - Standard 9 increased from 3 for Cohort 2020 to 3.06 for Cohort 2021
 - Standard 10 decreased from 3 for Cohort 2020 to 2.99 for Cohort 2021
 - Adjustments to this strategy will be implemented to specifically address deficient aspects of Standard 10 (Communication); deficient aspects will be identified through analysis of the Mock Interview Rubric completed by each participating faculty/staff member
- **Google Classroom Certification**
 - To improve our candidate's ability to engage in high level instructional planning, differentiated instruction, assessment practices/uses, and classroom strategies, Google Classroom Certification is now required during the fall semester of their senior year. This strategy is intended to prepare them to use Google software. Many school districts in Georgia use Google Classroom extensively. This strategy was implemented during the 2020 Cohort

- This strategy is targeted for improvement in Standard 2 (Instructional Planning), Standard 3 (Instructional Strategies), and Standard 4 (Differentiated Instruction), Standard 5 (Assessment Strategies), Standard 6 (Assessment Uses), Standard 7 (Positive Learning Environment), and Standard 10 (Communication)
- Between Cohorts 2020 and 2021, average scores increased across all Standards indicating overall improvement
- Standard 2 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
- Standard 3 increased from 3.03 for Cohort 2020 to 3.04 for Cohort 2021
- Standard 4 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
- Standard 5 increased from 3 for Cohort 2020 to 3.04 for Cohort 2021
- Standard 6 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
- Standard 7 increased from 3 for Cohort 2020 to 3.22 for Cohort 2021
- Standard 10 decreased from 3 for Cohort 2020 to 2.99 for Cohort 2021
 - Adjustments to this strategy will be implemented to specifically address all aspects of Standard 10 (Communication)
 - These may include further instruction and practice with the communication features of the Google Suite; Gmail, Chat Google Meet, Google Forms

Validity and reliability of the instrument are included in an attached file.

The Intern Keys Key Assessment is used in the program to determine that our context courses (agriculture content courses) and program goals meet GaPSC Certification requirements and the needs of our future teachers (candidates) to be successful in the classroom once certified. Program faculty and staff worked together to ensure appropriate access to resources and instruction focused on appropriate and best professional teaching practices. Data analyzed has informed curriculum and instruction in this EPP by helping faculty and staff focus course materials on classroom instruction, classroom management, and professional conduct.

The Intern Keys Key Assessment is administered: This evaluation tool is not administered to students because it is a performance assessment conducted by program faculty. Results of this evaluation are summative in developing best practices and content delivery in AGED 4360 as well as in general program policies and instruction in effective teaching and professional practice. The many activities we have initiated will continue to grow and develop as we collect new data during each Cohort.

Scoring guides and criteria used are identified by the Department of Education of the State of Georgia. EPP reviews scores and adjust as needed. Outline above are approaches the EPP (Agricultural Education Program) has done to **ensure and remediate** passing scores with candidates.