

# Agricultural Education

## Appendix



## Index

❖ Letter from the Associate Dean, Kim Kidwell	2
❖ Agricultural Education Student “To Do” List	3
❖ Things “To Do” Before the Student Teaching Experience	4
❖ Amendments to the College of Education Student Teaching Handbook	5
a. Placement and Calendar	6
b. Role of the University Supervisor	6
c. Role of the Cooperating Teacher	6
d. Planning and Instruction	6-9
e. Requirements for the Teacher Candidate to Successfully Complete Student Teaching	9-10
❖ Professional Growth Plan Draft	10
❖ Additional Notes for the Student Teacher	11
❖ Once Student Teaching is Successfully Completed	12
❖ Forms and Samples	13
a. Cooperating Master Teacher Checklist	14
b. Weekly Student Teaching Report	15
c. Weekly Reflective Journal	16
d. Activities Evaluation Form	17
e. Checklist of Experiences	18-20
f. Professional Growth Plan Draft	21



To the Student Teacher Candidate:

Congratulations! You have successfully met all of the requirements to qualify for student teaching and are about to embark on a very unique journey. Student teaching through the College of Education at Washington State University is a sixteen week professional experience in a secondary school. It is a course within the professional agricultural education sequence where the student teacher will synthesize learning from courses in agricultural education subject matter areas and general studies and will apply them to an actual teaching-learning situation using the knowledge of curriculum development, evaluation, and methods and strategies gained from agricultural education courses. This is an opportunity for students to formulate relationships between theory and practice under the guidance of a master teacher mentor.

Student teaching is an essential component of your training because it is the first step towards becoming a successful teacher. The dividends received from student teaching will largely depend upon your attentiveness, attitude, and willingness to invest time and thought into preparation for lesson plan delivery. Your experience also will be highly influenced by the extent to which you interact with your mentor and become involved in department, school and community activities.

The Agricultural Education Appendix contains detailed information about student teaching requirements for agricultural education. This document is intended to supplement the College of Education Student Teaching Handbook by describing requirements that specifically pertain to Agricultural Educators. The forms and documents found in the appendix also can be downloaded from the agricultural education website (<http://afs.wsu.edu/majors/ag-ed.htm>.)

Agricultural education is a segment of the Career and Technical Education program. In the beginning of the CTE program, the principle of “learning by doing” was adopted. In becoming a student teacher and a lifelong educator, I challenge you to apply this concept to your student teaching experience. Learn by doing your best to take full advantage of this tremendous opportunity.

Once again congratulations and best of luck on your future endeavors.

Sincerely,



Kimberlee Kidwell, Professor  
Associate Dean



**AGRICULTURAL EDUCATION STUDENT "TO DO" LIST**

<b>Item</b>	<b>Deadline</b>	<b>Notes</b>
Certify in Agricultural Education	End of Freshman Year	Need 24 Credits and a minimum 2.0 GPA
Successfully Complete Washington Educator Skills Test- Basic (WEST-B) Test	End of Sophomore Year	Test dates and locations can be found at <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> . The test cost is \$85 each time. A minimum score of 240 in each section is needed to pass.
Complete Required Courses for the College of Education with C or better	End of Sophomore Year	Required Courses: Engl 201, Psych 105, Stat 212, T&L 301
Fingerprint Clearance	End of Sophomore Year	This is needed not only for your certification but in most cases for participating in T&L 317 as well. Locations can be found at <a href="http://education.wsu.edu/field/background/">http://education.wsu.edu/field/background/</a> . Please note there is a fee assessed at the time of fingerprinting, no matter what location.
80 Hours of documented work with Youth	End of Sophomore Year	Examples of work with youth can be found on the 80 hours documentation form. It can be found at <a href="http://education.wsu.edu/students/undergrad/">http://education.wsu.edu/students/undergrad/</a>
Apply to the College of Education for entrance into the Certification Program	End of Sophomore Year	Need the above listed courses, 80 hours of documented work with youth and a <b>minimum cumulative 2.5 GPA*</b> . The application can be found at <a href="http://education.wsu.edu/students/undergrad/">http://education.wsu.edu/students/undergrad/</a> . Usually, the deadlines for admittance are the end of September for Spring Semester and February for Fall Semester.
<i>Start Field Experience Application Process with the College of Education</i>	<i>Spring of Junior Year (One year prior to Student Teaching)</i>	<i>The application can be found online at <a href="http://afs.wsu.edu/majors/ag-ed.htm">http://afs.wsu.edu/majors/ag-ed.htm</a> (the Ag Ed website)</i>
<i>Background Clearance</i>	<i>End of First Semester of Senior Year</i>	<i>This includes <b>up to date</b> fingerprinting clearance, Character and Fitness Supplement, and an Institutional Application (FORM 4401) These forms can be found online at <a href="http://education.wsu.edu/field/background/">http://education.wsu.edu/field/background/</a></i>
<i>Complete Washington Educator Skills Test-Endorsements (WEST-E) Test</i>	<i>End of First Semester of Senior Year</i>	<i>Test dates and locations can be found at <a href="http://www.west.nesinc.com">www.west.nesinc.com</a>. The test cost is \$130 each time. A minimum score of 240 in each section is needed to pass.</i>
<i>First Aid Certification</i>	<i>End of First Semester of Senior Year</i>	<i>Go to the WSU Search at <a href="http://wsu.edu">wsu.edu</a> to look for First Aid Certification offerings.</i>
<i>Professional Liability Insurance</i>	<i>End of First Semester of Senior Year</i>	<i>Liability options can be found online at <a href="http://education.wsu.edu/field/liability/">http://education.wsu.edu/field/liability/</a> or the Agricultural Education website <a href="http://afs.wsu.edu/majors/ag-ed.htm">http://afs.wsu.edu/majors/ag-ed.htm</a></i>

