



ANSC 4311
Program Planning in Agricultural Education

Fall 2020 Early Field Experience Course Manual

Instructor

Dexter B. Wakefield, PhD
Associate Professor
Office: 108 RAS Phone:
432-837-8210
Email: dexter.wakefield@sulross.edu
Office Hours: By appointment

Time and Location

Arranged: 40 hours of observations in a public school with agriculture classes or at agricultural education events

Course Description

Principles and practices used in designing courses of instruction for effective teaching and total program development.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the primary responsibilities of an agriscience teacher.
2. Describe the impact of the three components of the Total Ag Ed program on student learning.
3. Define & design FFA chapter components, SAE programs, and Classroom/laboratory needs.
4. Define & design the mission and goals of an agricultural education program using the Local Program Success model.
5. Identify all programs associated with the AFNR Cluster and administer teaching efforts when appropriate.

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Demonstrate the basic skills of interpreting information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries, and
3. Demonstrate the ability to communicate through written, spoken, and graphical methods.

TEA AFNR Educator Standards

The AFNR teacher understands:

1. the foundations of agricultural education,
2. how to advise and assist students in career planning and development and how to promote student development through SAE, and
3. how to promote student growth through student leadership development organizations.

Required Texts (Available at the SRSU Bookstore or online)

No textbook

DESCRIPTION OF COURSE ASSIGNMENTS

Early Field Experience Manual

As part of your field observation you will complete several early field experience activities. Guidelines for these activities are outlined in the *Early Field Experience Manual*. Due dates for EFEs will be throughout the semester (see class calendar handout).

Early Field Observation Journal

Keep a journal of your thoughts and activities completed as part of your field observation. Each visit must be at least 2 hours long and not more than 6 hours. A minimum of 40 hours of observation at a cooperating school and course trips is required for satisfactory completion of this course.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

COURSE ASSIGNMENTS	Points
Manual	500
Journal	300
Participation, Attendance, & other assignments	200

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are expected. Any assignments turned in late will not receive full credit. 10% will be deducted for every day an assignment is late. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

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**This is a Word-created table of contents, and will automatically adjust to the correct page number. Right click in the table of contents, choose update field, then choose update page numbers, and then reformat the text to Arial 12.

**As you are typing into the lined section of this manual, you notice that there are additional lines being added at the end, simply delete the excess space. All lines are 'lines' drawn in word, not underlined, so just type!

Observation in Program Planning for Agricultural Education

Description and Outline

Nature of the Field Experience

1. Identify an appropriate school(s) near your home where a *successful* program of agricultural education is in progress. Observations must be two hours or longer but not more than six hours may be counted per visit. You must acquire 35 hours of observation.
2. Some activities included are as follows:
 - a. **Study the cooperating school.** Become familiar with the total agricultural education curriculum. Find out what the overall objectives of the school are. Try to determine the philosophy of the school and the philosophy of the staff members.
 - b. **Study the agricultural education program of the school.** Review the educational plan. Study the use of advisory committees. Find out how the program is organized and conducted. Determine the relationships of other departments with the agricultural education program. Synthesize the responsibilities of the agricultural education teacher.
 - c. **Become involved with a class and youth organization.** Develop and teach one or more lessons to learners (If allowed by the teacher). Provide individual instruction in the classroom or lab. Work with the FFA chapter. Visit learners at their homes or on the job if the opportunity arises.

Your Role at the School

As a participant in ANSC 4311, you are a special guest at the school. Agriculture teachers and school staff are devoting time and effort on your behalf. As a student in ANSC 4311, it is your responsibility to behave in a professional manner. Please consider the following guidelines:

1. State law requires all visitors in public schools to sign in initially at the office. You may also be required to complete a background check with the district before your observation (be sure to check with the school ahead of time; don't just show up!).
2. Your dress, speech, and personal conduct influence the way you are received. Project yourself accordingly.
3. Be reliable and punctual. Do your best on assigned tasks.
4. Set and maintain high ethical standards regarding information and opinions about the school, its learners, and its educators.
5. Actively explore settings, approaches, and teaching strategies. Raise questions with learners, educators, and other school personnel. Challenge your own ideas about "good" education practices by seeking and evaluating other points of view. Try to avoid snap judgments.
6. Discuss your role with teachers and other staff with whom you are working. Determine their expectations for your involvement in structured activities and in problem situations. (i.e. what should you do if you see learner having difficulty with an assignment? If you see a fight break out in the halls?)
7. Students participating in course work through the SRSU agricultural education program are expected to maintain high levels of professionalism during their experiences. If, at any point during your clinical experiences, a member of the staff at the school questions your actions, appropriate measures will be taken by university animal science faculty. This may include removal from the program and/or failure to recommend the candidate for certification, if the behavior warrants that decision.

