University Of Kentucky Educator Preparation Unit
UK Pilot Of A New Approach To On-Line Program Submission Proposed By The PARC
Committee (Program and Accreditation Review Committee) Of The EPSB
Master Document for Initial Preparation Programs, based on the EPSB Draft Program
Submission Template: <u>Agriculture Education, 5-12</u>

Section 1: Program Profile

Type of Submission: <u>Program Renewal</u>

Name of Program: <u>Agriculture Education</u>
Certificate Level: <u>5-12</u>
Date submitted: <u>September 28, 2014</u>
EPP Submission Coordinator:
Name: <u>Rebekah Epps</u>
Phone:<u> 859-257-3275</u>
Email:<u> Rebekah.epps@uky.edu</u>
Program Type: <u>Initial Certificate, Bachelor's Level</u>
Program Route: <u>Traditional</u>

Degree or Award Level: <u>Baccalaureate</u>

Status: <u>Non-profit IHE</u>

Program Sites: <u>Main/Residential Campus</u>

Delivery Modes: <u>Face to Face</u>

Folder 1: Program Experiences

1.   Curriculum Contract and Guides

   Documents in this sub-folder include:

   Agriculture UG Curriculum Contract.docx

2.   Syllabi

   Syllabi included in this sub-folder are as follows:

   Course Number   Course Title

   AED 110 Introduction to Career and Technical Education
   AED 362 Field Experiences in Career and Technical Education
   AED 371 Advising a Career and Technical Student Organization
   AED 580 Foundations of Teaching Career and Technical Education

AED 583 Designing Curriculum and Assessment in Career and Technical
  Education
AED 586 Methods of Teaching Career and Technical Education
AED 592 Teaching Experience in Career and Technical Education

1. Regulation Compliance Documentation

The second level sub-folder includes the following document:

Ag Ed Prog Spec Compliance Doc.docx

Folder 2: Program Clinical Educators
1. Clinical Educators Summary Table
2. Clinical Educators Vitae

The clinical educators vitae includes vitae for the following five UK faculty that comprise the professional education faculty supporting the program.

Alissa F. Smith
Stacey Vincent
Rebekah Epps
Rodney Tulloch
Charles Byers

Folder 3: Cohort Data

Folder 3 contains a spreadsheet containing the cohort data for three years, 2011-12, 2012-13, 2013-14. The Cohort Table identifies the number of candidates admitted, those still active, those who have departed, and those complete.

Folder 4: Eight Required Assessments

General Statement on Standards Alignment:

In addition to being aligned with the Kentucky Teacher Standards and the appropriate SPA standards, all UK programs are aligned with the College of Education Functional Skills and Dispositions, and the College of Education Technology Standards.

The Agriculture Education 5-12 initial preparation program is aligned with the Kentucky Teacher Standards and the program has been developed using the program standards of the American Association for Agricultural Education (AAAE)

The eight required assessments are aligned with the Kentucky Teacher Standards, but not a SPA standards set. (see the note on SPA standards alignment below.) The alignment is documented in Sub-folder 1: Standards Alignment Documents, including second level sub-folders a (KY Teacher Standards Alignment). A SPA standards alignment table has not been included.

1. Standards Alignment Documents
   a. KY Teacher Standards Alignment
   b. SPA Standards Alignment

NOTE ON SPA STANDARDS ALIGNMENT: The National Council for Accreditation of Teacher Education (NCATE) has not approved standards for the preparation of agricultural teachers. Given that national standards for the preparation of educators in agriculture have not been established, the program uses the program standards of the American Association for Agricultural Education (AAAE) in the development, implementation, and evaluation of the Agricultural Education Programs at the University of Kentucky. These standards focus on areas such as candidate recruitment, instructional quality in the program, collaboration with the professional community in the design and implementation of the curriculum, diversity, and resources. As the program engages in continuous assessment, these standards, as identified below, serve as benchmarks for program review and improvement efforts. Since these standards are not candidate preparation standards, it is inappropriate to align the standards with expectations in coursework and field and clinical experiences.

For each of the following eight sub-folders, the title of each of the program's included required assessments is indicated in italics.

NOTE: Each of the required eight assessments (sub-folders 2-9) is supported by documents in three 2nd Level Subfolders: A) Documentation of the assessment, B) Data tables providing three years of data for the assessment, and C) Analysis and interpretation of the collected data for the assessment.

