

# CASE

*Curriculum for Agricultural Science Education*

## CASE Pre-service Institute Host Planning Guide

2018-2019 Edition



## Table of Contents

<b>CASE Mission</b> .....	<b>3</b>
<b>Partners for Success</b> .....	<b>3</b>
<b>Pre-service Program</b> .....	<b>3</b>
Pre-service Certification Models .....	4
<i>Institute Model</i> .....	4
<i>Integrated Model</i> .....	4
<b>Minimum Pre-service CASE Institute Requirements</b> .....	<b>5</b>
<b>CASE Affiliate Institution Role and Responsibilities</b> .....	<b>7</b>
Affiliate Professors .....	8
Student Teacher Placement Policy.....	8
Financial Obligations.....	8
<i>Budgeting Guidelines for CASE Institutes</i> .....	9
<i>CASE Certification Fee</i> .....	10
<i>CASE Lead Teacher Service Fee (for Institute Model Only)</i> .....	10
Classroom and Laboratory Facilities .....	11
Equipment and Staffing.....	11
<i>Basic Equipment Requirements</i> .....	11
<i>Staffing Requirements (for Institute Model Only)</i> .....	12
<i>Policing Role of Host Site Coordinator (for Institute Model Only)</i> .....	12
<i>Mentoring and Monitoring of Lead Teachers (for Institute Model Only)</i> .....	13
<b>Registration</b> .....	<b>16</b>
Private or Regional Institutes .....	17
Participant Registration Cancellation.....	17
Pre-service Participants at Non-pre-service CASE Institutes .....	17
<b>Participant Expectations</b> .....	<b>18</b>
Absentee Agreements (for Institute Model Only) .....	18
<b>Appendix A – CASE Pre-service Certification Email</b> .....	<b>19</b>
<b>Appendix B – Pre-service Teacher Checklist for CASE Certification</b> .....	<b>20</b>

## CASE Mission

CASE is committed to the goal of improving educational experiences for agriculture students by empowering agriculture teachers. The specific mission of CASE is to:

1. Provide a system of curriculum and professional development for teacher change promoting rigorous and relevant student learning opportunities
2. Leverage partnerships with public and private entities to provide resources to teachers and students to facilitate change
3. Position Agricultural Education to be a solution to academic challenges in secondary education

## Partners for Success

CASE encourages state leadership to use a Team AgEd approach for the implementation of the CASE system in your state or region. CASE promotes a cultural change in teaching practice and such a change requires not only resources and training but also an ongoing support network for teachers. CASE provides ongoing support, but localized professional learning communities tend to be the most effective strategy for supporting teachers.

The Team AgEd approach involves all local agricultural education entities including, but not limited to Department of Education, Department of Agriculture, FFA Staff, NAAE Affiliate, University Teacher Educator Department(s), Regional and Community College Partners, FFA Alumni, Young Farmer and Rancher Programs, Agriculture in the Classroom, Farm Bureau, Commodity Associations and/or other Business and Industry Partners, and FFA Foundations. If these entities work together to secure resources and develop networking for classroom teachers, statewide or regional goals can produce an environment for efficient and effective implementation of CASE.

CASE recognizes three representatives from each state to serve as CASE State Leaders. Each state representative includes state Department of Education or Department of Agriculture staff, post-secondary education faculty member, and secondary agricultural science teacher. A list of State Leaders is on the CASE website. The CASE State Leader and CASE staff are also important extensions of the Team AgEd community and CASE representation is encouraged in long-range planning and other Team AgEd activities.

## Pre-service Program

Since the introduction of CASE professional development in 2009, teacher certifications have grown exponentially. Growth in teacher certification indicates CASE is an outstanding investment in teacher professional development. This growth has demonstrated the need for pre-service teachers who can enter the field with at least one CASE certification. Not only do beginning teachers who are CASE certified have a head start in curriculum and instructional design, they are also eligible and competitive in agricultural education programs where CASE curriculum has been previously implemented. The CASE Pre-service Certification Program has been developed to support pre-service teachers seeking CASE certification.

Agricultural education programs across the country are struggling to provide enough highly qualified graduates to replace the many openings in their states each year. Professional development from a pre-service CASE Institute or integrated CASE course will supplement the quality of agriculture teacher preparation for student teachers and recent graduates applying for teaching positions. CASE certifications offered in a pre-service setting can assist agricultural education graduates in feeling more confident and prepared to teach, even if they are entering an agriculture program not currently using CASE. CASE provides structure and guidance as a foundational tool for certified beginning teachers.

## **Pre-service Certification Models**

Two models were developed in the postsecondary agricultural education programs that piloted CASE pre-service certifications. These models included a CASE Institute setting similar to an in-service teacher CASE Institute and an integrated CASE course as part of the agricultural education department courses. The leading professors piloting CASE pre-service certification for pre-service teachers were Dr. Michael Retallick at Iowa State University and Dr. Jon Ulmer, then at Texas Tech University. The two models of pre-service teacher CASE certification differ in implementation. However, the result is the same: CASE certified agricultural educators entering the profession with a foundational tool for course development and instructional strategies in specific courses. Pre-service certification implementation is not limited to these two models. CASE encourages universities to explore implementation options best suited to their individual needs.

### **Institute Model**

The institute model of pre-service certification is similar to an institute for in-service teachers. The scope and sequence is the same and follows the 8- or 9-day daily plan that summer institutes follow. Participants may come from within the hosting school only, or the school may opt to open their institute to other agricultural education preparatory programs. By hosting the institute on campus (or nearby), pre-service participants can remain in school lodging and provide their own meals. The hosting institution can provide CASE certifications to pre-service teachers at a lower cost, but in the intensive, immersive experience of a summer CASE Institute.

#### *Benefits*

The institute model of pre-service certification provides a quick, convenient, low-cost way to offer CASE certification for pre-service teachers. Benefits include convenience, familiarity, and lack of need for program restructuring. Participants can be certified in a matter of days rather than over an entire semester. Since Lead Teachers are familiar with this model, and the time constraints allow practicing Lead Teachers to facilitate, CASE can provide Lead Teachers for the institute. The host can then focus on organizing location and needed materials ahead of time, as well as paperwork when certification is complete. The institute model is straightforward and looks the same regardless of location, as CASE Lead Teachers use the same scope and sequence and daily plans as regular summer institutes. Lead Teachers are chosen based on their ability to connect with and be an example for pre-service teachers, which is somewhat different than facilitating an in-service teacher institute.

