



AEC 4224/5545: Special Methods in Teaching Agricultural Education

Spring 2015

Sections 0181 and 057F

AEC Agricultural Education Program (TCH) Mission

The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

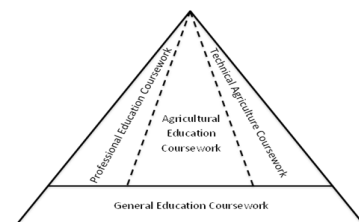
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture's contribution in addressing societal issues on a local to global scale.

Learning Principles

1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student's preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

Transfer Goals

1. Design an instructional program.
2. Create an environment conducive to learning.
3. Deliver effective instruction.
4. Assess student learning.
5. Participate in continuous professional development.
6. Act professionally.



University of Florida – Model for Teacher Education in Agricultural Education

INSTRUCTORS

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COURSE INFORMATION

Time and Location (January 6th – January 16th)

See **Daily Schedule** on page 4.

Course Description (3 credit hours)

This course addresses a broad spectrum of topics that are unique to instruction in Agriscience and Natural Resource education. A sound understanding and application of these “Special Methods” is essential to the success of the local program. The emphasis of the course will be on providing student opportunities through a variety of “active learning” teaching methods, creating a positive learning environment, teaching for critical, creative, and evaluative thinking, managing student behavior, applying instructional technology to teaching, using the FFA and SAE as teaching tools, and involving informal settings and volunteers in the instructional program

Course Objectives

Upon completion of this course, students will be able to:

1. Apply strategies for effectively teaching agricultural subject matter.
2. Develop and implement an effective behavior management plan.
3. Integrate critical, creative, and evaluative thinking techniques into instruction.
4. Teach in informal settings including field trips, FFA trips, etc.
5. Identify strategies for using FFA activities and CDE’s as teaching tools.

Required Texts (Available at the UF Bookstore or other approved vender)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on agricultural education in public schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning. (ISBN 978-1-4180-3993-6)

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications. (ISBN 978-0-9764233-1-7)

COURSE ASSIGNMENTS, GRADING, AND SCHEDULE

Written Lesson Plans for 15 Class Sessions

Each student will prepare agricultural lesson plans addressing areas appropriate to be used during the student teaching internship. This assignment is in addition to what is required before this course begins as outlined in the student internship handbook. A final version of the lesson plans will be shared with all class members. (*Note:* cannot be the same plans submitted for AEC 4202, 4200)

Classroom Management Plan

The Classroom Management Plan applies to your student intern site and will consist of: (1) table of contents, (2) setting description, (3) philosophy of teaching, (4) description of the physical space and rationale, (5) description of plans for establishing classroom community, and (6) description of plans for addressing problem behavior.

Strategies for Preparing a CDE Team

Career Development Events (CDEs) are extensions of teaching and learning in the classroom. Each student will write a 2 page essay that identifies strategies to be used in preparing a team for a specific CDE chosen by the student.

Strategies for Using FFA Week as a Teaching Tool

FFA Week is a time of celebration that can also be used as a time for teaching about the organization and agricultural education. Each student will write a 2 page essay that identifies strategies for using FFA Week as a teaching tool for students in the program and/or others.

Attendance, Participation, & Other Assignments

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. Students are expected to dress and act like a teacher. Barring a major emergency, each absence will result in a 10% reduction in your final grade and each tardy a 5% reduction in your participation points. If you must miss class, please let us know as soon as possible. Instructions for other assignments will be given in class.

COURSE ASSIGNMENTS	Due Date	Percent of Final Grade
Written Lesson Plans for 15 Class Sessions	Tue Jan 6	50
Classroom Management Plan	Mon Jan 12	15
Strategies for Preparing a CDE Team	Thur Jan 15	15
Strategies for Using FFA Week as a Teaching Tool	Thur Jan 15	15
Participation & Other Assignments	Fri Jan 15	5

Grading Scale

A = 93-100%

A- = 90-92%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D+ = 66-69%

D = 63-65%

D- = 60-62%

E = below 60%

Note: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Daily Schedule

Date	Time	Topic	Location
1/6 Tue	8:00 am – 12:00 pm	Introduction to the block & Unit A: Basic Understandings-The Teacher – Dr. Roberts	Fifield 1304
	1:00 pm – 4:00 pm	Lesson Plan Sharing – Dr. Roberts & Mr. Easterly	
1/7 Wed	8:00 am – 12:00 pm	Trending Issues in Career & Technical Education Aaron Giorgi, FL DOE (Roberts)	Fifield 1304
	1:00 pm – 4:00 pm	Working with Special Needs Students – Mr. Easterly	
1/8 Thu	8:00 am – 12:00 pm	Unit B: First Characteristic-Positive Expectations – Dr. Roberts	Fifield 1304
	1:00 pm – 4:00 pm	Making SAE an Integral Part of the Program – Dr. Barrick (Easterly)	
1/9 Fri	9:00 am – 12:00 pm	Unit C: Second Characteristic-Classroom Management – Dr. Roberts & Mr. Easterly (**Bring Draft of Your Classroom Management Plan**)	Fifield 1304
	1:00pm – 4:00 pm	Tentative: School Safety (5 modules) - On your Own	
1/12 Mon	8:00 am – 12:00 pm	Safety in Classrooms and Labs – Dr. Thoron	Fifield 1304
	1:00 pm – 4:00 pm	Florida FFA – Mr. Easterly (Meet at the New Florida FFA Headquarters)	
1/13 Tue	8:00 am – 12:00 pm	Tentative: FFA as a Teaching Tool/Being an Advisor – Ms. DiBenedetto	Fifield 1304
	1:00 pm – 4:00 pm	Unit D: Third Characteristic-Lesson Mastery – Mr. Easterly	
1/14 Wed	8:00 am – 12:00 pm	Lab Activities & Assessment in the Lab – Dr. Osborne (Roberts)	Fifield 1304
	1:00 pm – 4:00 pm	Unit E: Future Understandings-The Professional – Mr. Easterly	
1/15 Thu	8:00 am – 9:00 am	Insight into the Student Internship – Ms. Johnson and Ms. Alberts (Skype) (Roberts)	Fifield 1304
	9:00 am – 11:00 am	Internship Requirements and Handbook – Dr. Thoron (Roberts)	
	1:00 pm – 4:00 pm	Meetings with University Supervisors	
1/16 Fri	8:00 am – 4:00 pm	Finalize Course Assignments & Final Preparations for Internship	On Your Own

POLICIES

Absences and Make-Up Work

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>.

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
 - Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

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.

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/

Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected at “Key Tasks” that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/>.

Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

FEAPs Assessed in this course

- 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
- 1c. Designs instruction for students to achieve mastery
- 2b. Manages individual and class behaviors through a well-planned management system
- 3j. Utilize student feedback to monitor instructional needs & to adjust instruction
- 5f. Implements knowledge and skills learned in professional development in the teaching and learning process