2. Assessment 1: Content Knowledge (*Praxis 2*)
3. Assessment 2: Other Content Assessment (*Other Content Assessment: Subject Area GPA and Overall GPA*)
4. Assessment 3: Professional Capabilities (*PRAXIS Principles of Learning and Teaching Examination (PLT)*)
5. Assessment 4: Clinical Experiences Teaching Proficiencies (*University Supervisor and Cooperating Teacher Final Student Teaching Evaluations*)
6. Assessment 5: Candidates Proficiency with Assessment (*Proficiency with Assessment, Pen and Paper Exam*)
7. Assessment 6: Candidate Ability to Diagnose and Prescribe (*Proficiency with Assessment, Unit Plans*)
8. Assessment 7: Application of Content Knowledge and Pedagogy (*University Supervisor and Cooperating Teacher Final Student Teaching Evaluations*)

9. Assessment 8: Literacy Across the Disciplines Outcomes (Assessment of Agricultural Literacy for Adult Learners at the Lexington Farmer's Market)

Folder 5: General Report and Analysis of Data

1. Summary Discussion of Assessments

2. Report of Use of Assessment Results for Program Improvement

The Agriculture Education Program has summarized its data in Folder 5: Data Report and Use of Data. There are two 2nd level Sub-folders in the Data Report and Use of Data Folder: (1) Summary Discussion of Assessment and (2) Use of Assessment Results for Program Improvement. This report, edited and maintained annually, reflects the reflective decision making of the program faculty based upon a review of data related to the eight assessment areas.

NOTE: Folder 5 provides an opportunity for the program faculty to look across all sources of assessment data, including the eight required assessments, for evidence of how the program produces results with the candidates and their P-12 students. The two sub-folders require program faculties to annually review data and information and to report annually on changes in the program resulting from the data review.

Folder 6: Clinical Model and Experiences

1. Program Clinical Model Overview

   Ag Ed UG Init Prog Clinical Mod Over.docx

2. Program Clinical Experiences Detail by Course

   Ag Ed UG Init Prog Model Gen Det by Course.docx

Notes for Folder 6: The Agriculture Education undergraduate initial preparation program includes clinical components in all of the professional education courses which make up the program. The program utilizes the OTIS electronic portfolio system for candidates to file artifacts and reports of clinical activities. Both university faculty and P-12 partners have access to candidates' OTIS portfolio.

Information on the clinical components of the Agriculture Education program is found in Folder 6: Clinical Model and Experiences. Folder 7: Responsibility of University Personnel for Student Teaching Supervision includes documentation of clinical elements of student teaching. Folder 8: Field and Clinical Practice (initial

only) includes documentation of policies and procedures at UK ensuring compliance with regulations regarding field experiences, as well as program-specific description of field experience requirements in the program.

Folder 7: Responsibility of University Personnel for Student Teaching

1. Summary of 16 KAR 5:040

   Sub-folder 1 includes the document: *Regulatory Requirements for Student Teaching.docx*

2. Unit Policies on Student Teaching

   Sub-folder 2 includes the document: *UK Unit Policies on Student Teaching.docx*

3. Program Specific Documentation of Student Teaching

   Sub-folder 3 includes the following documents:
   Ag Ed UG Initial. Student Teacher Handbook.docx
   Agricultural Education UG Initial.Student Teacher Intership Handbook.docx

Assurances Table Related to Responsibilities for University Personnel involved in Clinical Supervision of Student Teaching as required by 16 KAR 5:040 Section 5.

Has the program ensured the university supervisor	Yes	No
a. demonstrates effective classroom management techniques that promote an environment conducive to learning.	X	
b. demonstrates best practices for the delivery of effective instruction.	X	
c. demonstrates dispositions that contribute to the mentoring and development of a pre-service educator.	X	
d. demonstrates knowledge and skills in the use of formative and summative assessments.	X	
e. demonstrates the ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.	X	
f. has made periodic on-site observations of the student teacher in the actual teaching situation (minimum of four)	X	
g. has prepared a written report on each observation	X	
h. has shared each report with the student teacher	X	

Folder 8: Pre-student Teaching Clinical Practice
1. Unit Policies and Requirements
2. Program Specific Summary Document

   Sub-folder 2 includes the following documents:
   Ag Ed UG Initial. Program Specific Summary Doc.docx

3. Summary of 16 KAR 5:040

General Statements Related to the Clinical Model

a.   How many pre-student teaching field/clinical hours are required of candidates in this program?   200   Minimum of 200 hours required by 16 KAR 5:040

b.   How does the program ensure candidates have experiences at each of the three levels (elementary, middle, and high) and other experiences as outlined in 16 KAR 5:040 Section 3(3)?