Because the institute is set up outside of the semester schedule, no restructuring of the agricultural education program for the university is necessary. Course requirements and credit hours do not need to be changed, which alleviates the difficulties of new course applications and other university protocols when new courses are added.

#### *Drawbacks*

There are drawbacks to the institute model. CASE Lead Teachers may be utilized. If so the cost of Lead Teacher stipends, lodging, meals, and travel is added to institute expenses. Hosts must also find a time to schedule the institute that does not overlap university courses, since the CASE Institute runs from 8am to 5pm, but is still during times when students are on campus. Pre-service institutes held too early in spring or summer may mean limited CASE Lead Teacher availability. If the institute is open to pre-service teachers from other universities, arrangements for lodging and meals must be facilitated or offered by the host.

### **Integrated Model**

The integrated model of certification looks much like a regular college course. The course may have a course title and number, provide undergraduate credit hours, and be part of the pre-service teacher's schedule during the semester, or it may be offered as a special problems course. Traditionally, the basic scope and sequence of a CASE Institute is still followed, but the schedule is based on the university class schedule for the semester. However, the host may choose to implement the institute as a night class to permit in-service teachers seeking graduate credit or facilitate certification over multiple semesters. As in the institute model, participants remain in school lodging and provide their own meals, so costs may be similar to the institute model for pre-service teachers.

### *Benefits*

Integrated CASE certification provides an excellent opportunity at an outstanding value. Because the CASE course is offered as part of the regular agricultural education department programming, pre-service teachers pay for the course and any accompanying fees through their tuition, possibly using scholarships, grants or student loans. CASE certification is also validated as a vital component to the agricultural education program, rather than being perceived as an 'extra'. Affiliate Professors who are already a part of the agricultural education department typically teach integrated CASE courses; thus, no outside Lead Teachers are required. See the section on Affiliate Institutions for more information on becoming an Affiliate Professor.

### *Drawbacks*

The integrated model of CASE certification brings its own set of challenges. Before certification can be offered, university professors and staff must become CASE certified and complete the CASE Affiliate Professor application. The university must allow restructuring of the Agricultural Education program in order to make room in the credit requirements for CASE to be offered and taught. The implementation process for an integrated CASE course may be longer due to program or course restructuring processes.

## Minimum Pre-service CASE Institute Requirements

CASE professional development focuses on developing instructional skills and providing educators with excellent resources to facilitate powerful teaching. The key to CASE effectiveness is intense professional development specifically related to CASE-designed materials for classroom instruction. Each CASE course requires a specific CASE Institute as course content is thoroughly examined and practiced.

CASE requires that every CASE Institute Host provide a rigorous and meaningful experience for participants. Uniformity across sites is extremely important for validity of data from program evaluations and student assessments. CASE expects every participant to have an equally challenging experience to promote enhanced classroom opportunities for agricultural education students. To ensure quality and uniformity of professional development, CASE has set minimum requirements that must be met.

- All CASE Institutes must have two Lead Teachers. These can either be CASE assigned Lead Teachers, CASE Affiliate Professors, or a combination of the two.
- Each participant must complete a minimum of 65 hours or equivalent of professional development in the specific course certification is sought.
- All CASE Institutes must follow prescribed Scope and Sequence for the course offered. CASE Staff provide CASE Institute Scope and Sequences to CASE Lead Teachers and Affiliate Professors teaching CASE Institutes.
- Affiliate Professors are encouraged to utilize CASE certified teachers as guest lecturers and student teacher placement to supplement the pre-service training.
- Pre-service participants must complete the CASE Institute Portfolio Checksheet. Upon completion this form will be submitted by the Affiliate Professor and/or Lead Teachers to CASE staff.
- Payment of pre-service certification fee will be made six weeks into the pre-service integrated course or prior to the start of the pre-service institute.
- CASE pre-service institute/integrated course hosts must have participants complete registration through the CASE Institute registration system or provide a spreadsheet of successful pre-service completers that includes the following information:
  - Participant name
  - University name
  - Participant school email
  - Participant personal email
  - Participant cell phone
  - Participant permanent address
  - Date of participant student teaching (ex. Spring 2019)

- Date of participant graduation (ex. May 2019)
- At the time of employment for the pre-service participant, he/she will need to complete **a change of school form on the CASE website**.
- If pre-service teachers do not register their new school and pay the remaining balance of the full certification fee, the teacher will not be able to use CASE curriculum in their program, or be entitled to CASE assessments, CASE Store, updated versions of the curriculum, and other CASE teacher services.

Affiliate Professors, Host Site Coordinators, Lead Teachers, and CASE staff ensure the integrity of CASE Institutes. Full cooperation and unified support for CASE protocols is important to ensure high quality experiences for participants across the country.

## CASE Role and Responsibilities

The primary role of CASE staff is to provide CASE Pre-service Institute Hosts management support for hosting CASE Institutes. These guidelines exist to ensure consistency across institutes. Consistency is vital for validity concerns regarding CASE assessment data. CASE staff will also provide on-going teacher services to help with daily implementation of materials. Without consistency of institute experiences, the ability to manage support systems after the institute will be impaired.

CASE also has a responsibility to provide assurances to school administrators and state supervisors that CASE certified teachers have met the professional development criteria. The certification process provides training for participants in utilizing CASE materials effectively and promoting higher quality learning experiences for students. Schools and states make a large investment in teachers who become CASE certified. CASE staff and CASE Institute Hosts have a responsibility to these stakeholders to ensure quality experiences are provided.

### CASE Staff

CASE staff each have a different role in working with CASE Institute Hosts and CASE Institutes. The main contact for all CASE Institute Hosts is the regional CASE staff representative. This staff member handles all institute scheduling, implementation, reporting, Lead Teacher scheduling, training, communication, and any issues that arise during institutes. The next contact is the Operations/Outreach Director, Miranda Chaplin. The Operations/Outreach Director handles orders for CASE Institute materials offered through the CASE store, billing for institutes, and all paperwork regarding certification for participants. Use the following information to help determine who to contact for other questions.