\* A 2.5 GPA overall is required in the professional core courses, in the endorsements and no grades may be below a C in the required coursework for licensure. These courses may be found on the Ag Ed website <http://afs.wsu.edu/majors/ag-ed.htm>

\*\**Italicized items are requirements to student teach.*

### Things To Do Before the Student Teaching Experience

Item	Deadline	Notes
Complete the Preliminary Copy of Career and Technical Education Certification Forms	End of First Semester of Senior Year	The certification form can be found at <a href="http://www.k12.wa.us/certification/certapp/4075.pdf">http://www.k12.wa.us/certification/certapp/4075.pdf</a> . Please be aware of the requirements for becoming a CTE Certified Agricultural Educator.
Have a Current Driver's License	End of First Semester of Senior Year	This is important for you to be able to use district vehicles for field trips, and school activities.
Acquire Personal Medical Insurance	End of First Semester of Senior Year	
Student Teaching Interview with Ag Ed Faculty and the College of Education	September	
Connect with the Cooperating Teacher	November	Contact the cooperating teacher to make introductions and discuss potential class projects.
Arrange Housing for the Student Teaching Period	November	The cooperating teacher <i>may</i> be able to assist you or offer options.
Fill out Preliminary Paperwork at the Field Services Office.	Before Student Teaching begins	These forms can be inquired about in the Field Services Office, Cleveland 314

If you are graduating at the end of your student teaching experience, complete credential forms for the Career Services Office and contact persons from whom you will want recommendations.

Amendments to the College of Education Student  
Teaching Handbook

**I. Amendments to Placement and Calendar Referring to Page 5 of the College of Education Handbook**

**A. Placement:** To benefit the most from the student teaching experience, the College of Education and the Agricultural Education Program will not place a student teacher in a school where an immediate family member is employed as certified or non-certified staff. To diversify perspectives of high schools, a student teacher will also not be placed in the high school that they attended.

**II. Amendments to the Roles for the University Supervisor and Cooperating Teacher Referring to Pages 6 & 7 of the College of Education Handbook**

**A. University Supervisor:** For Agricultural Education Student Teachers, two supervisors manage the guidance of the candidate. One supervisor is assigned from the College of Education and the other is an Agricultural Education faculty member, usually the student's academic advisor.

**B. Cooperating Teacher:** Agricultural Educators must meet the criteria of a Master Teacher in order to be considered as a cooperating teacher. The criteria are provided in the *Application for the Selection of Master Teachers and Student Teaching Centers in Agricultural Education*, which can be found online at <http://waae.wsu.edu/>

To the cooperating teacher: Please refer to the prepared *Cooperating Master Teacher Checklist* on page 14 of this appendix that has been provided to assist you in making the student teaching process an easy transition.

