



**Clinical Experiences for Agricultural Education Delphi Study – ROUND II**  
**Thomas R. Dobbins**

**PART I: Early Field Experiences (EFE)** are those that are characterized by careful planning, stipulated goals, required activities, projected performance levels, and evaluation of growth. EFE also refers to all of those off-campus directed activities for preservice teachers that involve him or her in observing or interacting with students or personnel responsible for students prior to student teaching.

**Directions:** Please rate the following statements in regards to early field experiences. Please feel free to make any comments regarding the statement in the space provided. Please use the rating scale provided below. **NOTE:** You have the option to vote on several items. This vote will allow you to voice your opinion on where the task should occur.

**1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree or 5 = Strongly Agree**

<b>THE STUDENT WILL:</b>					
<b>Your Round I Rating</b>	<b>Panel's Round 1 Mean Rating</b>	<b>Your New Rating</b>	<b>Statement</b>	<b>Comments from Round I</b>	<b>Your justification if your rating is more than 1 point from the mean.</b>
	3.90		visit the designated school one time before EFE to meet with school officials and assigned cooperating teacher to get a feel for the school environment.	<ul style="list-style-type: none"> <li>▪ Visit the school site once.</li> <li>▪ I would suggest one visit is sufficient.</li> <li>▪ Should spend at least _ day at each visit.</li> <li>▪ Student must see the types of situations they are getting involved in.</li> </ul>	
	4.29		work with the university professor, local agriculture teacher and school administration on developing a written plan for EFE	<ul style="list-style-type: none"> <li>▪ Provide guidance prior to them going to the site.</li> <li>▪ Do not forget school and school system administration in this planning process.</li> <li>▪ Team approach.</li> <li>▪ Plan more closely with university professor than local agriculture teacher.</li> </ul>	
	3.68		work with the local agriculture teacher on his/her grading system in relationship to homework/tests and grade several exercises.	<ul style="list-style-type: none"> <li>▪ They need to get a feel for this.</li> <li>▪ Only if to gain understanding of homework/testing process.</li> <li>▪ Learn efficient methods of grading and other evaluative methods.</li> <li>▪ After 1 or 2 times, it's not a learning exercise.</li> </ul>	
	4.19		perform tasks assigned by the agriculture teacher in relation to a plan developed by university professor, local agriculture teacher and school administrator.	<ul style="list-style-type: none"> <li>▪ Should be part of STE.</li> <li>▪ Need some limits on what tasks the perspective student teacher should be asked to perform here.</li> <li>▪ Depends on tasks.</li> <li>▪ Make a learning experience.</li> <li>▪ Not during EFE.</li> </ul>	

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	3.81		become familiar with adult education program.	<ul style="list-style-type: none"> <li>▪ Become familiar with the adult association offered in that school or state such as FFA Alumni.</li> <li>▪ They differ from state to state.</li> <li>▪ Take to meeting and do home visits.</li> <li>▪ Not necessary in some states and in some programs.</li> <li>▪ Not a concern at this point.</li> </ul>	
	3.57		become familiar with professional development activities available during the summer months.	<ul style="list-style-type: none"> <li>▪ While this is a good idea, I don't think it should be mandatory during EFE.</li> <li>▪ Beyond scope of EFE.</li> <li>▪ This would tie student up too much.</li> <li>▪ Require personal and professional improvement.</li> <li>▪ Be familiar with professional development activities available during the summer months.</li> <li>▪ Food for some, but many must work to pay for school.</li> </ul>	
	3.65		give a written critique of the local agriculture program as the final part of EFE.	<ul style="list-style-type: none"> <li>▪ Not ready for this.</li> <li>▪ They are not in a position to evaluate a program they may visit.</li> <li>▪ Should understand that ag ed is always in transition.</li> <li>▪ Very important.</li> </ul>	
	3.58		monitor class during testing. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Put someone with no authority in a different position.</li> <li>▪ Should be part of STE.</li> <li>▪ Delay until STE.</li> <li>▪ Not during EFE.</li> <li>▪ Not productive for specific instruction of Ag Ed experience – student teaching level.</li> </ul>	
	3.81		set up laboratory demonstration at assigned school. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Good for science credit.</li> <li>▪ Most likely will not have had any formal preparation in setting up demos at this point.</li> <li>▪ Should be part of STE.</li> <li>▪ Delay until STE.</li> <li>▪ Not during EFE.</li> </ul>	