**Table 1. CASE Staff Contact Information**

<b>Title and Name</b>	<b>Regional Assignment</b>	<b>Contact with questions for:</b>
Project Director Dr. Dan Jansen dan.jansen@case4learning.org	Pre-service CASE Institutes and NAAE Region V (AL, FL, GA, MS, NC, PR, SC, TN, VI)	Research, donations, State Leaders
Operations/Outreach Director Miranda Chaplin miranda.chaplin@case4learning.org	NAAE Region IV (IL, IN, KY, MI, MO, OH)	CASE store ordering, CASE Institute billing, CASE Institute scholarships, certification records
Curriculum Director Marlene Jansen marlene.jansen@case4learning.org	NAAE Region I (AK, AZ, CA, HI, ID, MT, NV, OR, UT, WA, WY)	Curriculum-related questions
Pathway Coordinator Carl Aakre carl.aakre@case4learning.org	NAAE Region II and MN (AR, CO, KS, LA, MN, NM, OK, TX)	Curriculum-related questions
Pathway Coordinator Melanie Bloom melanie.bloom@case4learning.org	NAAE Region III (IA, NE, ND, SD, WI)	Curriculum-related questions

Professional Development/Online Learning Coordinator Sara Cobb sara.cobb@case4learning.org	NAAE Region VI (CT, DE, ME, MA, MD, NH, NJ, NY, PA, RI, VT, VA, WV)	CASE Institute host application and participant registration, curriculum download, CASE Online, End-of-Course Assessments
Marketing Assistant Tori Hamilton tori.hamilton@case4learning.org	No regional assignment	Promotional materials, social media

## Lead Teachers and Master Teachers

CASE prepares classroom teachers to provide instruction for CASE Institutes. This model is an excellent approach because peer teaching provides an opportunity for Lead Teachers and participants to share common experiences in overcoming barriers for implementation of CASE curriculum. CASE Lead Teachers will mentor participants during the CASE Institute and maintain discussion forums throughout the year to provide on-going support as participants begin using CASE in their classrooms.

An operational definition of “Lead Teacher” is a teacher that is CASE certified in the specific course they intend to facilitate, has taught the course in their program according to design for a full year, and completed Lead Teacher Orientation. CASE Master Teachers are teacher trainers who are certified in the specific course, have provided instruction to secondary students in that course for at least two years, are certified in multiple CASE courses, and have conducted a CASE Institute as a Lead Teacher for at least two years while mentoring another Lead Teacher. CASE staff will make every effort to provide a CASE Institute Host with one experienced Lead or Master Teacher and either another returning Lead Teacher or a new Lead Teacher.

CASE provides Lead Teachers with professional development prior to beginning each summer’s institutes. Lead Teacher Orientation allows Lead Teachers to learn the expectations and protocols for facilitating a CASE Institute. Time is also spent on coordinating common themes to be taught in each course institute. New Lead Teachers are paired with experienced Lead Teachers or Master Teachers to continue the peer-teaching model throughout all levels of CASE professional development.

Once Lead Teacher Orientation is completed in late April, CASE Institute Hosts will be notified of their assigned Lead Teachers. Pre-service Host Coordinators may choose to implement the institute utilizing Affiliate Professors as the Lead Teacher OR an Affiliate Professor and Lead Teacher within commutable distance may co-teach the CASE course. Communication between Lead Teachers and Host Site Coordinators should be frequent to ensure all needs are met. Host Site Coordinators and Lead Teachers should both maintain open lines of communication.

For more information regarding the roles and responsibilities of CASE Lead Teachers and Master Teachers, refer to Appendix A.

## New CASE Pre-service Institute Host Sites

CASE staff will help first-time Host Site Coordinators facilitate their CASE Pre-service Institute. Mentor Hosts can be arranged to help with either first-time CASE Institute Hosts or a site hosting a new course for the first time. During Pre-service Institutes, CASE staff can provide support via conference call and email. CASE staff may be available to meet with pre-service participants at the beginning or close of the course to answer participant questions and concerns or to facilitate a CASE Online or other CASE-related workshop.

## CASE Affiliate Institution Role and Responsibilities

The role of a CASE Affiliate Institution is to facilitate a CASE Institute or integrated course by meeting the requirements outlined in this document. Please be aware that participants at a CASE Institute are exposed to 150+ days of classroom instruction in approximately 65 hours of institute or integrated course time. The goal is

to model proper teaching of the curriculum and instructional model as designed. CASE expects a CASE Affiliate Institution to provide facilities and equipment that model the ideal teaching environment for CASE programs within reason.

## **Affiliate Professors**

Affiliate Professors may serve as one or both Lead Teachers for pre-service certification. In order to become an affiliate professor, post-secondary instructors and professors must complete a CASE Institute as regular participants during a CASE Institute. This is a great experience to enrich personal teaching strategies for inquiry-based instruction using activity-, project-, and problem-based modes of delivery. Affiliate Professors are expected to complete the entire CASE Institute to be certified. Affiliate Professor participants must register for the CASE Institute prior to the beginning of the session and complete a portfolio checklist during the CASE Institute. Minimum charge for Affiliate Professors is the \$800 CASE certification fee (\$900 for *Animal and Plant Biotechnology*). If an Affiliate Professor participant travels offsite to attend a CASE Institute, they will be expected to pay the site's registration costs.

Before completing the CASE Institute, post-secondary staff should fill out the Affiliate Professor Application available [on the CASE website](#). They will then assume the title of CASE Affiliate Professor. This allows them to become a Lead Teacher for CASE Institutes and use the CASE curriculum and institute daily plans for pre-service teacher certification programs. Affiliate Professors are a critical link in the development of potential CASE program certifications.

In order to be eligible to facilitate CASE certification with pre-service teachers, Affiliate Professors should attend [CASE Lead Teacher Orientation](#).

## **Student Teacher Placement Policy**

Affiliate Professors may be placing student teachers with CASE certified cooperating teachers, or they may be placing a CASE certified student teacher with a non-CASE certified cooperating teacher. CASE certification is intellectual property of the teacher who completes the professional development. Certification is a measure of professional growth in topics of CASE pedagogy and assurance of competency for using specific CASE materials. Therefore, CASE certification stays with a teacher throughout their career regardless of their place of employment.

