



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 food, agriculture, and natural resources to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

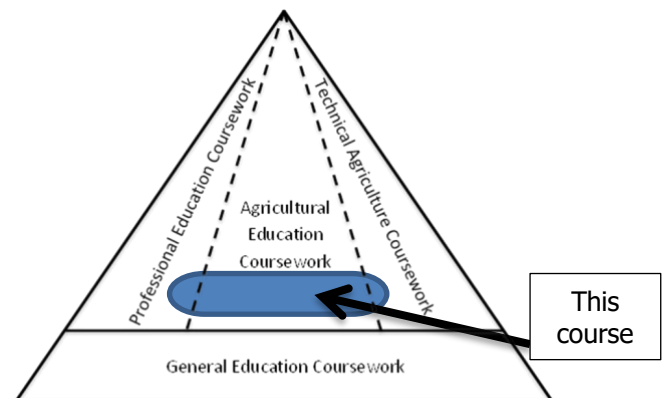
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for food, agriculture, and natural resources.
- Compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- Lifelong learning.
- The contributions that agricultural educators can make outside formal education.
- Food, agriculture, and natural resources contributions 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 and across all domains of learning.
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 abilities, 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. Model characteristics of good teaching.
2. Differentiate instruction based on individual learner differences.
3. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
4. Plan a holistic agricultural education program which integrates classroom, SAE, and FFA.
5. Demonstrate the characteristics and uses of selected educational technology.



University of Florida – Model for Teacher Education in Agricultural Education

Instructors

Carla B. Jagger, PhD
Assistant Professor
307B Rolfs Hall
carlajagger@ufl.edu

Office Hours: Monday 2-4 pm via Zoom or in person
Zoom link- (<https://ufl.zoom.us/j/2659487212>)

& By appointment (email to schedule)

Deb Barry, PhD
Andy Chaparro, BS
Bradley Coleman, MS
Office Hours:
By appointment

Time and Location

Lecture: Monday, Period 3 (9:35 – 10:25 am), Zoom for ALL students, see Canvas for link

Lab* (Plant City): Monday, 11:15-2:15pm, PEPC Building 102 – Dr. Barry

Lab* (Gainesville): Tuesday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Mr. Coleman

Lab* (Gainesville): Thursday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306 – Mr. Chaparro

*All teaching presentation lab sessions will be held in person unless otherwise noted on the course schedule. As future educators it is integral for you to gain experience teaching face-to-face. Social distancing guidelines will be followed for all lab sessions and face masks will be required.

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/ approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

Course Essential Questions & Objectives

EQ1. How are teaching and learning theories utilized in education settings?

Objective 1: Discuss how teaching and learning theories are utilized in educational settings.

EQ2. How can I meet the needs of individual learners?

Objective 2: Identify factors affecting individual learner differences.

Objective 3: Prepare lesson plans which accommodate diversity in student populations.

EQ3. How can I help my students learn?

Objective 4: Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.

Objective 5: Develop and teach lessons using the appropriate learning activities.

EQ4. How can I enhance my lessons?

Objective 6: Describe the characteristics and uses of selected educational technology.

Recommended Text

Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004). *Methods of teaching agriculture (3rd Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Supplemental Texts

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008) *Handbook on agricultural education in public schools (6th edition)*. Clifton Park, NY: Thomson/Delmar.

Reardon, M. & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago, IL: Zephyr Press.

Zuckerman, J. T. (2009). *From lesson plans to power struggles, grades 6-12: Classroom management strategies for new teachers*. Thousand Oaks, CA: Corwin.

e-Moments: <https://www.asec.purdue.edu/download/undergrad/pdf/eMoments.pdf>

DESCRIPTION OF COURSE ASSIGNMENTS

Quizzes and Participation

You are expected to begin your professional career as an educator. This includes attending all class sessions and actively participating in class activities. There will be quizzes and active learning participation points throughout lectures and labs as assigned.

Field Observations

One way to improve your own teaching is to watch others. You will make arrangements to observe your anticipated cooperating teacher (or internship site) focusing on the teaching aspect. Reflections will be done through journaling to document your observations. At minimum there must be 3 on-site visits* conducted and a minimum of 15 hours completed. **Due to COVID-19 these may need to be electronically completed**

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting with your lab TA. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk the TA through your lesson. Additionally, you will complete a post-teaching reflection after you have watched your video.

