

Horticultural Science

Teaching Experience

Handbook

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Teaching Experiences

To establish uniformity in the use and application of the term "teaching experience," the National Association of College and Employers (NACE) recommends the following definition:

An undergraduate teaching experience (TA) is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a classroom setting. Teaching experience give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Differences between Teaching Experience and a Part-Time Job

Teaching Experience	Part-Time Job
Purpose: <ul style="list-style-type: none"> > Primarily a learning experience 	Purpose: <ul style="list-style-type: none"> > Primarily a work experience
Salary: <ul style="list-style-type: none"> > May/may not be offered pay but often are paid > Academic credit will be given to the student 	Salary: <ul style="list-style-type: none"> > Must be paid
Duration/Hours: <ul style="list-style-type: none"> > Part-time > Typically lasts 16 weeks > Agreed upon termination date 	Duration/Hours: <ul style="list-style-type: none"> > No specific start or end time/date > By nature, it is part-time work
Employer Role: <ul style="list-style-type: none"> > Mentors the student and is able to show them teaching pedagogy as well as teach them job skills > Exposes the student to all segments of the course > Provides the opportunity for a student to develop and present a lecture 	Employer Role: <ul style="list-style-type: none"> > Primarily supervisor with little to no mentoring > Hired for a specific segment/area of business
University Role: <ul style="list-style-type: none"> > Career Experience Coordinators help supervise students as well as guide and prepare them for the teaching experience 	University Role: <ul style="list-style-type: none"> > No faculty interaction



Expectations of Students

Prior to the student beginning the teaching experience, the instructor and student need to discuss the requirements and expectations of the teaching experience.

This includes:

- > Growth Plan
- > Dress requirements
- > Hours of work
- > Duties, work assignment
- > Privacy procedures and policies
- > Other miscellaneous items required for successful teaching experience

Student Growth Plan:

This document is completed on-line and defines the student's responsibilities, learning opportunities, and student classroom experience.

- > The student and instructor will complete a growth plan that outlines these expectations on our webpage.
- > Students are required to work a minimum of 45 hours for each 1 credit (135 hours to receive 3 academic credits). We suggest students work 9-14 hours a week over a 16-week semester with a portion of this time devoted to work on a student-directed project.
- > The student project should be developed and implemented by the student but should benefit both the student and employer.
- > The student and employer should work together to develop the work schedule, project, and start/end dates.
- > The students will be compensated for their time in the form of hourly wages or a stipend.
- > An hourly wage range of \$10-\$15 is suggested unless housing or a housing stipend is provided.
- > The student will be expected to evaluate the performance of an employer in providing a high-quality teaching experience.



Expectations of Employers/Instructors

Teaching experiences are most meaningful students when a wide variety of learning opportunities are provided in a structured and professional environment. These opportunities should include preparing and teaching a lesson as well as grading.

The student should be supervised by an experienced instructor and have the opportunity to apply classroom information to their teaching responsibilities. We hope instructors will expose the student to new aspects of their chosen field and provide a perspective on their future career options.

- › Prior to the student beginning the TE, the instructor and student need to discuss the requirements and expectations of the teaching experience.

This includes:

- › MOA
- › Growth Plan
- › Dress requirement
- › Hours of work
- › Duties, work assignment
- › Privacy and procedures and policies
- › Other miscellaneous items required for successful teaching experience

- › The student and employer will complete a growth plan that outlines these expectations on our web page.
- › Students are required to work a minimum of 45 hours for each 1 credit (135 hours to receive 3 academic credits). We suggest students work 9-14 hours a week over a 16-week semester with a portion of this time devoted to developing a student taught lesson.
- › The student and instructor should work together to develop the work schedule, project, and start/end dates.
- › The instructor will be expected to evaluate the performance of the student. In addition, the instructor has an advisor/mentor role for the student. See Employer's/Instructor's Three-Week-Point and Exit Evaluation of student by Employer/Instructor