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THE STUDENT WILL:					
Your Round I Rating	Panel's Round 1 Mean Rating	Your New Rating	Statement	Comments from Round I	Your justification if your rating is more than 1 point from the mean.
	3.58		assist students in filling out FFA Foundation awards. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Not appropriate in EFE.</li> <li>▪ At this point, I don't think they have time or experience.</li> <li>▪ Very critical to help students in the future.</li> <li>▪ A student teaching activity.</li> <li>▪ This is only to be done if the EFE occurs following instruction on FFA awards.</li> </ul>	
	3.61		provide individualized instruction to students while supervising agricultural experience programs conducted by students. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Critical for SAE supervision and summer employment activities.</li> <li>▪ Student teacher activity.</li> <li>▪ More appropriate for student teaching.</li> <li>▪ More for STE.</li> <li>▪ STE.</li> <li>▪ Delay until STE.</li> </ul>	
	3.55		plan and conduct activities for FFA members during the summer months. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ More important to plan activities for during the school year during EF.</li> <li>▪ Identify activities for FFA . . . few teachers have a 12-month contract.</li> <li>▪ May not be practical for EFE.</li> <li>▪ Beyond scope of EFE.</li> <li>▪ This would tie student up too much.</li> <li>▪ Not appropriate at this point.</li> </ul>	
	3.35		develop a plan for a complete summer program in agricultural education. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ If applicable.</li> <li>▪ EFE is more observation than actual planning.</li> <li>▪ Beyond scope of EFE; this is a good activity, but it is not appropriate for EFE.</li> <li>▪ To be completed through another experience/class.</li> <li>▪ Limit to STE.</li> <li>▪ Delay until STE.</li> <li>▪ Important later; not during EFE.</li> </ul>	

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**THE STUDENT WILL:**

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	3.87		identify state and national trends including pertinent legislative actions associated with agricultural education programs and education as a profession. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Not a major priority before EFE – perhaps later.</li> <li>▪ But is this an EFE activity?</li> <li>▪ A task done “before starting EFE” is not a part of the EFE. This is important but not in EFE.</li> <li>▪ Overview of agriculture or brief history.</li> </ul>	
	3.97		learn the components of a complete agricultural education middle and secondary school curriculum, including the scope, sequence and accountability measures. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Too much to expect.</li> <li>▪ If it applies to community needs.</li> <li>▪ But is this an EFE activity?</li> <li>▪ Need a general idea – but can develop during EFE or after</li> </ul>	
	3.45		acquaint secondary students with the application of instructional technology in agriculture. _____ move to STE _____ leave in EFE _____ do away with this task	<ul style="list-style-type: none"> <li>▪ Should have this experience/knowledge before field experience.</li> <li>▪ Too early – perhaps during student teaching.</li> <li>▪ Again, I believe this to be a little early in their program.</li> <li>▪ This activity would be more meaningful during STE.</li> <li>▪ Student teaching.</li> </ul>	

**PART II: New Items from Round I – Early Field Experiences**

**THE STUDENT WILL:**

Rating	Statement	Your Comments
	attend a local school board meeting.	
	observe different teaching and learning styles.	

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**THE STUDENT WILL:**

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	identify motivation techniques used by teachers.	
	will develop a time schedule that meets the local agriculture teacher's approval on how and when the EFE is to be done.	
	discuss with the local agriculture teachers, how the local agriculture programs meet State Department of Education requirements.	
	meet/interview vocational administrator, guidance counselors and department advisory committee.	