**III. Additional Planning & Instruction Referring to the College of Education Handbook Page 10**

**A. Instructional Planning**

Please also keep in mind the Career and Technical Education Program Standards\* when drafting teaching plans. The Career and Technical Education Program Standards are based on the following common foundations:

1. Career and Technical Education (CTE) programs provide the opportunity for students to develop and demonstrate technical, related academic, and work readiness competencies required in the workplace, community, family and continuing education.

2. Student leadership skills are integrated into the content of each Career and Technical education class and students are encouraged to participate in Career and Technical student organizations related to the program pathway.
3. Occupationally specific skills are developed in each class and are delivered in a method as close to those found in the work place that can be accommodated by school facilities and conditions.
4. An active local advisory committee composed of employers and employees in the pathway for which the program is approved, guides the relevance and updating of the program.
5. The instructor holds a valid Career and Technical Education Teaching Certificate that is based on work experience in the occupation in which they are teaching.

\*For all CTE Program Standards, please refer to the following link:

<http://www.k12.wa.us/CareerTechEd/Forms/OSPI-CTE-ProgramStandards-May2005New.pdf>

For the General Education Program Standards including the State Learning Goals and Essential Academic Learning Requirements (EALRs) please refer to the following link:  
<http://standards.ospi.k12.wa.us/Default.aspx>

## **B. Instructional Strategies to Incorporate Agricultural Organizations**

As agricultural educators, we provide an extra opportunity to students to participate in student agricultural associations, especially the National FFA Organization. The National FFA Organization was founded in 1928 as Future Farmers of America (FFA). In the 1980s, the organization changed the name to the National FFA Organization because it felt agriculture was growing to incorporate more than just farming. The organization still goes by FFA for short. In order to intrigue pupils, we have instructional strategies as follows:

1. Incorporate FFA Leadership skills and Supervised Agriculture Experiences into lesson plans to intrigue or spark students interest into extracurricular activities
2. Integrate leadership and employability skills based on the state curricular framework into all CTE Courses

### **C. Supervised Agricultural Experience (SAE) Activities**

Supervision of students' agricultural experience programs in Agricultural Education Student Teaching should be a vital part of the student teaching process. Supervised Agricultural Experiences can range from raising animals to growing crops to being an entrepreneur. Keep in mind the following when planning for SAE projects and visitations:

Understand district and departmental procedures and policies regarding supervision of agricultural experience programs.

1. Transportation-travel permission: both faculty & students
2. Supervision Records
3. Planning individual student SAE programs
4. Local 4H/FFA relationships
5. Parent Contacts
6. Female/Male Student Supervision

### **D. National FFA Organization (FFA) Activities**

Advising the FFA Chapter:

1. Discuss with the cooperating teacher the year's program of activities and assist committees in setting up
2. Becoming familiar with the chapter activities
  - a) Advising a meeting
  - b) Providing instructions and practice in parliamentary procedure
  - c) Preparing an application for State and/or American FFA Degree, Proficiency Degree, or Chapter Degree
  - d) Preparing and/or review state and local reports
  - e) Participation in planning and conducting an FFA Banquet or related activity
  - f) Participating in, planning for and competitions in Career Development Events (CDE) or Fairs

- g) Attending and participating in leadership training conferences or meetings
- h) Planning and conducting at least one cooperative and one community service activity

**E. Departmental, Public, and Professional Relation Programs**

Participate in departmental public and professional relation programs:

1. Develop an understanding of the function of the Agricultural Education State Staff and Washington Association of Agricultural Educators (WAAE). Visit the website at <http://waae.wsu.edu/>
2. Become acquainted with the WAAE officers in your district and learn the names and duties of State WAAE Officers
3. Attend and participate in district Ag Ed teacher meetings
4. Become familiar with the Washington Association of Career and Technical Education and related national, state and local education organization(s)

**IV. Requirements for Teacher Candidate to Successfully Complete Student Teaching Referring to the College of Education Handbook Page 11**

Please be aware of the following stipulations that are related to the Agricultural Student Educator and must be completed **along with** the requirements laid out on page 11 of the College of Education Handbook.