In the event of a CASE certified teacher serving as a cooperating teacher to a pre-service teacher, student teacher access is permitted. Student teachers may access and teach CASE curricula under the mentorship and supervision of the CASE certified teacher during their student teaching placement. However, student teachers cannot teach or utilize any CASE curricula after completing student teaching unless they complete a CASE certification.

All copies of the CASE curricula must be removed from the student teacher's possession upon the completion of student teaching, including any files in their computer program files. If the individual is found to be using CASE curricula after student teaching, they will be in violation of copyright and subject to the legal copyright implications.

CASE certified student teachers working with non-CASE certified cooperating teachers must also follow the copyright policy. The cooperating teacher may only review lesson plans developed or shared by CASE certified student teachers. Non-CASE certified cooperating teachers may not have the curricula installed on their computer. Any CASE files should be removed from the cooperating teacher's computer upon the completion of supervising the CASE certified teacher.

## **Financial Obligations**

There are important financial transactions required to facilitate a CASE Institute. The budgeting tools provided in a subsequent section of this guide will assist with planning for specific expenses. The following is a list of transactions for which CASE Institute Hosts are responsible:

- Invoice pre-service teachers for participant registration fee.
- Receive and deposit checks.
- Order and pay for all equipment and supplies related to CASE Institute instruction.
- Pay for facility fees.
- Pay for meal services for all participants and Lead Teachers if needed.
  - If participants are all on campus, hosts may choose to ask them to provide their own meals.
  - If Lead Teachers are hired, lodging and meals must be provided for the duration of the institute. Lead Teachers will arrive the day before the opening session to prepare for institute facilitation.
- Provide transportation for Lead Teachers, if needed, to and from airport before and after CASE Institute and to and from CASE Institute daily.
- Pay CASE certification fee as outlined in the CASE certification fee section.
- Pay CASE Lead Teacher service fee (if needed) of \$8,400 for two or \$4,200 for one which includes Lead Teacher stipends and Lead Teacher travel expenses.

CASE Institute Hosts are NOT financially responsible for CASE staff visits.

### Budgeting Guidelines for CASE Institutes

CASE recommends that CASE pre-service hosts keep participation costs limited for students. If financial support such as grants are available, the cost to the student may be \$100, the cost of probationary certification for students. Additional registration fees may be charged to pre-service participants at the discretion of the CASE Institute Host to cover the use of materials and equipment, facilitation provided by Lead Teachers, polo shirt, meals, etc.

The fixed and variable costs are outlined below. **Affiliate institutions are also responsible for the cost of lodging and meals for each Lead Teacher as reflected in the budget.** A maximum of 20 participants is enforced to facilitate the optimal student-teacher ratio required for this type of intense laboratory-based instruction.

Each site should carefully develop its own budget.

**Table 3. CASE Lead Teacher Service Fee – for Institute Model Only**

Fixed Cost Per Institute	Standard Rate	Description
CASE Lead Teacher Service Fee – Two Lead Teachers	\$8,400	Lead Teacher Expenses
CASE Lead Teacher Service Fee – One Lead Teacher	\$4,200	Lead Teacher Expenses

The following table includes variable costs based on historical data. Please note that these budget amounts are estimates and are highly variable depending on your site.

**Table 4. Variable CASE Institute Costs per Participant**

Variable Cost per Participant	Standard Rate	Description
CASE Certification Fee	\$100	The balance of \$700 will be charged to pre-service teacher's hiring district to finalize certification
Food/Meals	\$326	Can be eliminated and pre-service teachers may be asked to provide their own meals
Participant Lodging	\$275 - \$875	Dorms average \$275 Hotels average \$875 Can be eliminated for pre-service teachers if they are on campus

Lead Teacher Lodging/Meals	\$100	This amount per participant covers Lead Teacher expenses while facilitating the institute
Equipment and Supplies		This amount is highly variable and should be generated by the host upon review of the Institute Materials List
Postage/Shipping	\$15	
Printing	\$18	Participant Notebooks
Shirts	\$27	Based on Mr. Monogram
Variable/Person for No Participant Meals or Lodging	\$260	<b>Total</b> Variable Cost Estimate
Variable/Person Including Participant Meals and Lodging on Campus	\$861	<b>Total</b> Variable Cost Estimate

† - Based on a 16-participant enrollment

CASE has developed a CASE Institute Calculator to assist you in budget comparisons. To request the CASE Institute Calculator, please the Professional Development/CASE Online Coordinator, [Sara Cobb](#).

Please note that no allowances are budgeted for institution facility fees or staff salaries. These fees are discouraged as CASE focuses on keeping the registration fee for participants as low as possible and consistent among various CASE Institute Host sites. Each CASE Institute Host must develop a budget that protects their needs. **Each CASE Institute Host will set their own registration fee and report this to CASE staff for registration purposes.** The following sections provide specific information related to items listed in the budget.

### CASE Certification Fee

CASE requires an \$800 certification fee per participant of a CASE Institute. This fee is instituted to recover costs and support teacher services related to the implementation of CASE curriculum.

Because of the special circumstances involved with certifying pre-service teachers, a reduced fee of \$100 will be implemented to encourage pre-service participation. A recovery of the remaining \$700 of the certification fee will be done once the new teacher is employed and the curriculum is implemented in their new program.

The following is an itemized list of expenditures for the FULL CASE certification fee:

- Lead Teacher Orientation expenses
- Publishing and duplication of curriculum resources
- Marketing related to specific courses
- Staff support for on-going teacher services
- Revision of the curriculum
- CASE Institute registration and certification records

The rationale for not recovering the full certification fee at the time of pre-service training is the financial barrier it places on the participant and the uncertainty that the participant will be allowed to use CASE in their new program.

### CASE Lead Teacher Service Fee (for Institute Model Only)

As noted previously in the Pre-service Certification Guide, the CASE Lead Teacher service fee is \$8,400 and covers the costs of Lead Teacher expenses related to a specific institute. This fee was initiated to ease the accounting responsibilities of CASE Institute Hosts. Each site will be billed for the Lead Teacher service fee upon completion of the CASE Institute. This is to provide CASE compensation for incurred travel expenses and to expedite stipend payments to Lead Teachers. **Each site has a May 1 cancellation deadline to prevent them from committing to this expense.**

The CASE Lead Teacher service fee includes

- the stipend for each Lead Teacher;
- incidental expenses during travel for each Lead Teacher; and
- travel expenses for each Lead Teacher.

