

MOREHEAD STATE UNIVERSITY
Program Review for
Bachelor of Science – Teacher Certification
Agricultural Education 5-12
Department of Agricultural and Human Sciences

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Morehead State University
Agricultural Education 5-12, Teacher Certification

I. CONCEPTUAL FRAMEWORK

Overview of Unit's Conceptual Framework

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills". The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the "Educator as Architect," metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- An acknowledgement of the belief that learning is an active and on-going process (Piaget, 1952).
- Providing students with direct experiences; so that they can use and process information while seeking solutions (Piaget, 1969).
- Placing students in authentic or "real" world settings so that learning has the potential to be meaningful
(<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>).

- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development)(Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research.
(<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993).
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000).
- Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000).

The entire Morehead State Conceptual Framework document is available on line:
http://msucoe.org/conceptual_framework.htm

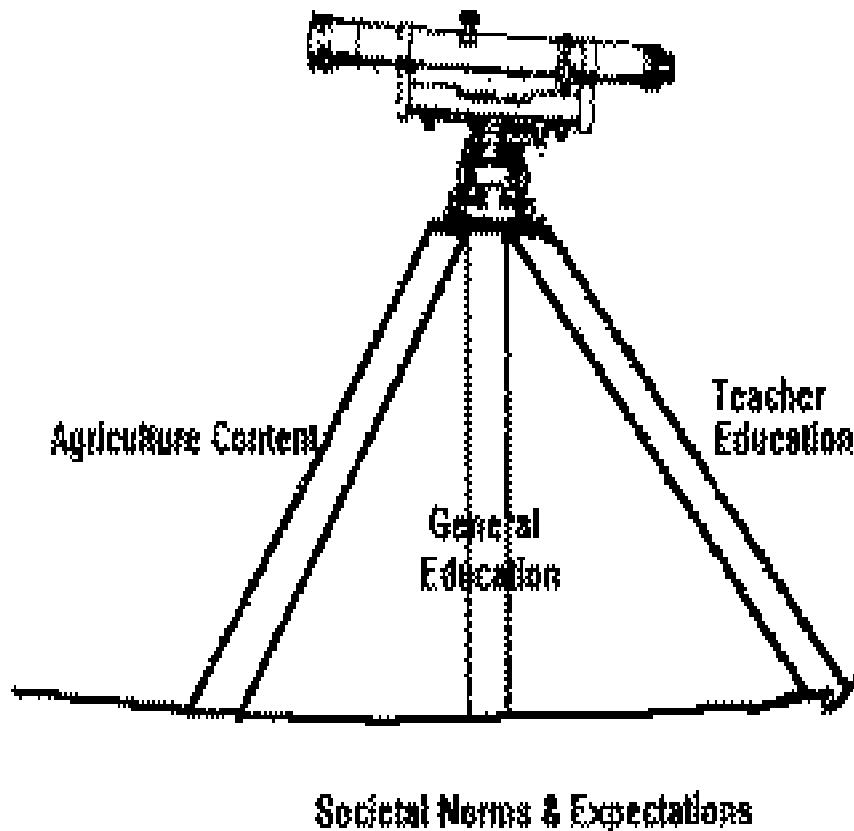
Agricultural Education 5-12 Programs Relationship to Conceptual Framework

This program is integrated into the conceptual schema of the College of Education's framework of the **"Educators as Architects: Designing environments where students construct knowledge and develop skills"**. Agricultural education is one of the academic specialties. Students in the program develop their knowledge of agriculture to provide the foundation of agriculture knowledge, which they must have to design an environment in which secondary students can secure knowledge and develop skills. The goals of the agricultural education program parallel those of the teacher education unit. Preservice teachers must develop their pedagogical knowledge and skills as well as enhance their philosophical, psychological, and social fundamentals. These abilities are addressed as the preservice teacher completes their general education, academic specialty, and required preparatory teacher education courses and experiences.

Inline with the College of Education's conceptual framework theme which depicts teachers as architects of environments in which students may learn and develop, agricultural education utilizes a "builder's level", see page 5, to graphically explain their program components. The level represents the new teacher's performance in the classroom as an architect of an environment, which allows students to learn and develop. The level is supported by a tripod, as is the new teacher's repertoire of skills. As the new teacher builds a productive learning environment, it should be based on the skills and knowledge they developed from their general education, academic specialty, and teacher education preparation experiences. The content of the teacher education program is anchored in the societal expectations, norms and standards for the comprehensive teacher education program.

The course syllabi for CTE 207, AGR 388, 392, and 470 illustrate the integration of the institution's conceptual framework. These syllabi can be found on our university website at <http://www.msucoe.org>.

BUILDER'S LEVEL



II. PROGRAM EXPERIENCES

In this section of the program review, several matrices will be presented to demonstrate program congruence with: 1) Program Goals and the New Teacher Standards, 2) Professional Education Coursework and New Teacher Standards, 3) Program Coursework and New Teacher Standards, 4) Professional Education Coursework and the Kentucky Vocational Teacher Education Standards, 5) National Standards for Teacher Education in Agriculture and Program Evidence, 6) Professional Education Coursework and KERA initiatives, and 7) Program Coursework and KERA initiatives.

MATRIX 1: LINKS BETWEEN Agricultural Education 5-12 PROGRAM GOALS and the New Teacher Standards (NTS)

Program Competencies Each Student will:	Links to New Teacher Standards
Written, oral, and interpersonal communication skills; and basic math skills that will allow the individual to collect, analyze, interpret, and present information that is used within the agricultural industry.	NTS – I, II, IV, V, VII, VIII, IX
An understanding of the basic concepts of the physical and biological sciences and how these sciences are applicable to the field of agriculture.	NTS – I, II, III, VIII
An understanding of the importance of the arts, humanities, social and behavioral sciences, and health sciences to humankind.	NTS – I, II, III, VI, VII, VIII
An understanding and literacy of all disciplines of agriculture especially to include the disciplines of animal science, agronomy, soils, horticulture, agricultural mechanics, pest management, agricultural economics, and farm management.	NTS – I, II, III, V, VII, VIII
The ability to use effective planning in course organization in agricultural education.	NTS – I, II, III, IV, V, VI, VII, IX
The ability to plan daily instructional programs in agricultural education.	NTS – I, II, III, IV, V, VI, VII, VIII, IX
An understanding of occupational experience programs and their role in agricultural education.	NTS – I, III, IV, VI, VIII
An understanding of FFA and its role in agricultural education.	NTS – I, III, IV, VI, VII, VIII
An understanding of effective management of instructional programs in agricultural education.	NTS – I, II, III, IV, V, VI, VII, VIII, IX

New Teacher Standards:	
NTS I - Designs, plans instruction	NTS VI - Collaborates with colleagues
NTS II - Creates/Maintains learning environment	NTS VII - Professional development
NTS III - Implements/Manages instruction	NTS VIII - Knowledge of content
NTS IV - Assess/Communicate results	NTS IX - Implements technology
NTS V - Reflects on/Evaluates teaching	