



AEC 4224: Special Methods in Teaching Agricultural Education

Spring 2020

Instructors

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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.

COURSE INFORMATION

Time and Location (January 6th – January 17th)

See **Daily Schedule** on page 3.

AEE 4224: 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

4224: 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. Teaching in informal settings including field trips, FFA trips, etc.
5. Identify strategies for using FFA activities and CDE’s as teaching tools.

Required Texts

Wong, H. K. & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. Harry K. Wong Publications, Mountain View, CA.

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: 2-3 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)

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.

Teacher Workroom

Throughout the course of the course you will participate in the Teacher Workroom. During this time you will assist other pre-service teachers in the idea generation and development of their own lesson plans. This can be a time to critique others' lesson plans, generate interest approach ideas, practice teaching portions of lessons, share resources, etc. The course instructors will also be available to act as consultants on your lessons plans at this time as well.

Attendance, Participation, & Other Assignments

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. Barring a major emergency, each absence will result in a 10% reduction in your final grade and each tardy or instance of unpreparedness 15% reduction in your participation points. If you must miss class, you must 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 13 | 100 |
| Written Lesson Plans for 15 Class Sessions | Wed, Jan 17 | 500 |
| Classroom Management Plan | Fri, Jan 15 | 150 |
| Participation & Other Assignments | Wed, Jan 17 | 50 |

Grading Scale

| | | |
|-------------|-------------|---------------|
| A = 93-100% | B- = 80-82% | D+ = 66-69% |
| A- = 90-92% | C+ = 76-79% | D = 63-65% |
| B+ = 86-89% | C = 73-75% | D- = 60-62% |
| B = 83-85% | C- = 70-72% | E = below 60% |

Note: This Web address references the UF grades and grading policies:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Daily Schedule

| Date | Time | Topic | Location |
|-------------|---|--|-----------------|
| 1/6 M | 8:30 am – 9:30 am 9:30 am - 12:00 pm 1:00 pm – 4:00 pm | Introduction to the block – Dr. Bunch Unit A - Basic Understanding – The Teacher – Dr. Bunch Curriculum Materials – Dr. Easterly | Bryant 120 |
| 1/7 T | 8:30 am – 9:00 am 9:00 am – 10:45 am 11:00 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 3:00 pm 3:00 pm – 4:00 pm | Introduction AEST – Ms. Keitha Bennett FL DOE – Ms. Kaitlin Vickers FL FFA – Mr. Ronnie Simmons FAAE – Ms. VanHeusen Wrap-up – Dr. Bunch | Bryant 120 |
| 1/8 W | 8:30 am – 5:00 pm | Lesson Planning/Teacher Workroom – Ms. Alford & Mr. Coleman | Bryant 120 |
| 1/9 R | 8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 4:00 pm | Unit B - Positive Expectations – Ms. Alford Resume Writing – Dr. Bunch FFA as a Teaching Tool – Ms. Caela Paioff | Bryant 120 |
| 1/10 F | 8:00 am – 5:00 pm | FAAE Mid-Winter Conference | FL LTC |
| 1/11 S | 8:00 am – 5:00 pm | FAAE Mid-Winter Conference | FL LTC |
| 1/13 M | 8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 4:00 pm | Unit C – Classroom/Lab Management – Mr. Coleman Students with Exceptionalities – Mr. Coleman Rubrics & Assessments – Dr. Bunch & Mr. Coleman | Bryant 120 |
| 1/14 T | 8:30 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 5:00 pm | Resume Feedback & Job Interviewing – Dr. Bunch Showcasing Resources/Teacher Workroom – Dr. Bunch Fundraising/Money Management – Ms. Annie F. Muscato | Bryant 120 |
| 1/15 W | 8:30 am – 10:15 am 10:30 am – 12:00 pm 1:00 pm – 4:00 pm | School Board Expectations – Ms. Becky Raulerson Administrative Expectations – Santa Fe Principal Unit D - Lesson Mastery – Mr. Coleman | Bryant 120 |
| 1/16 R | 8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 4:00 pm 4:00 pm – 5:00 pm | Unit E - The Professional – Dr. Bunch Handbook Review Meet w/ U Supervisor – Dr. Bunch Insight into the Student Internship – Teacher Panel Wrap-Up – Dr. Bunch | Bryant 120 |
| 1/17 F | No Class | Finalize Block Assignments Final Preparations for Internship | No Class |

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