



Instructors

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Office Hours: Tuesdays 9 – 11 am via Zoom or in person
Zoom link- (<https://ufl.zoom.us/j/2659487212>)
& By appointment (email to schedule)

Dr. Deb Barry, dmbarry@ufl.edu
Heather Nesbitt, heather.nesbitt@ufl.edu
Jason Dossett, j.dossett@ufl.edu

Office Hours for all:
By appointment

Time and Location

Lecture: Monday, Period 3 (9:35 – 10:25 am), Rolfs 306/PEPC Building 102

Section A (Plant City): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), PEPC Building 102 – Dr. Deb Barry

Section B (Gainesville): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306 – Mr. Dossett

Section D (Gainesville): Thursday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Ms. Nesbitt

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: 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>

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...

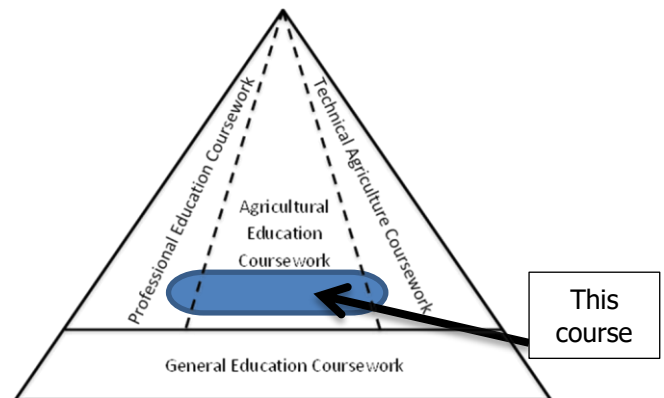
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher 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

DESCRIPTION OF COURSE ASSIGNMENTS

Attendance

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. Each absence that does not align with UF policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>), will result in a 15% reduction in your final grade and each tardy will result in 10% reduction in your attendance points. If you must miss class, you must let us know as soon as possible.

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 teaching aspects discussed in this course. Reflections will be done through journaling to document your observations. At minimum there should be 3 on-site visits conducted and a minimum of 15 hours completed. These hours will be submitted in two installments, see course calendar.

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting with your Presentation Session 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 draft lesson plan. Additionally, you will complete a post-teaching reflection after you have watched your video.

Presentation 1 - Lesson Introduction: Create and present an activity designed to stimulate student interest. Deliver this teaching presentation in front of a group of peers. The lesson introduction should be 5-8 minutes and not more than 12 minutes.

Presentation 2 - Demonstration: Create and present a demonstration following the guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 15-20 minutes; not more than 25 minutes. Visual aids are required.

Presentation 3 - Lecture with Discussion: Create and present a lecture that includes a discussion element following 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.

Presentation 4 – Cooperative Learning: Create and present a cooperative learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Presentation 5 – Problem-based Learning: Create and present a problem-based learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Presentation 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 a lesson introduction, 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 and describe their connection to your philosophy statement. 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)
Attendance	100	Throughout
Teaching Presentation 1	50	Week 5
Teaching Philosophy Assignment	75	Week 6
Teaching Presentation 2	100	Week 7
Field Observations (5 hours)	25	Week 8
Teaching Presentation 3	100	Week 9
Teaching Presentation 4	125	Week 11
Teaching Presentation 5	125	Week 12
Special Needs Research	100	Week 13
Field Observations (10 hours)	50	Week 15
Clinical Teaching (Presentation 6)	150	Weeks 15 - 16

Grading Scale				
A = 930 - 1000	B+ = 870 - 899	C+ = 770 - 799	D+ = 670 - 699	E = 0 - 599
A- = 900 - 929	B = 830 - 869	C = 730 - 769	D = 630 - 669	
	B- = 800 - 829	C- = 700 - 729	D- = 600 - 629	
University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx				

Attendance and Assignments

Students' class attendance is required. 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 teaching 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 are considered legitimate and with proper documentation will not be considered an absence in line with the University of Florida attendance policy <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext>. 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 as soon as possible. Students may have a reasonable amount of time to provide make-up work to the instructor per UF policy.

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/

In-class recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.	Special Needs Research Round Tables

Tentative AEC 4200/5206 Course Calendar*

Week	Topics	Assignment Due
1 8/29 – 9/2	First day of learning	
	Becoming scholars of teaching & learning	
2 9/5 – 9/9	No Lecture - Labor Day	
	No Presentation Sessions - Field Observation hours ¹	
3 9/12 – 9/16	Effective teaching	
	How learning works	
4 9/19 – 9/23	Review of Lesson Planning & Writing Objectives	
	Establishing anticipatory sets	Presentation 1 Pre-Conference Mtg
5 9/26 – 9/30	Motivating Learners	
	Presentation 1: Lesson Introductions	Presentation 1
	Ag Ed Symposium	Save Dates: Sept. 30 – Oct. 1
6 10/3 – 10/7	Using demonstrations for learning	Teaching Philosophy
	Facilitating discussions & Asking effective questions	Presentation 2 Pre-Conference Mtg
7 10/10 – 10/14	Learning through Lecture	
	Presentation 2: Demonstrations	Presentation 2
8 10/17 – 10/21	Teaching with Instructional Technology	5 Field Observation Hours
	Managing a Positive Classroom Environment & Behavior Management	Presentation 3 Pre-Conference Mtg
9 10/24 – 10/28	Cooperative Learning Techniques	
	Presentation 3: Lecture with Discussion	Presentation 3
10 10/31 – 11/4	Problem-based Learning	
	Differentiated Instruction/ Accommodations	Presentation 4 Pre-Conference Mtg
11 11/7 – 11/11	Resilience with Dr. Osborne	
	Presentation 4: Cooperative Learning	Presentation 4 & Presentation 5 Pre-Conference Mtg
12 11/14 – 11/18	Experiential learning	
	Presentation 5: Problem-based Learning	Presentation 5
13 11/21 – 11/25	Special Needs Roundtables	Special Needs
	No Presentation Sessions - Focus on Field Observations ¹ & Enjoy Thanksgiving Break	
14 11/28 – 12/2	Additional Group Teaching Techniques	
	Presentation 4 & 5: Make-up presentations if needed or Focus on Field Observations ¹	Presentation 6 Pre-Conference Mtg
15 12/5 – 12/9	Additional Individualized Teaching Techniques	10 Field Observation Hours
	Presentation 6: Clinical Teaching Experience (Completed off Campus & Recorded)	Presentation 6
16 (Finals week)	Presentation 6 continued: Clinical Teaching Experience (Completed off Campus & Recorded)	All must be completed by Dec. 14 th

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 as needed, all changes will be communicated via class and in Canvas