Lab 1 - Lesson Introduction: Create and present an activity designed to stimulate student interest. Topic should come from your work in AEC 4202. Deliver this teaching presentation in front of a group of peers. The Interest Approach should be 2-4 minutes and not more than 5 minutes.

Lab 2 - Demonstration: Create and present a demonstration based on your work in AEC 4202. Follow demonstration guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 10-12 minutes; not more than 15 minutes. Visual aids are required.

Lab 3 - Lecture with Discussion (Online): Create and present a lecture based on your work in AEC 4202 with discussion. Follow guidelines presented in class. The lesson should include an introduction and a summary as part of the teaching presentation. This lesson should be 20-25 minutes; not more than 30 minutes.

Lab 4 – Cooperative Learning: Create and present a cooperative learning lesson based on your work in AEC 4202. Follow guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include an interest approach and lesson closure.

Lab 5 – Problem-based Learning: Create and present a problem-based learning lesson based on your work in AEC 4202. Follow guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include an interest approach and lesson closure.

Lab 6 - Clinical Teaching: Create and present a lesson topic prescribed that is planned for the clinical course on the day of instruction. Use the appropriate teaching methods to teach school-based students. The lesson must contain an interest approach, the teaching should contain appropriate teaching method(s), at least two teaching strategies, and lesson summary/closure. Lesson length will be dependent upon the class period of the clinical teaching location – however, teaching should be bell-to-bell.

Teaching Philosophy Assignment

You will take your current teaching philosophy statement and update it if needed. Along with any revisions made you will need to highlight at least four teaching and learning theories that have helped to mold your philosophy. This can be done in any way you see fit but it needs to be clear that you comprehend the theory, through your description, display of evidence in your philosophy, and overall reflection.

Special Needs Research

You will be assigned a learning need to report on and present. You should research and become a resident expert on how to best teach learners with this disability – researching the causes, limitations the disability presents for learners, ways to accommodate teaching to overcome or lessen the disability, and example lessons that provide for this accommodation. During lecture you will present your research in round-table format focusing on the disability, features, and ways to adapt teaching.

COURSE ASSIGNMENTS	Graded Points	Due Date (by class meeting time)
Quizzes & Participation	100	Throughout
Teaching Philosophy Assignment	75	Week 4
Teaching Presentation 1	50	Week 5 Lab
Teaching Presentation 2	100	Week 7 Lab
Field Observations (5 hours)	25	Week 9
Teaching Presentation 3	100	Week 9 Lab
Teaching Presentation 4	125	Week 11 Lab
Teaching Presentation 5	125	Week 12 Lab
Special Needs Research	100	Week 13
Field Observations (10 hours)	50	Week 15
Clinical Teaching (Presentation 6)	150	Finals Week

Grading Scale in Points

A = 950-1000

A- = 900-949

B+ = 850-899

B = 800-849

C+ = 750-799

C = 700-749

D = 650-699

E = 649 or below

Note: This Web address references the UF grades and grading policies:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Attendance and Assignments

Students' class attendance and participation are required. There are a total of 24 potential class meetings. *Missing more than 2 class meetings will result in failure of the course.* No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or assistant if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

The use of personal cell phones, iPads, computers, and other electronic devices may be utilized during instruction. However, the use of these items should be limited to appropriate and designated times during the course. Misplaced text messaging will be noted by the instructor, ONE warning will be given, after which unauthorized texting (use of an electronic device) will be counted as an absence and will result in a 5% total reduction of the final course grade.

Academic Honesty

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective

action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor 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.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2012-2013 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Attention Deficit Hyperactivity Disorder (ADHD)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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.

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

COVID-19 Plan (the detailed plan can be found on Canvas)

When meeting face-to-face the following guidelines will help create a safe environment:

- Masks must be worn at all times by both instructors and students
- All surfaces will be sanitized by the instructor prior to students entering
- Hand sanitizer will be provided in the classroom for use as needed
- Assigned seats will be provided, all at least 6 feet from one another
- Students will need to let the instructor know of any teaching supplies needed for their lab in advance so that sanitized materials can be laid out at each assigned seat using gloves prior to the lab start time

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

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 _____.