Teaching Experience Timeline

STUDENTS	EMPLOYERS/INSTRUCTORS
<p>Middle of a Semester</p> <ul style="list-style-type: none"> > Students will search for teaching experiences that are interesting to them > Students will begin applying for prospective teaching experience 	<p>Middle of a Semester</p> <ul style="list-style-type: none"> > Instructors should be ready to talk to interested students > Instructors should think about lessons for student to develop > Instructor will evaluate potential student teaching assistant candidates and request interviews
<p>End of a Semester</p> <ul style="list-style-type: none"> > Interviews take place at an agreed upon location > Students should prepare to interview for multiple positions and send thank you notes upon completion of interviews 	<p>End of Semester</p> <ul style="list-style-type: none"> > Interviews take place at an agreed upon location.
<p>Before the end of a semester</p> <ul style="list-style-type: none"> > After the student is selected, instructors and students need to work together to complete the memorandum of agreement and the growth plan. This needs to be done before the teaching experience begins and through the Database. 	<p>Before the end of a semester</p> <ul style="list-style-type: none"> > After the student is selected, instructors and students need to work together to complete the memorandum of agreement and the growth plan. This needs to be done before the teaching experience begins and through the database.
<p>Semester in which teaching experience is happening</p> <ul style="list-style-type: none"> > Students begin work with their respective instructors > Students complete final project OR written analysis as determined by their growth plan > Students complete instructor evaluation > Students prepare their final presentation to be presented in fall semester 	<p>Semester in which teaching experience is happening</p> <ul style="list-style-type: none"> > Students begin work > Set up a date for 3-week check-in with career experience coordinators > Complete 3-week evaluation > Complete student exit evaluation > Meet with students throughout the teaching experience to discuss progress and check-in



Course Registration

Student desiring academic credit for their teaching experience, must register for HS 494.

Teaching Experience Search

Finding a teaching experience is not always an easy task. The Department of Horticultural Sciences has several different options to help you.

Horticulture Student Career Explanation

- › The Horticulture Database is available only for Horticultural Science and Agroecology students. Below are the steps you should follow to access this database:
- › Go to the NC State Department of Horticultural Science Website: <https://cals.ncsu.edu/horticultural-science>
- › Click on the Students dropdown menu
- › Select Career Experiences
- › Click on Student Career Exploration Database

Career Experiences Coordinator's Three-Week Evaluation of Student Teaching Assistant

***Completed through database

Date: _____

Start Date of Teaching Experience: _____

Student's Name: _____

Supervisor/Title: _____

Company: _____

This rating by the supervisor is very valuable to the student. It provides an objective evaluation of their ability, characteristics and growth, and identifies areas requiring improvement. Please select the response in each category which best describes the student teaching assistant. Please discuss the evaluation with the student.

Please indicate the student's top two (2) strengths during the course of his/her teaching experience, with examples:

1. _____

2. _____

Please indicate at least one (1) opportunity for improvement for the student:

1. _____

.....

Please rate the student in each of the following categories (1 = low, 5 = high):

How well is the student completing the work tasks (in growth plan) so far in the teaching experience:

1

2

3

4

5

Comment: _____

Student's willingness and motivation to learn, to take on new projects, and develop skills:

1

2

3

4

5

Comment: _____

How the student's attitude is toward his/her work:

1

2

3

4

5

Comment: _____

Describe the progress of the learning project as well as what still needs to be accomplished:

Career Experience Coordinator's Three-Week Evaluation of Student Teaching Assistant – Part 2

***Completed through database

Please indicate how well the student has demonstrated each of the following skills (1 = not at all, 5 = very strongly). See page 6 for a more detailed description of the various skill sets.

Communication skills:

1

2

3

4

5

Comment: _____

Decision making/Problem solving:

1

2

3

4

5

Comment: _____

Self-Management Skills:

1

2

3

4

5

Comment: _____

Teamwork Skills:

1

2

3

4

5

Comment: _____

Professionalism Skills:

1

2

3

4

5

Comment: _____

Leadership Skills:

1

2

3

4

5

Comment: _____

What new technical skills or job knowledge has the student gained so far? Please describe them here: _____

Additional comments:

Employer Signature: _____

Date: _____

Student Signature: _____

Date: _____

Employer/Instructor's Three-Week Evaluation of Student Teaching Assistant

***Completed through database

Date: _____

Hours Completed to Date: _____

Student's Name: _____

Supervisor's Name: _____

Company: _____

Teacher, please complete the following evaluation by the end of the third week of work for the student. Please rate the student in each of the following categories (1 = low, 5 = high):

How well is the student completing the work tasks (in growth plan) so far in the teaching experience?