Field Experience 1

Activity: Interview an agricultural educator

Topics to be covered:

1. Teacher's name, school location, grades and classes taught
2. Mission/Objectives
 - a. Educator's views of the school's overall objectives
 - b. Educator's views of the agricultural education program objectives (mission statement, vision, goals, etc.)
 - c. Educator's personal teaching philosophy
3. Program Components
 - a. Educator's perception of the essential elements of a sound agricultural education program
 - b. Policy on FFA membership and SAEs for students in agricultural education
 - c. Advisory council membership, activities, benefits of their activities, role of educator on the council
 - d. Educator's views on the community and its relationship to the agricultural education program
 - e. Educator's advice on managing the various roles of an Ag Educator
4. Classroom Teaching
 - a. Planning activities—how does the educator plan on a daily basis for what will be taught in classroom (binders, lesson plans, online services, etc.)?
 - b. Educator's behavior management plan—what steps does the teacher take in terms of frequency of misbehavior vs. intensity of misbehavior
 - c. Resources—what resources does the educator use in his/her classroom (books, community members as guest speakers, field trips, internet, etc.)
5. Reflection – provide a summary of your views about the ag teacher's philosophy, program, and teaching. Describe how your views align with the teacher's and how they differ. Additionally, describe how this assignment will help you as you prepare to be a future agricultural educator.

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Field Experience 2A

Activity: Interview a member of an FFA chapter

Topics to be covered:

Create a summary paper of an interview and observation of an FFA member

1. Why is this student a member of the FFA?
2. Member's perception of the value/benefit of involvement in the FFA
3. Member's view regarding the image of the FFA chapter, its strengths, and opportunities for improvement
4. Member's perception of the FFA advisor, his/her management style, motivation style, guidance, etc.

Case study:

Observe this FFA member for one complete class period. Be sure to focus on the student actions during this period. Use the following questions to guide your observation:

1. Was the student engaged during the entire lesson? How could you tell?
2. How did the student interact with the teacher during the lesson?
3. How did the student interact with other students during the lesson?
4. What behaviors did the student exhibit that would lead you to believe that he/she enjoyed or did not enjoy the lesson? Why do you believe that?
5. What behaviors did the student exhibit that would lead you to believe that he/she learned or did not learn the objectives of the lesson? Why do you believe that?

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Field Experience 2B

Activity: Interview an agricultural education student who is not an FFA member

Topics to be covered:

1. Why student is enrolled in agricultural education course(s)
2. Why student is not a member of the FFA chapter
3. Student's perceptions of the value/benefit of involvement in Ag Ed/FFA
4. Student's views regarding the image of the FFA chapter, its strengths, and opportunities for improvement
5. Student's perceptions of the FFA advisor, his/her management style, motivation style, etc.

Case study:

Observe this non-FFA member for one complete class period. Be sure to focus on the student actions during this period. Use the following questions to guide your observation:

1. Was the student engaged during the entire lesson? How could you tell?
2. How did the student interact with the teacher during the lesson?
3. How did the student interact with other students during the lesson?
4. What behaviors did the student exhibit that would lead you to believe that he/she enjoyed or did not enjoy the lesson? Why do you believe that?
5. What behaviors did the student exhibit that would lead you to believe that he/she learned or did not learn the objectives of the lesson? Why do you believe that?

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Field Experience 3

Activity: Develop a Program of Activities

Topics to be covered:

1. Given the guidelines for developing an FFA program of activities, develop a POA for an FFA chapter. Minimum requirements include two (2) activities (may include more) for each of the five (5) quality standard in each of the three (3) divisions.
2. For each activity identify the following items:
 - a. Person(s) responsible (i.e. fundraising committee, officers, treasurer, etc.)
 - b. Approximate date (i.e. mid-December, continuous, fall, etc)
 - c. Estimated budget – income & expense
 - d. Brief description of the activity
 - e. Purpose and measurable goals/objectives of the activity

*****This will be a total of 30 activities**
3. Reflection – Describe how you think this activity is beneficial to your development as an agriculture teacher. What aspects of developing a POA were helpful? What aspects of developing a POA were challenging? What aspects of developing a POA might you do differently in the future and why?