**PART III: Student Teaching Experience**

Your Round I Rating	Panel's Round I Mean Rating	Your New Rating	Statement	Comments	Your justification if your rating is more than 1 point from the mean.
	3.87		conduct an examination of how the Agricultural Education Program serves the school/community.	<ul style="list-style-type: none"> <li>▪ A community survey would be helpful to complete prior to STE.</li> <li>▪ Has value but should not be a priority – they do not have the time.</li> <li>▪ In-depth is vague; a community study should not burden the purpose of the STE.</li> <li>▪ Student teachers cannot do this.</li> <li>▪ Change to – evaluate how the Ag Ed Program serves the . . .</li> </ul>	
	3.90		develop a teaching calendar based on the needs of the agriculture program at the local high school.	<ul style="list-style-type: none"> <li>▪ Prior to STE.</li> <li>▪ Only in the form of the teaching calendar (see 2).</li> <li>▪ Explore community resources for trips and guest presenters.</li> <li>▪ Only if Adult Ed is not provided by community colleges.</li> </ul>	

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**THE STUDENT WILL:**

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	3.07		recruit students for agriculture class.	<ul style="list-style-type: none"> <li>▪ If appropriate.</li> <li>▪ If applicable.</li> <li>▪ Can only do if the cooperating school has an adult program.</li> <li>▪ Recruit two members for all adult ag class.</li> <li>▪ Almost impossible.</li> </ul>	
	3.90		assist the local agriculture teacher in conducting adult education class if appropriate for school in which student teaching experience is being conducted.	<ul style="list-style-type: none"> <li>▪ If appropriate for school.</li> <li>▪ If adult classes are offered.</li> <li>▪ If applicable.</li> <li>▪ Can only do if the cooperating school has an adult program.</li> <li>▪ Not a priority.</li> <li>▪ All needs to be done in a controlled situation.</li> </ul>	
	3.97		visit farmers and agribusinesses in the local area.	<ul style="list-style-type: none"> <li>▪ Observe an adult function such as an advisory committee or FFA Alumni meeting.</li> <li>▪ Not a necessity.</li> <li>▪ All needs to be done in a controlled situation.</li> <li>▪ Visit farms and agribusinesses.</li> <li>▪ Many divisions no longer have adult programs.</li> </ul>	
	3.70		teach an adult agriculture class if appropriate for school, where student teaching experience is being conducted.	<ul style="list-style-type: none"> <li>▪ If appropriate for school.</li> <li>▪ For many classes the role is not of teaching but arranging for specialists who provide the instruction.</li> <li>▪ If applicable.</li> <li>▪ Can only do if the cooperating school has an adult program.</li> <li>▪ Observe an adult function such as and Advisory Committee or FFA Alumni meeting.</li> </ul>	
	3.17		attend/observe the young farmer chapter meetings if appropriate.	<ul style="list-style-type: none"> <li>▪ Attend if available, probably not advise.</li> <li>▪ Not advise, but attend – get involved.</li> <li>▪ Not a priority, every school does not have this.</li> <li>▪ If available.</li> <li>▪ Observe and assist.</li> <li>▪ Can only do if the cooperating school has an adult program.</li> <li>▪ Need more specific words other than “advise”.</li> </ul>	

