



AEC 4224/5545: Special Methods in Teaching Agricultural Education

Spring 2019

Sections 0181, 3253, and 156C

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...

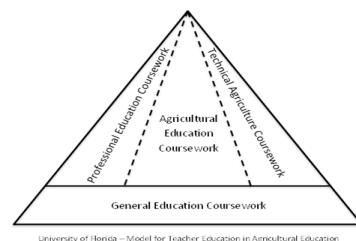
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, 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 4th – January 16th)

LTC, Haines City, FL
GNV – 120 Bryant Hall
PC – Plant City Campus, Room 102
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.

Suggested 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

FAAE Midwinter Reflections

Prepare a reflective summary of your experiences at the FAAE Midwinter Conference. Be sure to address: (a) what you did, (b) what you learned, (c) how you might apply what you learned during your internship, and (d) why participating in events like the FAAE Midwinter conference is important for teachers. Estimated length: 4 pages.

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*). You will be asked to peer review 2 classmates' lesson plans. Name each file as follows: name.course.topic.item. Example: *Roberts.AgFoundations.soils.lessonplan* or *Roberts.AgTech1.beefbreeds.Powerpoint*

FFA Advising Plan

Your FFA Advising plan will outline your roles for: (a) working with Career/Leadership Development Events (be specific), (b) FFA officers, (c) FFA week, and (d) other FFA activities over the internship. Be sure to address how you will try and engage ALL agriculture students in FFA activities. Estimated length: 6 pages.

SAE Supervision Plan

Your SAE supervision plan will outline your involvement in SAE activities throughout your internship. You should describe: (a) current SAE activities at the school, (b) supervision activities used by your cooperating teacher, (c) a plan for promoting SAE, and (d) things you would do differently to enhance SAE if it were your program. Estimated length: 5 pages.

Classroom Management Plan

The Classroom Management Plan applies to your student intern site and will consist of: (a) table of contents, (b) description of community and school, (c) philosophy of teaching, (d) description of the physical spaces for teaching, (e) description of plans for establishing classroom community, and (f) description of plans for addressing problem behavior. Estimated length: 8 pages.

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	Points
FAAE Midwinter Reflections	Tue, Jan 8	100
Written Lesson Plans for 15 Class Sessions	Wed, Jan 9	500
FFA Advising Plan	Wed, Jan 9	150
SAE Supervision Plan	Wed, Jan 9	150
Classroom Management Plan	Fri, Jan 11	150
Participation & Other Assignments	Wed, Jan 16	50

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	Topics
<i>Module 1: Keeping Technical and Pedagogical Skills Current (16 hours)</i>		
Fri Jan 4	8:00 to 5:00	Make your own selections, FFAE Midwinter Conference
Sat Jan 5	8:00 to 5:00	Make your own selections, FFAE Midwinter Conference
<i>Module 2a: Implementing a Balanced Program (4 hours)</i>		
Mon Jan 7	8:00 to 9:00	Reflections from Midwinter Conference
	9:00 to 10:00	Key concepts for ag ed history and philosophy (Dr. Roberts)*
	10:00 to 11:00	Key concepts for program planning (Ms. Barry)*
	11:00 to 12:00	Supervising SAE
<i>Module 2b: Implementing a Balanced Program (4 hours)</i>		
Mon Jan 7	1:00 to 2:00	State FFA updates* (Mr. Ronnie Simmons)
	2:00 to 3:00	Being an FFA Advisor
	3:00 to 4:00	Working with alumni* (Dr. Myers)
	4:00 to 5:00	Finalize FFA and SAE assignments (on your own)
<i>Module 3a: Teaching Agriculture (4 hours)</i>		
Wed Jan 9	8:00 to 9:30	Key concepts for teaching agriculture (Dr. Thoron)*
	9:30 to 10:00	Student motivation
	10:00 to 11:00	Classroom management
	11:00 to 12:00	Working with special needs students
<i>Module 3b: Teaching Agriculture (4 hours)</i>		
Wed Jan 9	1:00 to 2:00	Key concepts for teaching in lab settings (Dr. Thoron)*
	2:00 to 3:00	Using the labs at your intern site
	3:00 to 4:00	Modifying lessons for special needs students
	4:00 to 5:00	Finalize classroom management plan (on your own)
<i>Module 4: Planning for Instruction (4 hours)</i>		
Fri Jan 11	8:00 to 10:00	Internship Expectations (Dr. Thoron)*
	10:00 to 11:00	Key concepts for instructional design (Dr. Bunch)*
	11:00 to 12:00	Lesson Plan Sharing
<i>Module 5a: Being a Professional (4 hours)</i>		
Mon Jan 14	8:00 to 9:00	FAAE Updates (local FFAE board member)
	9:00 to 10:00	FL DOE Updates* (Ms. Kaitlin Vickers)
	10:00 to 11:00	CTE Updates (local CTE director)
	11:00 to 12:00	Past intern panel*
<i>Module 5b: Being a Professional (4 hours)</i>		
Mon Jan 14	1:00 to 3:00	Personal resilience* (Dr. Osborne)
	3:00 to 4:00	Final reflections
	4:00 to 5:00	(on your own)
<i>Module 6: Internship Preparation (2 hours)</i>		
Wed Jan 16	TBD	Individual meeting with your university supervisor

*Zoom sessions shared between Gainesville and Plant City

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