**A. Supervised Agricultural Experience (SAE) Visits**

You are to make at least six SAE visits with the cooperating teacher to various students. Working in conjunction with the cooperating teacher, visit additional students on your own. You will find this a very rewarding part of your experience. Please keep all materials pertaining to SAE (agreements, sample records) and attach them to the *Activities Evaluation Form*. More information explaining *Activities Evaluation Forms* can be found in section C, SAE/FFA Supervision Records.

## **B. Supervised Agricultural Experiences (SAE) Supervision Schedule**

Develop your own supervision schedule to fit your needs and the student's, but make sure you will meet the required number of six visits. Be aware that the student(s) also has other responsibilities and consider their schedule. A recommendation is meeting with the student(s) once every two weeks. This way you are allowing time for the student(s) to grow in between each visit of the project and will assuredly meet your SAE required number of visits.

## **C. SAE/FFA Supervision Records**

Use an *Activity Evaluation Form* for each activity. The *Activity Evaluation Forms* can be found on page 16 of this appendix. Each activity (examples: SAE visit, CDE competition, District Ag Teacher's Meeting) should be recorded separately. Summarize what happened, how you were involved and what possibly could have been better in the appropriate sections.

## **D. FFA Activities**

You are required to actively participate in all FFA activities. Please record those specific activities and your function in this section. Do not include in-classroom already listed in your lesson plans. Also, keep all other materials pertaining to FFA Programs of Activities (POAs) calendar of events, sample state reporting forms, etc.

## **E. Competencies in Agricultural Science Education**

Along with the standards and criteria of the Performance Based Pedagogy Assessment on pages 26-36 of the College of Education Handbook, the criteria of competencies in agricultural science education must be met as well. The form can be found on pages 18-20 in the *Checklist of Experiences*. The Performance Based Pedagogy Assessment will be completed by the Agricultural Education University Supervisor and the Checklist should be completed by the student and master teacher.

## **V. Professional Growth Plan**

On page 12 of the College of Education Handbook, you will find information on this form. We have provided examples of this form for your convenience. *A Guide to Developing Your Draft Professional Growth Plan* can be found on page 21.

## **VI. Additional Notes for the Student Teacher**

The Agricultural Education Program is providing these notes for you because they are items often overlooked. They also require proper preparation financially. This is our time to warn you and make you aware of such costs.

### **A. Professional Clothing**

Throughout the student teaching experience, you are in a professional setting and therefore need to dress appropriately. Being an agricultural educator also means that you will work in a variety of places, indoors and outdoors. You need to be prepared to dress accordingly for the following areas:

1. Classroom
2. Laboratory
3. Field Supervision: Examples may include but are not limited to a barn, forest area, creek or river area, or even a machine/metal shop setting.

### **B. Housing**

It is your responsibility to obtain housing for the duration of your student teaching experience. Your cooperating teacher *may* be able to help you or offer suggestions for local apartment complexes or houses for rent.

### **C. Transportation**

Consider if you will be taking a vehicle to the student teaching experience site or not. If you will not be taking a vehicle, look at the different options of transportation available in the community. Are there bus systems? How far of a walk will it be to the school?

### **D. District Requirements and Policies**

Being an agricultural educator, there is usually a lot more traveling required during the student teaching experience. This can be for field trips, visits to SAE projects and FFA functions and competitions. Make sure to discuss the use of district vehicles and per diem with the cooperating teacher.

## **VII. Once Student Teaching is Successfully Completed**

After your student teaching experience is finished and the correct paperwork is complete, the Field Services Office will be able to issue a temporary Teaching Certificate and recommend you for a Teaching Certificate with the state of Washington. The following forms must be on file with the Field Services Office:

1. Professional Growth Plan
2. Professional Teacher Certificate Affidavit
3. Positive Impact CD (in paper sleeve)
4. Field Supervisor Evaluation
5. EBI Survey

## Forms and Samples

## Cooperating Master Teacher Checklist

The challenge for cooperating teachers is to provide a broad experience in the classroom teaching, laboratory, FFA activities, SAEs and related community activities. This enables student teachers to gain professional competence and confidence. Below is a list of suggestions to assist you in making the student teaching process a success:

- Plan ahead, set up and discuss with the student teacher his/her schedule for teaching assignments and responsibilities for FFA and other activities for the entire 16 week period. This will allow the student teachers sufficient time to plan ahead and schedule their time accordingly.
- Arrange to give the students a wide variety of responsibilities and experiences and to assist you and other teachers in the department with other activities.
- Tour the facilities and school.
- Show student teacher a map of the community or drive around the community to familiarize them with necessary locations (SAE projects, district buildings, community fairgrounds etc.)
- Provide a workspace or office for the student teacher.
- Provide a student handbook and teacher policies, in conjunction with the building administrator.
- Make keys and codes available to student teachers for department in accordance with district policy.
- Student teacher should be shown procedures and policies for requisitions, reimbursement forms, field trip requests etc.
- Provide department policies, grading procedures, attendance procedures, etc.
- Provide a schedule of classes and class roster.
- Provide information from students on their SAE projects, etc. including the student's occupational objective.
- Make it a point to have the student teacher visit students' SAE projects with you early on in the student teaching period and assign certain students for SAE visitations by the student teacher.

Email all forms to WSU  
Agricultural Education Supervisor on FRIDAY Each Week

WEEKLY STUDENT TEACHING REPORT

Week Number \_\_\_\_\_

Name: \_\_\_\_\_ Cooperating School \_\_\_\_\_ For the Week \_\_\_\_\_ to \_\_\_\_\_

	Classes Observed or <u>Taught*</u>  Observed    Taught		<u>Topics of Lessons Observed or Taught</u>  O = Observed T = Taught S = Substituted	Hours of Class Preparation	SAE Visitations R = Research H = Home Visit S = School Farm or Laboratory WE = Work Experience Student Name	School Business
Total to Date						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday & Sunday						
Total					Home _____ School _____ W exp _____ Research _____	

\* Count each period as a class.



# Activities Evaluation Form

Use this form to report such activities as FFA CDEs, SAE visits, District FFA and/or Agricultural Science Teacher meetings, school board or advisory committee meetings, faculty meetings, and Professional Agricultural organization meetings:

Function: \_\_\_\_\_

Date(s) of Function: \_\_\_\_\_

Topics Covered:

Your Participation:

Your Evaluation (critique):

**CHECKLIST OF EXPERIENCES**  
**AGRICULTURAL EDUCATION STUDENT TEACHING EXPERIENCES**

Instructions: The student teacher and the supervising teacher should meet weekly during the semester and update the following experience list by indicating the date of completion on those experiences completed. Plans should be made during each evaluation session to accomplish those experiences that have not yet been achieved.

Date Completed	Item and/or Experience
	<b>Meeting key people</b>
	Principal and/or superintendent, guidance counselors, curriculum coordinator, school faculty members, CTE faculty, and classified staff members
	CTE Department advisory committee members
	Key Agribusiness / Extension people
	FFA Executive Officers
	FFA Boosters / Alumni Officers
	<b>Become informed about school and CTE department policies</b>
	Organization of the school and where CTE fits
	School and CTE class schedules
	CTE and Agriculture budget, ordering supplies and equipment, provision for school travel, insurance carried, working with ASB funds
	Requirements for operating school vehicles
	<b>Attend External Meetings</b>
	Agribusiness organizations (if appropriate)
	Non-farm organizations (if appropriate)
	Fair Board or other Agricultural Groups (if appropriate)
	<b>Community Based Program in Agricultural Education</b>
	Agricultural education portion of the District Plan for Career & Technical Education
	CTE department records--courses of study, surveys, follow-up records on students, supervised agricultural experience program of work, OSPI Forms
	Reports and CTE programs of summer work (Extended Learning Days)
	Types and trends of agricultural businesses and services in the community
	Essential learning relative to CTE program integration in student outcomes
	Obtain copy of the OSPI CTE Agricultural Education Annual Report
	<b>Agricultural Science Instruction</b>
	Obtain copies of courses of study, teaching plans used by supervisor and other teachers
	Methods and procedures used in agricultural laboratory classes (Horticulture, Animal Science, Mechanics), such as getting started, checking out materials and tools, assigning jobs, dress, returning tools and cleanup
	Obtain copy of Classroom Management Plan and District Student Handbook
	Supervision of multiple learning sites at one time (Greenhouse – Shop – Classroom)