FEAP		Assessment
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor.	Lesson Plans
1d	Selects appropriate formative assessments to monitor learning.	All Teaching Presentations
2c	Conveys high expectations to all students.	Teaching Presentation 4 & 5
2e	Models clear, acceptable oral and written communication skills.	Teaching Presentation 2 & 3; Special Needs Research Project
2f	Maintains a climate of openness, inquiry, fairness, and support.	Teaching Presentation 6
2g	Integrates current information and communication technologies.	Teaching Presentation 6
2i	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Teaching Presentation 3
3a	Deliver engaging and challenging lessons.	All Teaching Presentations
3d	Modify instruction to respond to preconceptions or misconceptions.	Teaching Presentation 4 & 5
3f	Employ higher-order questioning techniques.	Teaching Presentation 3
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Teaching Presentation 6
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	All Teaching Presentations
5b	Examines and uses data-informed research to improve instruction and student achievement.	Teaching Presentation 4 & 5
5e	Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.	Research Round Tables and Theory Posters

Tentative AEC 4200/5206 Course Calendar*

		= Online synchronous during scheduled class time (via Zoom)
		= Face-to-face in person labs
		= Asynchronous Module Labs (live on Monday; Due by EOD the following Sunday) completed on Canvas

Week	Date	Lecture or Lab	Topics	Assignment Due
1	M 8/31	Lecture	First day of learning	
		Lab	How learning works (online- Sync)	
2	M 9/7	Lecture	No Lecture- Labor Day	
		Lab	No Labs- Field Observation hours ₁	
3	M 9/14	Lecture	Effective teaching	
		Lab	Becoming scholars of teaching & learning (online- Sync)	
4	M 9/21	Lecture	Motivating Learners	
		Lab	Establishing anticipatory sets (online- Async)	Teaching Philosophy & Lab 1 Pre-Conference Mtg
5	M 9/28	Lecture	Experiential learning	
		Lab	Lab 1: Lesson Introductions (in-person)	Lab 1
6	M 10/5	Lecture	Using demonstrations for learning	
		Lab	No Lab- Pre-Conference meetings only with lab TA	Lab 2 Pre-Conference Mtg
	10/9-10/10		Ag Ed Symposium- Online	Save Dates- Details TBA
7	M 10/12	Lecture	Learning through Lecture	
		Lab	Lab 2: Demonstrations (in-person)	Lab 2
8	M 10/19	Lecture	Resilience with Dr. O	
		Lab	Facilitating discussions & Asking effective questions (online- Async)	Lab 3 Pre-Conference Mtg
9	M 10/26	Lecture	Managing a Positive Classroom Environment	5 Field Observation Hours
		Lab	Lab 3: Lecture with Discussion (online- Sync)	Lab 3
10	M 11/2	Lecture	Cooperative Learning Techniques	
		Lab	Differentiated Instruction/ Accommodations (online- Async)	Lab 4 Pre-Conference Mtg
11	M 11/9	Lecture	Problem-based Learning	
		Lab	Lab 4: Cooperative Learning (in-person)	Lab 4 & Lab 5 Pre-Conference Mtg
12	M 11/16	Lecture	Group Teaching Techniques	
		Lab	Lab 5: Problem-based Learning (in-person)	Lab 5
13	M 11/23	Lecture	Special Needs Roundtables	Special Needs
		Lab	No Labs- Focus on Field Observations ₁	
14**	11/30	Lecture	Individualized Teaching Techniques	
		Lab	Lab 4 & 5: Make-up lab if needed or Focus on Field Observations ₁	Lab 6 Pre-Conference Mtg
15**	12/7	Lecture	Putting it all together	10 Field Observation Hours
		Dec 7 to 16	Lab	Lab 6: Clinical Teaching Experience (Completed off Campus & Recorded)

Notes: ₁ Field observations should be scheduled and completed throughout the semester as needed. Some time has been set aside for you in this course, but you will need to schedule additional time besides what is already designated.

*This schedule is subject to change at any point during the semester to accommodate the fluidity of the current pandemic

**As long as make up labs are not required, there are no face-to-face requirements for this course after Thanksgiving. Only online components will occur after Thanksgiving break.