## Classroom and Laboratory Facilities

CASE recommends the following for all CASE Institutes.

- Provide adequate accommodations for a CASE Institute enrollment of 16-20 participants. Since each participant will have a laptop, notebook, and laboratory equipment at their station, **it is advised to have a space large enough to accommodate 35-40 participants per room.**
- Have a classroom with **table-style** classroom seating. Tables are important because the curriculum involves several projects and mini-laboratory exercises. Participants need adequate space to spread out their equipment, supplies, computers, and notebooks, and meet with their project partners.
- Laboratory space should include access to water and sinks (a wet lab). A full biology or chemistry laboratory is ideal because laboratory equipment is readily available. CASE curriculum uses chemicals including water. Please note that a wet laboratory is not required every day of a CASE Institute. However, it is important that CASE curriculum is taught in sequential order according to design. Therefore, it is best to have a wet laboratory available at all times throughout the CASE Institute. If this is not possible, the Affiliate Professor(s) and Lead Teachers must work out a very detailed schedule to adjust timing of instruction for wet lab activities.
- Projectors should be available in each room used. Lead Teachers will have their own laptop computers as needed for projection purposes. Document cameras are helpful but not required.
- Access to outdoor space may be needed. Although many CASE activities are enhanced with teaching in real life settings such as a greenhouse or land laboratory farm, CASE curriculum has been designed to accommodate classroom facilities. The Host Site Coordinator and Lead Teachers may decide to utilize outside facilities that your campus provides. This is encouraged but caution is expressed regarding loss of time for transportation to offsite facilities. Often the same learning goals can be met in the classroom. Discuss the need for outside facilities with the Lead Teachers, as each course has differing needs for outdoor work.
- For CASE Institute options:
  - Be sure that seating is comfortable for eight hours of daily. Laboratories typically have stools or other poor seating options. Participants may be uncomfortable on a lab stool if there are no other seating options, and the learning experience may suffer.
  - Lead Teachers will need to have access to the classroom and laboratory at least the day before the CASE Institute starts, preferably two days prior to the first day of instruction. Affiliate Professors should arrange for Lead Teachers to access rooms so they can unpack materials and set up for the institute.

## Equipment and Staffing

Specific requirements related to equipment and supplies are listed in a CASE Institute Materials List available in the spring. **Please note this is a special CASE Institute Materials List** (sent via email to Host Site Coordinators) – not the full Purchasing Manual teachers use for course implementation available on the CASE website. The following is an overview of general requirements to assist you in making planning decisions prior to communication with Lead Teachers. CASE recommends borrowing much of this equipment from other departments on campus if it is not in current inventory.

### Basic Equipment Requirements

- Compound **and** dissecting microscopes (check CASE Institute Materials List for course specifics)
- Glassware, such as beakers, graduated cylinders, and test tubes
- Heating devices, such as burners, hot plates, and microwaves

- Electrical access for 110-volt power
- Power strips for participant laptop computers
- Measurement instruments, such as electronic balances
- Specialty equipment required for instruction of specific course content, especially for specialization courses

### **Staffing Requirements (for Institute Model Only)**

CASE recommends dedicated staff for logistical support to assist CASE Lead Teachers and participants during the institutes. The following sections outline specific staff roles and responsibilities.

#### *Daily Support Staff*

Site coordinators or other site staff should maintain refreshments during daily instruction and be available to obtain needed supplies. Staff can be a graduate or work study student if available. Support staff should NOT also be a CASE Institute participant. The Host Site Coordinator should be present for setup, orientation, beginning, and final days of the CASE Institute. They may be free for the rest of the institute as long as other staff are available to provide materials and support to the Lead Teachers in the coordinator's absence.

#### *Technology Support Staff*

All participants and Lead Teachers must have access to the internet on their personal laptop computers. This requirement offers many challenges with connectivity because of security codes and configuring laptops with administrative rights. All participants are informed that the computer they bring must have administrative rights provided to be able to configure systems for outside internet connectivity. It is the CASE Institute Host's responsibility to provide internet access for all participants and Lead Teachers with their IT department. CASE recommends having an IT staff member attend the opening session to assist connecting Lead Teacher and participant computers and be on call throughout the CASE Institute to address problems. Participants will be doing research and downloading free software trials to use during the CASE Institute. Reliable connectivity to the internet and adequate bandwidth is important.

Participants and Lead Teachers may need access to a computer printer to produce materials for projects. Please plan to accommodate this requirement prior to the start of the CASE Institute.

CASE also recommends having access to a computer lab in case laptop connectivity is troublesome.

### **Policing Role of Host Site Coordinator (for Institute Model Only)**

Because CASE certification is a strict quality control measure and is typically the basis for college credit and other benefits to the participants, the Host Site Coordinator has a role in assisting Lead Teachers with intervening in any issues that may arise between instructors and participants. Lead Teachers are prepared for pushback from participants and will have strategies to defuse and resolve problems. However, in worst-case situations, the Host Site Coordinator may be called on to assist Lead Teachers with the enforcement of protocols. It is the Host Site Coordinator's responsibility to intervene to correct problems with participants and be prepared to remove participants from a CASE Institute if they are disruptive to the learning environment. This should only be done after discussion with the CASE Professional Development Director.

Participants may also be removed from the institute if the professionalism agreements are violated. If a participant is removed from the institute or the participant fails to meet the requirements for certification, the Host Site Coordinator must contact CASE staff to develop a plan of action. CASE Staff will contact the participant's school district and inform them that the participant did not complete the institute and the basis for removal and non-certification status.

Should a participant need to leave the institute for any reason and not return, Lead Teachers and Host Site Coordinators should facilitate the return of CASE Institute binders, notebooks, and other printed materials, and the removal of CASE curriculum from the departing participant's computer. Exceptions may be made if participants are leaving for emergency situations and make plans to attend another institute or work with Lead

Teachers to finalize certification. Host Site Coordinators and Lead Teachers should communicate with CASE staff to determine the best course of action.

### **Mentoring and Monitoring of Lead Teachers (for Institute Model Only)**

CASE carefully selects Lead Teacher candidates and provides them with training to prepare for the rigors of teaching adult learners. Each new Lead Teacher will be paired with an experienced Lead Teacher or Master Teacher to provide support and further professional development. However, when the session begins, stress and nerves can create uncharacteristic responses in people.

