



AEC 6212 – Teacher Education in Agriculture

Section 06DD

Spring 2014

3 credit hours

Instructor

R. Kirby Barrick, Professor
Office Location: 220 Rolfs Hall
Office Phone: 352-273-2587
Email: kbarrick@ufl.edu
Office Hours: Variable; Call or email or drop by

Time and Location

Tuesday
Periods 2 – 4 (8:30 – 11:30 a.m.)
409 Rolfs Hall

Course Description

Designed to prepare future agricultural teacher educators with the knowledge and skills needed to provide leadership in a university teacher education program. Students will investigate various models of teacher education and determine the composition of a well-developed agriculture teacher education program.

Course Objectives

After successfully completing this course, students will be able to:

1. describe the history and philosophy of teacher education in agriculture.
2. differentiate among several models of teacher preparation.
3. articulate the various standards related to teacher education.
4. describe and defend the general knowledge, content area and professional competencies needed in a teacher education program.
5. develop an agriculture teacher education curriculum.

Course Delivery

This course is delivered in a lecture/discussion format. Students are expected to have read the assigned readings prior to the class session and be prepared to discuss what they have read. Class sessions will focus on the strategies and implications of the concepts presented in the texts and course materials.

Required Texts

Torres, R. M., Kitchel, T., & Ball, A. L. (2010). *Preparing and advancing teachers of agricultural education*. Columbus, OH: Curriculum Materials Service, The Ohio State University.

Darling-Hammond, L., & Bransford, J. (eds.) (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass

Supplemental Texts and References

Darling-Hammond, L. (2006). *Powerful teacher education*. San Francisco, CA: Jossey-Bass.

Cruikshank, D. R. (1996). *Preparing America's teachers*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Journal of Agricultural Education and *The Journal of the American Association of Teacher Educators in Agriculture* (www.jae-online.org).

Journal of Teacher Education (jte.sagepub.com).

Additional materials will be distributed throughout the semester.

Course Assignments

| Assignment | Points |
|--|---------------|
| Weekly Literature Summary (10) | 50 |
| General Knowledge concept paper | 150 |
| Content Area/Technical Knowledge concept paper | 150 |
| Professional Knowledge concept paper | 150 |
| Teacher Education Program Proposal | 500 |
| Total Points | 1000 |

DESCRIPTION OF COURSE ASSIGNMENTS

The three concept papers serve as the foundation for the final assignment in the course. It is therefore essential that the three papers be prepared in a timely manner and submitted no later than the due date to allow time for feedback from the instructor and class members.

Weekly Literature Summary

Students will prepare a one-page summary of the readings for the specified week. Additional readings from the literature may also be included but are not required. The summary serves as a basis for class discussion on the topic of the week.

General Knowledge Concept Paper

Students will identify the essential general knowledge competencies that should be included in an agriculture teacher education program. A description of the competencies with rationale is required.

Content Area/Technical Knowledge Concept Paper

Students will identify the essential content area/technical knowledge competencies that should be included in an agriculture teacher education program. The content area competencies should be sufficient for a graduate to teach successfully in a chosen area of agriscience education. A description of the competencies with rationale is required.

Professional Knowledge Concept Paper

Students will identify the essential professional knowledge competencies that should be included in an agriculture teacher education program. The professional knowledge competencies should be sufficient for a graduate to be successful in teaching agriscience education.

Teacher Education Program Proposal/Final Exam

Students will propose a complete teacher education program, based on one model of teacher education programs (baccalaureate, post-baccalaureate, etc.).

Grading Scale

A = 930-1000

C+ = 760-799

D+ = 660-699

A- = 900-929

C = 730-759

D = 600-659

B+ = 860-899

C- = 700-729

E = below 600

B = 830-850

B- = 800-829

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Absences and Make-Up Work

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor. Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed

assignments and activities. College approved field trips, competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Course Calendar AEC 6212 – Spring 2014

| Dates | Topics | Readings | Assignment Due |
|---------|--|--|--|
| Jan 7 | Orientation to Teacher Education | | |
| Jan 14 | Philosophical Foundations | Torres Chapter 2 Darling-Hammond Chapter 5 | Literature Review 1 |
| Jan 21 | Historical Perspectives | Torres Chapters 1 & 3 | Literature Review 2 |
| Jan 28 | Models of Teacher Education – Bachelor’s program (<i>Session time TBD</i>) | Torres Chapters 3 & 15 Darling-Hammond Chapters 11 & 12 | |
| Feb 4 | SAAS Professional Development | | |
| Feb 11 | Models of Teacher Education – Post-baccalaureate | | Literature Review 3 |
| Feb 18 | Role of the Teacher Educator | Torres Chapters 4 & 11 | Literature Review 4 |
| Feb 25 | What is an Agriculture Teacher | Torres Chapters 5 & 17 | Literature Review 5 |
| Mar 1-8 | Spring Break | | |
| Mar 11 | Professional Knowledge | Torres Chapters 6 & 16 Darling-Hammond Chapter 5 & 9 | Literature Review 6 |
| Mar 18 | Content Knowledge | Torres Chapter 7 Darling-Hammond Chapter 6 | Literature Review 7 |
| Mar 25 | General Knowledge | | |
| Apr 1 | Clinical and Early Field Experience | Torres Chapters 8 & 12 | Literature Review 8 Professional Knowledge Concept Paper |
| Apr 8 | Student Teaching | Torres Chapters 8 & 12 | Literature Review 9 |
| Apr 15 | Professional Standards and Accreditation | Torres Chapters 13 & 14 | Literature Review 10 Content Area Concept Paper |
| Apr 22 | Graduate Education | Torres Chapters 9 & 10 | General Knowledge Concept Paper |
| Apr 29 | A Total Program of Agriculture Teacher Education | | Teacher Education Program Proposal |