Candidates participate in experiences at the elementary level through participation in the Athens-Chilesburg Elementary Arts and Sciences Day. Candidates create grade appropriate lessons and activities and teach these to K-5 graders throughout the day. This experience is gained in the AED 362 course. The AED 580 course requires candidates to participate in a two-day science lesson that is taught at Bryan Station Middle School. Candidates are required to complete observations within two distinct high school settings and co-teach during the AED 362, AED 583, and AED 592 courses.

c.   How does the program prepare and provide opportunities for each candidate to co-teach?

Candidates are taught the value and different structures of co-teaching in AED 110. The candidates then prepare a collaborative lesson that is delivered at the Lexington Farmer's Market with a colleague. Candidates also review the structures of co-teaching in AED 362, AED 580, AED 586, and AED 592. Candidates in each of these courses are then required to collaborate, plan, and teach a lesson with either a colleague or a certified teacher in each of these courses.

d.   How many days is the student teaching experience for this program?
     70   Minimum of 70 days required by 16 KAR 5:040

e.   Does the program ensure candidates complete the following student teaching experiences required by 16 KAR 5:040 Section 6?

	Yes	No
Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school.	X	

Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.	X	
Collaborate with the district in determining the specific placement of the student teacher.	X	
Collaborate with the district to provide necessary program resources and expertise.	X	
Use multiple performance assessments to document the student teacher's ability to support learning for all students.	X	
Require the use of technology to enrich student learning and support the student teacher's professional growth and communication	X	
Provide opportunities for the student teacher to: a. Engage in extended co-teaching experiences with an experienced teacher.	X	
b. Engage in reflective self-assessment that informs practice.	X	
c. Maintain regular professional conversations with experienced teachers other than the cooperating teacher.	X	
d. Participate in regular and extracurricular school activities.	X	
e. Participate in professional decision making.	X	
f. Engage in collegial interaction and peer review with other student teachers.	X	
g. Use TPA tasks or variation of these tasks to document student teacher's skills	X	

f.   What percentage of teacher candidates admitted to student teaching satisfactorily completed student teaching beginning with the most recent academic year?

Academic Year	# of Candidates who started Student Teaching	# of Candidates who Satisfactorily Completed Student Teaching	Percentage of Candidates who Completed Student Teaching
2012-2013	5	4	80%
2013-2014	12	12	100%
2014-2015	12	12	100%

Folder 9: Kentucky Curriculum Requirements (Unbridled Learning)

1. KY Curriculum and Assessment Tools, Integration and Use

Sub-folder 1 contains the following documents:
Ag Ed UG Initial. KY Curriculum Requirements. Tools Int. and Use.docx

Unbridled Learning Tool Sets at UK ver 2.3 07292014.docx

2. KY Curriculum Requirements, Use in Lesson Planning

Sub-folder 2 contains the following documents:

Ag Ed UG Initial. KY Curriculum Require and Use in LP.docx

<u>General Statements Related to How the Program Integrates the Kentucky Curriculum Requirements</u>

Kentucky Core Academic Standards (KCAS) and Kentucky Occupational Skills Standard Assessments (KOSSA) are always used in lesson plan development in AED 580, 583, 586, and 592. Specifically, candidates are required to include specific KCAS of Academic Expectations for Practical Living and specific Enduring Knowledge-Understandings and Skills and Concepts for High School. Students reference the KCAS (Academic Expectation, Enduring Knowledge-Understanding, and Skills and Concepts) and KOSSA Standards by number (where applicable) as well as by stating the specific Academic Expectation(s), Enduring Knowledge-Understanding(s) and Skills and Concepts that apply to the lesson.

Provide evidence of candidates' use of the Kentucky P-12 Curriculum requirements in lesson plans.

Kentucky Core Academic Standards (KCAS) and Kentucky Occupational Skill Standard Assessments are always used in lesson plan development in AED 362, 583, 586, and 592. Specifically, candidates are required to include specific KCAS of Academic Expectations for Practical Living and specific Enduring Knowledge-Understandings and Skills and Concepts for High School. Students reference the KCAS (Academic Expectation, Enduring Knowledge-Understanding, and Skills and Concepts) and KOSSA standards by number (where applicable) as well as by stating the specific Academic Expectation(s), Enduring Knowledge-Understanding(s) and Skills and Concepts that apply to the lesson.