Host Site Coordinators, especially teacher educators, can provide important mentoring as they monitor the performance of Lead Teachers. CASE has created a Lead Teaching Performance Rubric that is posted to NAAE Communities of Practice. This rubric is provided to all Lead Teachers to support each other's performance, but Host Site Coordinators can use it to encourage, support, and develop excellence in Lead Teachers. Host Site Coordinators can help Lead Teachers grow during institute facilitation and provide support to help assure the experience is great for participants.

If Host Site Coordinators are willing to support Lead Teachers in this way, clearly communicate intentions with the Lead Teachers. CASE does not want the rubric to be used as a formal assessment of Lead Teachers or be perceived as a threat to cause anxiety. Host Site Coordinators should establish a relationship with Lead Teachers first and ask if they would feel comfortable with feedback.

In extreme cases where a Lead Teacher is underperforming, the Host Site Coordinator should communicate to CASE staff. The rubric can be used as an intervention tool to support the Lead Teacher.

## **Equipment and Supplies (For Institute Model)**

As stated in the planning guide previously, the CASE Institute Host will be responsible for providing all necessary equipment and supplies for facilitating each CASE Institute. CASE has arranged special pricing for CASE Institute Hosts. For example, Vernier offers a 15% discount and free shipping to CASE Institute Hosts when ordered through the CASE Store. Contact the CASE Operations/Outreach Director for more information and to order. The following is an outline of suggestions and recommendations for specific equipment and supplies.

### **Equipment Disclosure**

Because equipment is considered long-term and held as inventory at an institution, CASE will not reimburse or purchase equipment for a CASE Institute Host. **Please note that costs associated with equipment and supplies are not reflected in the budget.** A detailed list of required equipment and supplies for the scope and sequence of instruction for a CASE Institute is provided by CASE staff. Host Site Coordinators **SHOULD NOT use the full CASE Purchasing Manual**, which is listed on the CASE website. The complete purchase manuals for classrooms include equipment and supplies not used during the CASE Institute.

### **LabQuest<sup>®</sup> and Bio-Rad<sup>®</sup> Equipment Requirement**

Each CASE course has been designed utilizing specialized equipment from Vernier (all courses) and Bio-Rad Laboratories (APB only). CASE recommends each CASE Institute Host purchase a set of 10 LabQuest2 interfaces and 10 of each sensor required for the specific course offered. Note that AFNR contains many sensors needed for other course offerings.

For specific costs related to Vernier equipment purchasing please refer to the CASE Institute Materials List for your institute and select the Vernier tab. Please contact the CASE Operations/Outreach Director for special CASE Institute Host pricing.

## Consumables

CASE Institutes use a fair quantity of consumable supplies. You can find a detailed list of what is needed for CASE Institute sessions in the course CASE Institute Materials List. The list will include items that should be purchased locally and are time sensitive, since some items are perishable. Please work with your Lead Teachers as to when these supplies should be ordered. Wards shipments for ASA, ASP, and NRE will be arranged by CASE with Host Site Coordinator approval to arrive on the appropriate date based on your institute schedule. AFNR, ASA, and ASP have live items that will be arranged with Wards. If you are hosting AFNR, please check your state laws about using elodea and order accordingly.

CASE requires the appropriate supplies be available on site at least the day before the CASE Institute is scheduled to start. This allows the Lead Teachers time to sort and prepare materials for instruction. The Host Site Coordinator must plan accordingly to ensure the delivery of all necessary supplies. Some consumables may be perishable or need to be purchased at a specific time relative to the institute, especially for FSS. Communication with Lead Teachers is vital to ensure required supplies are available when needed.

CASE has negotiated packages and special deals with vendors for some supplies. It is recommended to use CASE vendors (as provided in the CASE Institute Materials Lists); however, a CASE Institute Host is not required to purchase items through CASE recognized vendors. Regardless, order supplies as early as possible as teachers place order at the end of the school year to utilize residual funds. Because of this, many vendors experience delays in processing orders or run out of inventory. **DO NOT wait until the last minute for ordering from vendors.**

**Please note:** ASA, ASP, and NRE sites, CASE will order Ward's Scientific supplies for your site. This change is made to accommodate inventory shortages of preserved specimens in summer months and provide CASE Institute Hosts an additional discount. Remember, live items will not be shipped immediately upon order; CASE will arrange shipment based on your institute's start date.

## Textbooks and Software

Most CASE courses utilize a primary textbook and optional textbooks as a supplement to the curriculum. Cengage Learning, American Technical Publishers, and Goodheart-Wilcox Publisher are the vendors for CASE supplementary textbooks. CASE will coordinate complimentary textbook delivery for participants at your session if textbooks are available from the publisher. Courses that may include free textbooks from the publisher are ASA, ASP, APT, NRE, FSS, and ESI. Textbooks for APB are mandatory and will be shipped to participants early for pre-reading and discussion with the Lead Teachers.

Newbyte software is a part of both ASA and ASP coursework, and may be provided as a trial for participants during those institutes.

## Participant Shirts

Each participant should receive a polo shirt with the CASE emblem embroidered on the front left chest. The CASE Institute Host will be responsible for ordering the correct number and sizes for the participants and will be provided size information during the registration process. CASE polo shirts can now be ordered from the CASE store. If the CASE Institute Host chooses to use their own vendor, the Host Site Coordinator should contact the CASE Operations/Outreach Director for the CASE logo. The CASE logo is available upon request. The CASE Institute Host logo or name is encouraged to be included on the shirts as well.

## Printing

The CASE Institute Host is in charge of printing for the participant binders. There is a significant amount of printing required and can typically be done economically through institution print shops. CASE staff will set up a Dropbox or Google Drive folder that includes the printing required for each CASE Institute. This folder will include all necessary printing for the binder documents, activity-specific pages, and orientation meeting

packets, as well as printing instructions. Limited photocopy and computer printing may be needed during the institute.

## Lodging for Participants and Lead Teachers

The CASE Institute Host must arrange for lodging for all participants and Lead Teachers. **Lead Teachers will be arriving at least one day prior to the opening session of the CASE Institute**, and all participants should check in the day of the opening session (unless out of state travel requires additional nights).