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THE STUDENT WILL:					
Your Round I Rating	Panel's Round I Mean Rating	Your New Rating	Statement	Comments	Your justification if your rating is more than 1 point from the mean.
	3.94		interview student/teacher about a cooperative work experience contract if appropriate.	<ul style="list-style-type: none"> <li>▪ If the program offers a cooperative ed program. Not all programs do!</li> <li>▪ Teacher must be involved as school district employee.</li> <li>▪ They are not in a position to do this – do not have the community experience.</li> <li>▪ Student teacher should not be expected to do this, or at least not required.</li> <li>▪ Depends on what is offered at site.</li> <li>▪ Good – if there is not an ag coop program in the school, it may be impossible to do.</li> </ul>	
	3.55		conduct an agriculture/agribusiness case study.	<ul style="list-style-type: none"> <li>▪ Not necessary.</li> <li>▪ For what?</li> <li>▪ For high school STE, if available.</li> <li>▪ They do not have the time.</li> <li>▪ If time available.</li> </ul>	
	3.35		interview a social case worker in relation to classroom activities for special needs students if appropriate.	<ul style="list-style-type: none"> <li>▪ Good activity, but may not be practical.</li> <li>▪ Not necessary.</li> <li>▪ Do not see particular need for this.</li> <li>▪ This should not be a requirement, but would be nice.</li> <li>▪ Consult social case worker in district.</li> </ul>	
	3.77		meet local media representatives or district communication department staff who can assist in public relations.	<ul style="list-style-type: none"> <li>▪ I'm not sure if this is important in some communities.</li> <li>▪ Again, good experience but not sure time exists.</li> <li>▪ Not appropriate for their time of stay.</li> <li>▪ This is hard for a teacher to do.</li> </ul>	
	4.23		after completion of a successful student teaching experience, write a newspaper article in regards to the assigned agriculture program.	<ul style="list-style-type: none"> <li>▪ FFA activities.</li> <li>▪ After completion of a successful student teaching experience.</li> <li>▪ Not a priority.</li> <li>▪ FFA member responsibility.</li> </ul>	



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	3.74		live in the community while student teaching if appropriate and housing is available.	<ul style="list-style-type: none"> <li>▪ While this is a good practice, we need to remember these are students – not paid employees of the school system.</li> <li>▪ Many teachers don't live in the school community.</li> <li>▪ All teachers don't live in the community.</li> <li>▪ Very desirable but not realistic to require.</li> <li>▪ If appropriate facilities are available.</li> </ul>	
	3.77		attend local civic activities in the assigned location.	<ul style="list-style-type: none"> <li>▪ Student teachers can't do everything.</li> <li>▪ This should not be a priority.</li> <li>▪ May not be possible.</li> <li>▪ Attend local civic activity.</li> <li>▪ Participate in at least one civic activity.</li> </ul>	
	2.97		observe a class in another department in the assigned school.	<ul style="list-style-type: none"> <li>▪ Observations–yes. Teaching–I'm not sure about.</li> <li>▪ Not necessary.</li> <li>▪ Would recommend observing only.</li> <li>▪ Many of the student teachers I have had work with me needed to learn to teach agriculture first! No, I don't think this should be required.</li> <li>▪ Team teaching with an academic teacher is OK, but student teachers should not be expected to teach outside of their subject area.</li> </ul>	
	3.87		encourage and expose student teacher to the professional organizations that has ties with agricultural education.	<ul style="list-style-type: none"> <li>▪ Desirable, but required?</li> <li>▪ If done – must carefully stipulate that the PT is not to be “used” on a regular basis.</li> <li>▪ Not an option – necessity.</li> <li>▪ Student teachers should not be held to a different standard than regular teachers. This should be “optional”.</li> </ul>	
	3.90		conduct a mock interview with appropriate school officials.	<ul style="list-style-type: none"> <li>▪ I'm not sure all school administrators would cooperate with this.</li> <li>▪ If school administrator is willing to cooperate.</li> <li>▪ Preferably the school principal and systemwide vocational administrator.</li> <li>▪ Not appropriate.</li> <li>▪ Recommend that this be done during another segment of the preservice.</li> </ul>	

**PART IV: New Items from Round I – Student Teaching Experiences**

**1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree or 5 = Strongly Agree**

**THE STUDENT WILL:**

Rating	Statement	Your Comments
	interview the local vocational director to determine procedures of personnel, financial and facilities management.	
	plan, present, evaluate and demonstrate teaching practices that are generally carried out in a laboratory setting.	
	have a meaningful experience planning classroom instruction that will culminate with a laboratory activity.	
	use new computer/agriculture technology in classroom instruction.	
	teach the cooperating teacher new ag technologies.	
	develop classroom management experiences/options.	
	develop and teach integrated lesson with academic (core subject matter) teacher.	
	develop a list of addresses of magazine subscriptions and catalogs used at the school so the student teacher can use them as a resource when they become teachers.	