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Field Experience 4

Activity: Interview a special education resource person

Topics to be covered:

1. Description of the organizational network of special needs resource personnel
2. Learner assessment procedures
3. Membership on learner placement/IEP teams
4. Involvement of agricultural educator in development of objectives for the IEP
5. Follow-up procedures, if any
6. Resources available that teachers can take advantage of when planning for instruction and in order to reach all learners in the classroom
7. Reflection – Describe how your discussion with a special education resource person aligns with your views about special education. Describe how you might utilize the information you learned from the special education resource person in your own classroom.

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Field Experience 5

Activity: Develop a program mission statement for your future agricultural education program.

Topics to be covered:

1. Develop a program mission statement for your program
2. Following the mission statement, identify at least 3 “SMART” goals in each major area of your program (Instruction, FFA, & SAE)
3. Reflection – How do you believe this activity will help you as a future ag teacher? What aspects of developing a program mission statement were helpful? What aspects of developing a program mission statement were challenging? How does your mission connect with the concepts you have learned in this and other agricultural education classes?

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Field Experience 6

Activity: Outline how you would utilize your time during a 40 day extended contract.

Topics to be covered:

1. Identify the activities you would include. For each activity listed, allocate the number of days you would spend per activity
2. Provide a brief summary (2-3 pages) justifying your summer calendar. This should be written as memo to be submitted to your school administrator. State why the activities were included and what impact they will have on your students and your program.
3. Reflection – Describe how this activity helps you begin to think about your role as an agricultural educator.

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Field Experience 7

Activity: Develop a comprehensive recruitment strategy for your agriscience program and FFA chapter.

Topics to be covered:

1. The recruitment plan should include at least five (5) activities that focus on recruiting students to your agricultural education program and/or FFA chapter.
 - a. A brief description of each event approximate date of events(i.e. mid-December, continuous, fall, etc)
 - b. Target audience (middle school students, current ag ed students that are not members of the FFA, etc)
 - c. Person(s) responsible for each activity
 - d. A proposed budget for activities and how funding will be secured
2. Discussion of your general philosophy of recruitment (2-3 paragraphs)
3. Overall budget/balance sheet for receipts and expenses expected
4. Reflection – Describe how this activity helps you begin to think about your role as an agricultural educator. What aspects of this activity were helpful? What aspects of this activity were challenging? How does this activity connect to the concepts you have learned in this and other agricultural education courses?

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Field Experience 8

Activity: Observe an agriculture teacher as he/she teaches courses for a full day

Topics to be covered:

1. What types of methods did the teacher use to educate the students?
2. Which methods were most successful? Which were least successful?
3. Which methods do you think that you might use most often?
4. How did the educator pace the class in terms of learner abilities?
5. How did the educator correct student behavior?
6. Describe the additional activities the teacher conducted during the course of his/her day.

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Field Experience 9

Activity: Identify one student with an SAE program and conduct a visit (at home, on the job, or at school facilities)

Topics to be covered:

1. Describe SAE program or task being performed (scope, type, level of learner involvement)
2. Number of years learner has had this SAE program
3. Why learner chose this SAE
4. Completeness of record book
5. Learners' satisfaction and interest in their SAE
6. The ag educator's role in the student's SAE
7. Your reactions or reflection on the quality of the learning experience or value added by the student's SAE

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Field Experience 10

Activity: Attend a youth activity at the chapter level (FFA meeting, CDE preparation, etc.)

Topics to be covered:

1. Number of students participating
2. Describe the organization of the event
3. Describe the activities that took place
4. Description the value added to students by the activity
5. Reflection – Describe how you think this activity will help you as a future ag teacher.

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Field Experience 11

Activity: Attend a youth activity above the chapter level (district, area, state, national)

Topics to be covered:

1. Number of chapter participating
2. Number of educators attending
3. How event was organized
4. If CDE, how scoring is accomplished
5. Time taken to conduct event
6. Type of awards and method of presenting them
7. Reflection – Description of how this activity will help you as a future ag teacher.