1

2

3

4

5

Comment: _____

Student's willingness and motivation to learn, to take on new projects, and develop skills:

1

2

3

4

5

Comment: _____

How the student's attitude is toward his/her work:

1

2

3

4

5

Comment: _____

Describe the progress of the learning project as well as what needs to be accomplished:

Employer/Instructor's Three-Week Evaluation of Student Teaching Assistant – Part 2

***Completed through database

Please indicate how well the student has demonstrated each of the following skills (1 = not at all, 5 = very strongly). See page 6 for a more detailed description of the various skill sets.

Communication skills:

1

2

3

4

5

Comment: _____

Decision making/Problem solving:

1

2

3

4

5

Comment: _____

Self-Management Skills:

1

2

3

4

5

Comment: _____

Teamwork Skills:

1

2

3

4

5

Comment: _____

Professionalism Skills:

1

2

3

4

5

Comment: _____

Leadership Skills:

1

2

3

4

5

Comment: _____

What new technical skills or job knowledge has the student gained so far? Please describe them here: _____

Additional comments:

Employer Signature: _____

Date: _____

Exit Evaluation of Student by Employer/Instructor

***Completed through database

Date: _____ Start Date of Teaching Experience: _____ Start Date of Teaching Experience: _____

Student's

Name: _____

Supervisor/Title: _____

Company: _____

This rating by the supervisor is very valuable to the student. It provides an objective evaluation of their ability, characteristics and growth, and identifies areas requiring improvement. Please select the response in each category which best describes the student teaching assistant. Please discuss the evaluation with the student.

Please indicate the student's top three (3) strengths during the course of his/her teaching experience, with examples:

1. _____

2. _____

3. _____

Please indicate at least two (2) opportunities for improvement for the student:

1. _____

2. _____

.....

Please rate the student in each of the following categories (1 = low, 5 = high):

How well is the student completed certain tasks (in growth path):

1 2 3 4 5

Comment: _____

Student's willingness and motivation to learn, to take on new projects, and develop skills:

1 2 3 4 5

Comment: _____

Career Readiness of Student:

1

2

3

4

5

Comment:

Exit Evaluation of Student by Employer/Instructor

***Completed through database

Please indicate how well the student has demonstrated each of the following skills (1 = not at all, 5 = very strongly). See page 6 for a more detailed description of the various skill sets.

Communication skills:

1 2 3 4 5

Comment: _____

Decision making/Problem solving:

1 2 3 4 5

Comment: _____

Self-Management Skills:

1 2 3 4 5

Comment: _____

Teamwork Skills:

1 2 3 4 5

Comment: _____

Professionalism Skills:

1 2 3 4 5

Comment: _____

Leadership Skills:

1 2 3 4 5

Comment: _____

Technical Skills:

1 2 3 4 5

Comment: _____

Employer Evaluation by Student Teaching Assistant

***Completed through database

Date: _____

Start Date of Teaching Experience: _____

Student's Name: _____

Supervisor/Title: _____

Company: _____

Instructions: Please complete this evaluation fully and completely. Return the evaluation to the career experience coordinator after completion.

Please indicate the top three most beneficial work experiences with the employer/instructor:

1. _____

2. _____

3. _____

Please rate the employer/instructor in each of the following categories (1 = low, 5 = high):

How well the employer/instructor helped you meet your goals (from the student growth path):

1 2 3 4 5

Comment: _____

The employer/instructor allowed me to take on new projects and develop skills:

1 2 3 4 5

Comment: _____

My responsibilities and duties here were relevant to my major and increased my knowledge:

1 2 3 4 5

Comment: _____

Overall, I would recommend this work site to another student:

1 2 3 4 5

Comment: _____