Folder 10: Program Initiated Innovations

Folder 10 includes the following documents

Agricultural Education UG Initial. Australia MOU.doc
Agricultural Education UG Initial. Australia Schedule.docx

Rejoinder: AGRICULTURE GRADES 5-12 (Bachelor's)
EPSB Comments from October 20, 2015

EPSB Comment 1) The admission/assessment policy document states (p.3) that candidates must have completed 30 hours to apply for TEP admission; however, the guidesheet and Assessment 2 narrative document state candidates apply for admission to TEP during semester in which 60 hours are attained or after 60 hours are attained.

> *This change has been noted in the admission retention document and highlighted.*

EPSB Comment 2) The information is presented in the initial data summary document is incomplete.

> *The information presented in the initial data summary document has been updated.*

EPSB Comment 3) Co-teaching strategies are not addressed in the program curriculum/syllabi.

> *Co-teaching strategies are integrated throughout the curriculum. The syllabi have been modified to reflect this.*

EPSB Comment 4) The teaching of writing is not addressed in the program narrative and/or curriculum.

> *Previously the literacy standard was met using an assignment in AED 110. We have documentation for those assignments in folder 8 along with rubrics. In the future, we will be utilizing the EDC 533: Teaching Literacy Across Disciplines as this assessment. The curriculum contract reflects this course.*

EPSB Comment 5) Additional information is needed to show how courses are aligned with SPA standards.

> *The National Council for Accreditation of Teacher Education (NCATE) has not approved standards for the preparation of agricultural teachers. Given that national standards for the preparation of educators in agriculture have not been established, the program uses the program standards of the American Association for Agricultural Education (AAAE) in the development, implementation, and evaluation of the Agricultural Education Programs at the University of Kentucky. These standards focus on areas such as*

candidate recruitment, instructional quality in the program, collaboration with the professional community in the design and implementation of the curriculum, diversity, and resources. As the program engages in continuous assessment, these standards, as identified below, serve as benchmarks for program review and improvement efforts. Since these standards are not candidate preparation standards, it is inappropriate to align the standards with expectations in coursework and field and clinical experiences.

EPSB Comment 6) The syllabus for AED 592 includes outdated terminology regarding state assessment, accountability, etc.

The syllabus has been updated to reflect the modern terminology.

EPSB Comments 7 and 8) There is no syllabus for EDP 203 and it is not in the faculty matrix.

This course is a foundational course that students take as a degree requirement but is not part of the professional education program requirements. Therefore it is not included in the faculty matrix or syllabus content folder.

EPSB Comment 9) Syllabi do not consistently demonstrate connection to the Kentucky Core Academic Standards.

Syllabi have been updated.

EPSB Comment 10) The curriculum contract guide sheet incorrectly lists 7-12 as the certification level. The GPA lists 275 as the exit requirement. The 4Cs are not included on the guide sheet as admission requirements.

The curriculum contract has been updated to reflect the suggested changes.

EPSB Comment 11) The rubric for standards 4 and 7 uses outdated terminology for the Kentucky Teacher Standards as do the narrative document explaining Program Clinical Model Overview and the Ag Ed student Teacher Handbook (reference Kentucky New Teacher Standards).

The rubric for 4 and 7 were the ones in place at the time of the assessments given. In the future, new rubrics and terminology that align with the Kentucky Teacher Standards and not the Kentucky New Teacher Standards will be utilized.

Second Rejoinder: AGRICULTURE GRADES 5-12 (Bachelor's)
EPSB Comments: November 11, 2015

1) While the intent of the AAAE Standards are to evaluate the quality of the program, there are some standards which are relevant to candidate knowledge, skills (content and pedagogical), and dispositions. These standards should be identified and aligned to the candidate performance assessments. Otherwise, what data is gathered to measure the quality of the program against the AAAE Standards?

> *The data that is gathered for each of these assessments has been documented and highlighted in Folder 4 in the SPA Standards Alignment Document.*

2) There are references to the Kentucky New Teacher Standards on The Program Clinical Model Overview (folder 06.2.1 on page 1) and the Ag Ed UG Student Teacher Handbook (folder 07.1.1 on pages 17 (2), 31 (2), and 34 (2) documents.

> *All references to the Kentucky New Teacher Standards have hopefully been removed.*

Rejoinders to EPSB Comments, Nov. 14, 2015

Rejoinders submitted:

AGRICULTURE GRADES 5-12 (Bachelor's)

1)   There is not a clear connection between candidate performance assessment and the evaluation of the quality of the program based upon the AAAE Standards.

> *Two documents have been developed to demonstrate the alignment of the AAAE Standards with the program and assessments.*
> 2)   *1) SPA Standards Alignment Table. CTE.Initial UG Program*
> 3)   *2) AED SPA Standards Alignment Doc*