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Suggested Field Experiences

Listed below are suggested field experiences. **You are required to complete at least 3 of them during your thirty-five hour observation period.** The suggested field experiences are described in more depth on the following pages.

1. Attend a professional organization meeting
2. Attend a school board or board of directors meeting
3. Attend an advisory council or staff development committee meeting
4. Attend a program sponsored by the Texas Agrilife Extension Service
5. Observe learners working in a lab or shop. Prepare a report on lab or shop operation. Include clean-up charts, rotation of clean-up duties, assignments to work areas, rotation of work areas, skills developed in the lab or shop, and how the educator keeps track of completed skills for learners
6. Interview a guidance counselor
7. Interview an administrator (superintendent, principal or CTE director)
8. Assist with local FFA chapter activities or Supervised Agricultural Experience Programs
9. Locate references and teaching aids
10. Visit with potential employers about SAE student employment
11. Interview two chapter FFA officers
12. Interview an advisory council and/or FFA alumni member

Suggested Field Experience 1

Activity: Attend a meeting of a professional organization

Date Held: _____

Topics to be covered:

1. Type of meeting
2. Number attending
3. Agenda of topics covered during the meeting
4. Level of interest/participation
5. Personal impressions of the meeting
6. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 2

Activity: Attend a meeting of a local school board or board of directors

Date Held: _____

School: _____

Topics to be covered:

1. Number attending
2. Agenda or topics covered during the meeting
3. Level of interest/participation
4. Personal impressions of the meeting
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 3

Activity: Attend a meeting of an advisory council/staff development committee

Date Held: _____

School: _____

Topics to be covered:

1. Number attending
2. Agenda or topics covered during the meeting
3. Level of interest/participation
4. Personal impressions of the meeting
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 4

Activity: Attend a program sponsored by the Texas Agrilife Extension Service or County Farm Bureau

Date Held: _____

Program & Location: _____

Topics to be covered:

1. Number attending
2. Agenda or topics covered during the meeting
3. Level of interest/participation
4. Personal impressions of the meeting
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 5

Activity: Observe learners working in the lab or shop.

Class observed: _____

Topics to be covered:

1. Assignment of learners to work areas
2. Educator preparation necessary for teaching in the lab/shop
3. Learner discipline/classroom management
4. Skills developed/objectives of the lab/shop
5. Tool/Supply distribution and lab/shop clean-up procedures
6. Evaluation of lab/shop work
7. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 6

Activity: Interview a guidance counselor

Topics to be covered:

1. Duties of the guidance counselor
2. School drop-out patterns of students
3. Follow-up studies conducted
4. Placement patterns of graduates
5. Philosophies of counselor regarding agricultural education and college-bound students
6. Image of the agricultural education program and any opportunities for improvement
7. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 7

Activity: Interview an administrator (principal, superintendent, or CTE director)

Topics to be covered:

1. Views of the school's overall objectives
2. Views about school philosophy
3. Views about policies for agricultural education
4. Views about the community and its relationship to the school
5. Potential contribution of ag ed courses to the teaching of other academic subject areas (math, science, social studies, etc.)
6. Image of the local agricultural education program in the school and community
7. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 8

Activity: Assist with local FFA chapter activities or Supervised Agricultural Experience Programs.

FFA - Topics to be covered:

1. Attend an FFA business meeting
2. Assist chapter officers in developing an agenda for an FFA business meeting
3. Views of cooperating teacher on how FFA is integrated into the curriculum
4. Discuss with cooperating teacher on what techniques he/she uses to increase FFA membership and participation
5. Discuss with cooperating teacher how students are assigned to the various FFA committees
6. Review the FFA program of activities with advisor
7. Reflection – Provide a description of how this activity will help you as a future ag teacher.

SAE - Topics to be covered:

1. Assist student with record keeping process for SAE
2. Determine how the cooperating teacher works SAE activities and information into their lesson plans and curriculum
3. Determine if and how credit is given for SAE
4. Observe cooperating teacher develop SAE plans with a student
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 9

Activity: Locate references and teaching aids to use when planning instruction

Topics to be covered:

1. Review instructional materials and teaching aids in the agricultural education classroom and program
2. Confer with cooperating teacher on useful references and resources in developing lessons
3. Construct a list of references and teaching aids available that you will find useful when teaching (can include websites)
4. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 10

Activity: Visit with potential employers about SAE student employment.