CASE strongly recommends that all participants, regardless of home proximity, plan to stay in lodging provided by the institution. This aspect is important to foster professional learning communities that are created during the course of the CASE Institute. Participants have homework every night that may involve group projects or other collaborative work. CASE encourages environments that keep participants focused on institute instruction to maximize benefits to participants.

CASE recommends that a CASE Institute Host does not discount registration fee for participants who opt out of staying in arranged housing. The value of the collaborative experiences is too valuable and separation from the cohort should not be encouraged or facilitated.

If participants wish to commute to and from the session each day, the Host Site Coordinator must establish an agreement with the participant(s) in order to communicate expectations before the first day of instruction. The Host Site Coordinator should use the *CASE Institute Commuter Memorandum of Understanding*. This document will provide communication of expectations to avoid potential issues if a commuter fails to become certified due to missing class time.

## Dormitories

The nature of the CASE Institute experience is taxing on participants and Lead Teachers. Individual hotel rooms, while ideal, are cost prohibitive in some settings. In the past, institutions have successfully used dormitory facilities.

CASE Institute Hosts should ensure that dormitory facilities are in very good condition, including being clean, air-conditioned, and near the teaching facilities. In a dorm setting, each participant should have their own room unless the dorms are apartment style with multiple bedrooms for privacy. Participants are not students. They are professionals and should be treated as such. Any unusual bed types should be communicated to participants, as some participants may be unable to use loft beds or other non-standard beds.

Lead Teachers must have their own dorm rooms to provide personal space and preparation time. These individuals will be with each other for several hours each day and need proper space to recharge.

**It is vital to communicate dormitory accommodation needs to participants and Lead Teachers.** Some dormitories require guests to bring linens and toiletries. If dormitories are listed as apartment style, CASE Institute Hosts must also communicate amenities available – kitchenette, laundry, etc. It is the Host Site Coordinator’s responsibility to make sure all guests are aware of these extra requirements. **Please use Appendix C – Housing Checklist** as a template for listing appropriate items participants may wish to bring with them or purchase once onsite. This should be posted on your website and communicated directly to registered participants with your welcome letter at least two weeks prior to start date.

## Hotel Accommodations

If a hotel is a feasible option to provide lodging, it is recommended. Hotel rooms offer more comfort to the guest than most dormitories. Participants from previous institutes have reported that hotel accommodations were appreciated because of the length of the CASE Institute.

It is recommended to allow participants the choice to have their own hotel room if they choose to pay the difference of sharing a room. This option, along with the price, should be communicated to participants prior to the CASE Institute via your website and welcome letter. If participants choose to have their own hotel room, provide an invoice for their review and payment.

Please note that Lead Teachers should have their own hotel room for the duration of their stay. The CASE Institute Host will cover the expense of the Lead Teachers' lodging.

## Meals for Participants and Lead Teachers

CASE Institute Hosts must provide meals for participants and Lead Teachers. Pre-loaded Visa cards or campus food service (if flexible enough to meet participant needs during a two-week stay in the summer) are recommended if available. Visa cards allow flexibility in menu choices and make budgeting easy. Catering is an excellent option for lunches.

It is recommended to consider a group meal hosted off site for a few evenings to get participants out of familiar surroundings. Weekend meals are optional depending upon your services. If weekend meals are unavailable, the CASE Institute Host must communicate this to participants at registration, in the welcome letter, and on the website so they can make arrangements.

CASE Institute Hosts must also provide snacks and drinks during the days of instruction. Refreshments are important to keep the energy of participants up during long hours of instruction.

Lead Teachers must be provided meals for the duration of their stay. Lead Teachers receive a \$200 voucher for personal expenses not covered by the CASE Institute Host during the instructional week. If weekend meal service is not available for Lead Teachers, they are instructed to use their personal voucher money.

Please note that CASE registration collects information about food allergies from participants. This information is provided to you in your registration updates. It is necessary to make accommodations for participants with food allergies. Please contact them prior to the session to determine the best way to accommodate their dietary needs.

## Transportation

If distance to the classroom is beyond a reasonable walk from lodging, your site will need to provide transportation. In most situations, plenty of local participants are available to help shuttle other participants to and from the meeting site. Before depending on local participants, please verify their availability and willingness to provide that service. Some hotels offer a shuttle service but these are sometimes unreliable. Be sure to have a plan for transporting participants.

**Host Site Coordinators must arrange transportation for Lead Teachers.** Lead Teachers will arrive one day prior to the start of the session. Although CASE will try to have a regional Lead Teacher facilitating your site who drives to the institute and could pick up the other Lead Teacher from the airport, this arrangement is not guaranteed. Please assume Lead Teachers will require transportation and **have a plan to provide Lead Teacher transportation to and from the airport.**

In addition to airport transportation, Lead Teachers will need to arrive at teaching facilities early each morning and stay later in the evening. Lead Teachers must have access to convenient transportation during the institute, and should not be dependent upon the graciousness of a participant. Host Site Coordinators are responsible for providing CASE Lead Teachers with this transportation. CASE does not provide rental cars for Lead Teachers.

## Registration

**Pre-service participants must register using the registration form on the CASE website *regardless of which model of CASE pre-service certification is used.*** Registration for pre-service institutes facilitated from May to August will open on December 1. Registration dates for all other pre-service institutes will be coordinated between the institute host and CASE Professional Development/CASE Online Coordinator, Sara Cobb. Each hosting Affiliate Institution will be provided a monthly updated list of participants to send official communications. For institute models, each participant submits a signed agreement from their school administration in addition to an information page including contact and transportation information, shirt size, and dietary needs. This information will be sent in a registration report monthly after registration begins, and every two weeks in May. This report will include cancellations. After June 1 or two weeks before the start of the institute, every individual new registration will be communicated immediately. The hosting Affiliate Institution determines when registration should be closed for the institute.

CASE will set the maximum capacity for online registration at 20 participants. For pre-service institutes and integrated courses, permission may be obtained to increase enrollment. Contact the CASE Professional Development/Online Learning Coordinator to discuss the need to increase registration capacity.

## Private or Regional Institutes

A pre-service institute may choose to offer certification to that Affiliate Institution's pre-service teachers only, or open seats to other pre-service teachers in the region. Notify the CASE Professional Development/Online Learning Coordinator regarding the open or closed status of your institute, and the number of in-school seats you wish to hold.

