

Agriculture Education Program Review 2020-2021

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	2021 Cohort Average
1: Professional Knowledge	3	3	3.01
2: Instructional Planning	3	3	3.01
3: Instructional Strategies	3.14	3.03	3.04
4: Differentiated Instruction	3.05	3	3.01

5: Assessment Strategies	3.14	3	3.04
6: Assessment Uses	3	3	3.01
7: Positive Learning Environment	3.23	3	3.22
8: Academically Challenging Environment	2.95	3	3.05
9: Professionalism	3.32	3	3.06
10: Communication	3.27	3	2.99
Overall Assessment Average	31.14	30.03	30.44

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.

- **GACE Content GaView Study Resources**

- Teacher candidates must pass the GACE Agricultural Education Assessment before they can be fully Certified to teach in Georgia. 96% of candidates in the 2019 and 2020 Cohorts passed this assessment at the Professional level, however 4% of test takers were required to retest at least one section of the two-part assessment. After analyzing assessment data from these two cohorts it was determined that students needed preparation assistance in all content areas including Foundations of Agriculture and Agricultural Education, Food Science and Biotechnology, Power, Structural, and Technical Systems, Environmental and Natural Resources Systems, and Plant Systems.
- This strategy is targeted for improvement in Standard 1 (Professional Knowledge)
- During the fall semester of 2019, students were required to attend group review sessions, during which they were given the opportunity to review past GACE Ag Ed Assessment questions, ACT endorsed study resources, and participate in multiple practice assessment activities. They were invited to ask specific content questions as well.
- During the fall semester of 2020, a comprehensive study resource was created in GeorgiaView, ABAC's Desire 2 Learn platform for online teaching. Students were given full access to this system. This resource includes nine "GACE Practice" quizzes (16-50 questions each) created by program faculty. Students are allowed to access these quizzes multiple times. They are then encouraged to speak with faculty members about specific content questions.
- The 2021 Cohort created study groups led by members with greater acumen in the different content areas as well. This cooperative effort conducted by students was reported by candidates as very helpful.

- Standard 1 increased from 3 for Cohort 2020 to 3.01 for Cohort 2021
- GACE Ag Ed Content data are collected each semester and analyzed to determine the effectiveness of these strategies
- **Co-Teaching AGED 4010 and AGED 4390**
 - During the fall semester of 2020, Dr. Sallie McHugh and Dr. Farish Mulkey began co-teaching these upper-level Ag Ed courses to facilitate the following:
 - Cooperative delivery of course content
 - Public school visits: co-teaching allows a larger contingent of students to:
 - Travel together to and from school sites
 - Conduct observations
 - Discuss and reflect after returning to campus
 - Co-teaching creates a four block of time during which large numbers of teaching candidates (25-35) can complete the full cycle of school observation activities (observation, discussion, reflection)
 - This strategy is targeted for improvement in Standard 1 (Professional Knowledge), 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), Standard 8 (Academically Challenging Environment), Standard 9 (Professionalism), and Standard 10 (Communication)
 - 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
 - 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 8 increased from 3 for Cohort 2020 to 3.05 for Cohort 2021
 - 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 all aspects of Standard 10 (Communication)
 - These may include additional instruction on and modeling of professional communication in educational contexts
- **Split classroom sections for AGED 4360**
 - To accommodate increasing cohort enrollment (including teacher candidates and those pursuing a Bachelor of Science in Agricultural Education: Ag Studies track), AGED 4360 was split into two distinct sections beginning in the fall semester of 2020. Dr. Flanders implemented this strategy to allow more time for classroom activities including Micro-Teaching, effective classroom discussion, individualized feedback loops, and more impactful instruction.
 - This strategy is targeted for improvement in Standard 1 (Professional Knowledge), Standard 2 (Instructional Planning), Standard 3 (Instructional Strategies), Standard 4 (Differentiated Instruction), Standard 5 (Assessment Strategies), and Standard 6 (Assessment Uses)
 - 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
- 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
- **“Small Teachings” in AGED 4010 and AGED 4390**
 - Beginning during the fall term of 2021, this strategy was implemented in AGED 4010 and AGED 4390. Teacher candidates are randomly paired with each other and required to adapt and execute a learning activity based on published FFA lesson plans. These learning activities are delivered in secondary classrooms. Each “small teaching” lesson is observed and evaluated by faculty and peers. Following each lesson, the entire class engages in self-reflection, peer reflection, and faculty feedback loops.
 - This strategy is targeted for improvement in Standard 1 (Professional Knowledge), Standard 2 (Instructional Planning), Standard 3 (Instructional Strategies), and Standard 4 (Differentiated Instruction)

Data related to the effectiveness of this strategy has not been analyzed for the 2021-2022 Academic Year

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.