	<b>Teaching Plans</b>
	Obtain a copy of the course of study of agricultural classes you are to teach and discuss with supervising teacher (curriculum map of total program)
	Develop a monthly teaching calendar and check it with your supervising teacher
	Select units to be taught, prepare teaching plans and obtain approval of supervising teacher
	AET Record Keeping System, uses and applications
	<b>Out-of-Class Instruction and Supervision</b>
	Observe supervising teacher in techniques and methods used in SAE supervisory visits
	Make six SAE visits as determined by the supervising teacher, record comments, suggestions, and topics discussed on form
	Assist students in selecting and planning supervised agricultural experience programs
	Assist students in selecting Work-Based Learning sites / programs
	Determine process for working with Tech Prep Consortium
	Develop Program of Study in a curriculum area with a post-secondary institution
	<b>Advising the FFA Chapter</b>
	Study and discuss with the supervising teacher the previous year's FFA program of activities and plans for the current year's program and assist committees in setting up annual program of activities.
	Obtain a copy of the FFA Program of activities for your files; obtain copies of programs from other student teachers in your area.
	Obtain a copy of the FFA chapter constitution for your files
	Obtain a copy of the FFA star chapter recognition application for your files
	<b>Assist in advising FFA chapter activities</b>
	Acting as FFA advisor in at least one regular meeting
	Providing instructions and practice in parliamentary procedure
	Preparing at least one computerized application for state and/or American FFA Degree, proficiency degree or chapter degree
	Preparing and/or review state and local reports, FFA membership roster
	Participation in planning and conducting a FFA banquet or related activity
	Participating in, planning for and competing in CDE's or fairs
	Attend and participate in a CTE leadership training conference or meeting
	Planning and conducting at least one cooperative and one community service activity
	Assist in preparing at least one CDE team for competition
	<b>Evaluate the effectiveness of the FFA chapter</b>
	Evaluate progress made toward the goals in the FFA program of activities
	Determine percent of chapter members actively participating in the FFA chapter
	<b>Guidance and counseling</b>
	Confer with guidance counselor regarding the services and policies of the school and the guidance responsibilities of the agricultural education instructor
	<b>Placement and follow-up</b>
	Bring CTE student follow-up records up to date in classes which you teach

	Assist supervising teacher in surveying agricultural placement opportunities and in placing agricultural students
	<b>Organizing, Administering, and Maintaining a Department</b>
	Ordering and purchasing supplies and equipment (state & federal CTE funds)
	Preparing and administering CTE department budget
	Keeping and recording mileage and travel and submitting claims
	Reporting absences and disciplinary actions specific to FFA activities
	Processing ASB and FFA funds
	Assisting in the preparation of special CTE project application
	Maintaining tool and equipment check-out procedures
	Inventory of CTE agricultural supplies & equipment
	<b>Keep records and preparing required CTE reports</b>
	Study and discuss with supervising teacher last year's reports and assist in preparing current years reports
	Study CTE department budget; CTE Perkins Funds
	Study CTE department and agriculture program filing system
	Identify sources of budget revenue – CTE and USDA Grants
	<b>Become familiar with CTE instructional materials and facilities</b>
	Secure approved lists of equipment, tools, and supplies for a CTE agriculture department
	Collect teaching materials in appropriate files, binders, or computer-based storage
	<b>Improving Professionally and Personally</b>
	Attend school faculty meetings and school board meetings
	Discuss the function of the Agricultural Education State Staff and Washington Association of Agricultural Educators to the local agriculture program
	Become acquainted with the WAAE officers in your district and learn the names and duties of the state WAAE officers
	Prepare one or more suitable CTE/FFA news articles for the local paper
	Assist in preparing an FFA exhibit for public display
	Observe methods used by the supervising teacher in his/her relations with 4-H clubs, community organizations, service clubs, and other groups in the community
	Attend and participate in district Ag Ed teacher meetings

## A Guide for Developing Your Draft Professional Growth Plan

**Effective Teaching.** How can you build upon your strengths to further improve your teaching? What areas do you see as needing immediate attention? How will you verify that your teaching impacts student learning?

**Professional Development.** How will you give attention to the areas you identified in *Effective Teaching*? How will you continue your professional learning? What professional organizations do you deem central to obtaining the latest information about your teaching area?

**Professional Contributions.** How will you join others to impact the areas you identify, as well as topics of wider educational importance? How will you contribute to your school, community, and profession? What committees would you like to join in your school/district?

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Pre-Service Teacher Signature (Print Name) Date

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University Supervisor Signature Date