Topics to be covered:

1. Identify an employment opportunity in the local community for an SAE program with a student
2. Develop a program with student learning in mind with the employer and document here
3. Develop a job description that promotes learning for the learner and outline in the document
4. Identify and describe potential learners and types of learners that should be interested
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 11

Activity: Interview two chapter FFA officers

Topics to be covered:

1. Responsibilities of chapter officers and team structure
2. Major activities in the chapter
3. Officers' perceptions of the value/benefit of involvement
4. Officers' views regarding the image of the FFA chapter, its strengths, and opportunities for improvement
5. Officers' perceptions of the FFA advisor, his/her management style, motivation style, etc.
6. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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Suggested Field Experience 12

Activity: Interview an advisory council and/or FFA alumni member

Topics to be covered:

1. Role of interviewee in advisory council and/or alumni chapter
2. Role of the advisory council or alumni chapter to the agricultural program interviewee
3. Perceptions of benefits and future growth opportunities in the agricultural program
4. Role of the agricultural program in the community
5. Reflection – Provide a description of how this activity will help you as a future ag teacher.

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ANSC 4311 – Program Planning/Early Field Experience Observation Journal

Keep a journal of your thoughts and activities completed as part of your field observation. You must include a separate typed entry (1-2 pages) for each visit you make to the school. Each visit should be at least 2 hours long and not more than 6 hours. Each entry must include the following information that is numbered. Under point number 2, the letters are suggested things you may have observed and prompts for writing.

1. School visited, Date of visit, Time of arrival, Time of departure
2. Description of the lesson(s)/event(s) you observed
 - a. What was the teacher doing?
 - b. What were the students doing?
 - c. Overall objectives
 - d. Were objectives met?
 - e. Indication of assessment of the objectives?
 - f. Engagement
 - g. Classroom management
 - h. Technology used
 - i. How was the lesson brought to a close?
 - j. Any other noteworthy experiences
3. Description of your role
4. Identify the two or three key points you learned from your experience
5. A description of how you will use this information as an agriculture teacher
6. Your general thoughts and reaction to the experience

Early Field Experience Manual Reflection Rubric

Total = 456	Excellent 31-34 pts	Good 27-30 pts	Average 24-27 pts	Fair 20-23 pts	Poor 0-19 pts
Field Experience 1					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 2a (Case Study)					
Writing Quality 9 – was there an interview?	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 2b (Case Study)					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 3					
Writing Quality 16	Strong writing style with clear ability to express thoughts and	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.

	points of view				
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 4					
Writing Quality 15	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 5					
Writing Quality 13 – your reflection was good, but your goals should be SMART goals and you needed three of each type.	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 16	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 6					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.

	with experience.				
Field Experience 7					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 16	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 8					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 14	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 9					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 10					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of	<u>Significant</u>	<u>Good</u> depth of	<u>Some</u> depth of	<u>Slight</u> depth of	<u>No</u> depth of

Reflection 15	depth of reflection and evidence of synthesis of course concepts with experience.	reflection and evidence of synthesis of course concepts with experience.	reflection and evidence of synthesis of course concepts with experience.	reflection and evidence of synthesis of course concepts with experience.	reflection and evidence of synthesis of course concepts with experience.
Field Experience 11					
Writing Quality 15	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 12*					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 15 – did you go to Weslaco, or was this livestreamed?	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 13*					
Writing Quality 16	Strong writing style with clear ability to express thoughts and points of view	Good writing style with solid ability to convey meaning	Writing style conveys meaning adequately	Difficulty expressing ideas, feelings, or descriptions. Limited syntax.	Considerable difficult expressing ideas or descriptions clearly.
Depth of Reflection 16	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.
Field Experience 14*					
Writing Quality 16	Strong writing style with clear	Good writing style with solid	Writing style conveys	Difficulty expressing ideas,	Considerable difficult

	ability to express thoughts and points of view	ability to convey meaning	meaning adequately	feelings, or descriptions. Limited syntax.	expressing ideas or descriptions clearly.
Depth of Reflection 16	<u>Significant</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Good</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Some</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>Slight</u> depth of reflection and evidence of synthesis of course concepts with experience.	<u>No</u> depth of reflection and evidence of synthesis of course concepts with experience.