## Participant Registration Cancellation

The cancellation fee has been implemented to reduce the number of last minute cancellations or no-show registrations. The Affiliate Institution will set their own cancellation policy for in-school seats and open seats.

## Pre-service Participants at Non-pre-service CASE Institutes

Pre-service teachers are welcome to participate in CASE Institutes for the following courses: *Introduction to Agriculture, Food, and Natural Resources (AFNR)*, *Principles of Agricultural Science – Animal (ASA)*, *Principles of Agricultural Science – Plant (ASP)*, *Agricultural Power and Technology (APT)*, and *Natural Resources and Ecology (NRE)*. The online registration system will identify pre-service teachers during the registration process for ease of processing and tracking pre-service certification. The following guidelines ensure consistency in the participation of pre-service teachers.

- **Pre-service participants must register using the registration form on the CASE website.** They must denote their pre-service teacher status during registration process.
- Pre-service participants must complete only the top teacher section of the School District Agreement form, denoting their pre-service status, and submit the form prior to the start of the institute.
- Pre-service participants will be charged \$100 of the \$800 CASE certification fee, just as in a pre-service institute. This fee will be denoted on the invoice from CASE. The CASE Institute Host will charge the rest of the registration fee to the pre-service participant unless other arrangements are made.
  - Upon receipt of the \$100 and successful completion of CASE certification requirements, pre-service teachers will be considered to hold **probationary certification** until hired.
  - The balance of the fee will be billed to the hiring school district upon hiring. Probationary certified teachers must complete a **Change of School form** upon hiring (available on the CASE website). School districts and newly hired CASE-certified teachers must pay the balance of the CASE certification fee in order for full certification status to be awarded.
  - If probationary certified teachers do not register their new school and pay the remaining balance of the CASE certification fee, the teacher will not be eligible for CASE assessments, CASE Online, CASE store and vendor discounts, updated versions of the curriculum, or any other

CASE teacher services. **The remainder of the certification fee must be paid for the pre-service teacher to become FULLY CASE CERTIFIED.**

- If funding is available, pre-service participants may choose to pay the full CASE Institute registration fee and bypass the pre-service probationary status.
- Pre-service participants must complete the specified number of hours for the CASE course in which certification is being offered.
- Pre-service participants, in conjunction with Lead Teachers, must complete the CASE Institute Portfolio Checklist for the CASE course being offered. This checklist must be submitted to CASE staff upon successful completion of certification requirements.

## Participant Expectations

Participants must agree to and sign a Participant Expectations Agreement before taking part in a CASE Institute. In general, the agreement outlines professional expectations of participants. Following are some key expectations for all participants at a CASE Institute.

- Arrive on time for opening day with a laptop and administrative rights.
- Arrive on time for all daily class sessions (attendance will be taken).
- Actively participate in required hours of classroom instruction.
- Complete all assignments given by Lead Teachers, whether they are on the check sheet or not, and assemble an Agriscience Notebook.
- Attend evening sessions, if necessary.
- Turn off all cell phones during class instruction.
- Treat all participants and instructors professionally and with respect.
- Continue to review and become familiar with all curriculum material and work toward mastery after leaving the institute.

A checklist for pre-service teachers wishing to earn CASE certification can be found in [Appendix B](#).

### Absentee Agreements (for Institute Model Only)

CASE has two agreements that allow participants to miss scheduled institute time in case of conflicts outside their control. These agreements are to be used only in special cases of pre-arranged absence for valid reasons or in emergencies. The following agreements are available.

- **CASE Institute Participant Absentee Agreement** – this agreement is a pre-arranged contract between the teacher, administrators from their school, and the CASE Lead Teachers. The agreement clearly outlines the reason for the unavoidable absence and provides terms for remedial work to account for missed time at the session. The Lead Teachers will work with the participant to define pre-session homework, extra work during the session, and/or post-session work. Lead Teachers may also identify the hours of extra time they will put in. The school district or participant will compensate these extra hours.
- **CASE Institute Illness or Emergency Agreement** – this agreement is used between the participant and the Lead Teachers in the case of a situation that requires the participant to be absent from the institute classroom time after the institute has started. Terms are similar to the absentee agreement. These agreements are not to be shared as an option for participants to use in non-critical situations. CASE Staff will monitor all agreements and Lead Teachers have the right to refuse an agreement for any reason.

## Appendix A – CASE Pre-service Certification Email

Good Afternoon,

As a reminder, you were offered probationary pre-service certification in either the CASE *Introduction to Agriculture, Food, and Natural Resources (AFNR)* or *Principles of Agricultural Science – Animal (ASA)* course through a special agreement with your university. In order to finalize your CASE certification, the remaining \$700 of your certification fee must be paid once you are employed by a school system. Payment of this fee allows you to be eligible for teacher services including receiving updated copies of the curriculum, ordering equipment and supplies at discount prices through the CASE Store, to be eligible to utilize CASE Online, and teach the curriculum without copyright infringement.

In order to receive your invoice for the remaining \$700 of your certification fee, please complete the change of school for [on the CASE website](#). Note the location and course, along with pre-service certified, in the additional information section. I will then email you a copy of your invoice to submit to your school's business office.

Please contact me if you have further questions regarding this process. Thank you and have a great day!

# Appendix B – Pre-service Teacher Checklist for CASE Certification

Pre-service teachers wishing to earn CASE certification for use in the classroom should complete the following checklist.

1. Register and pay for a pre-service or regular CASE Institute, or register and pay for an integrated course for CASE certification.
2. Fully attend the CASE Institute or integrated course and complete all required assignments.
3. Complete the CASE Institute checksheet, and receive signatures from Lead Teachers. At this time, probationary certification is awarded.
4. Upon signing a contract with a school, inform the CASE Operations/Outreach Director by submitting the **Change of School Information form** and request an invoice for the balance of the CASE certification fee (\$700) if it was not paid as part of the initial certification process.
5. Once the full certification fee and Change of School form are submitted, the probationary certification status will change to full certification status. Curriculum may not be used until full certification status is awarded. Full certification status provides benefits such as discounts on CASE materials and equipment, access to CASE support and updated courses, and connection with a nationwide network of CASE certified teachers.