## 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 and responsibly.

## Course Instructors
**Dr. Tre Easterly**
Assistant Professor
Agricultural Education
352-273-4052
tre.easterly@ufl.edu |
Rolfs 307C
Office Hours by Appointment

**Teaching Assistants**

**Matthew Albritton**
Graduate Assistant
Agricultural Education
malbritton@ufl.edu
Rolfs 204
Office Hours by Appointment

**Katrina Alford**
Graduate Assistant
Agricultural Education
trini@ufl.edu
Rolfs 406
Office Hours by Appointment

**Alyssa Shepherd**
Graduate Assistant
Agricultural Education
813-757-2271
alyssashepher@ufl.edu
Plant City; PEPC 105
Office Hours by Appointment

## Time and Location
Online Modules: Via Canvas. Must be completed by Monday evenings at 11:59 p.m.
Discussion and Lab: Tuesday periods 2&3; Rolfs Hall 306

## Course Description
This course is designed to expose students to appropriate teaching techniques, curricula and resources. Emphasis will be placed on new and emerging areas in food, agriculture and the natural resource sciences.

## Course Essential Questions & Objectives
1- How do effective teachers decide what to teach every day?
   - Develop a plan for a total agricultural education program.
   - Establish a sequence of classes that meet the program goals.
   - Articulate the purpose of an SBAE program with other professionals and stakeholders.
   - Develop a logical sequence of units for an SBAE course.
   - Find, unpack, and embed FDOE standards and benchmarks.
   - Develop a syllabus for an SBAE course.
   - Determine an appropriate unit structure for a course.
   - Write meaningful transfer goals, understandings, and essential questions.
   - Determine appropriate knowledge and skills for a unit of instruction.
   - Write transfer goals, understandings, and essential questions
   - Craft meaningful learning objectives at various levels of blooms taxonomy.
   - Develop daily lesson plans to guide instruction.
2- How can I tell if my students are meeting my learning goals?
   - Create meaningful rubrics to assess authentic learning experiences.
   - Write an assessment that meets unit goals
   - Implement formative assessment strategies in instruction.

- Complete the NQPS document to evaluate a program
3- How do I make sure all students are getting it?
    - Use data to provide justification for instructional practices
    - Create a plan to differentiate instruction for students in an SBAE class.
4- How do I handle disruptions/problem behavior in my classroom?
    - Develop a plan to manage student behavior in an SBAE course.
    - Demonstrate implementing an escalation plan to deal with student misbehavior.

## Required Texts
Resources available on course eLearning site on Canvas

## Reference Texts (optional)
Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools.* Clifton Park, NY: Thomson Delmar Learning (ISBN 978-1-4180-3993-6)

## DESCRIPTION OF ASSIGNMENTS/CORNERSTONE TASKS
(*Note tasks which contribute to assessment of FEAPS*)

| Assignment | Transfer Goal | Objective | Due Date | Points |
|---|---|---|---|---|
| Total Program Plan | 1 | 3.1 | January 28 | 100 |
| Course Plan | 1, 2 | 3.2-3.4 | March 28 | 150 |
| Unit Plan | 1, 4 | 2.1-2.2, 4.1-4.4, 5.1 | April 28 | 250 |
| Weekly Assignments (30 points each) | 6 | All | Throughout | 450 |
| Resource Share | 3, 5, 6 | All | throughout | 50 |

## Weekly Assignments
Each weekly assignment is worth 30 points using the following break-down:
- 5 Points- Completing Pre-Class work
- 20 Points- Completing in-class work
- 5 Points- Submitting Reflection

The pre-class work must be completed at 11:59 PM on Monday before each class. The assignment will vary each week. The assignments will be available in the canvas module for the course week. To earn the full points for the in-class work, you must come to class on time and prepared to work and fully participate in the class discussions/daily assignments/or other tasks that will take place in the class. A weekly reflection should be submitted by Monday at 11:59 PM the week following the class.

## Resource Share
The resource share assignment is designed to familiarize the class with various resources available to support teaching in the agriscience classroom. You must find and analyze a resource that is available to everyone in the course (ie. Cannot be a paid resource or require a membership). You will be allowed 10 minutes of class time to share the resource with the class and to explain the merits of the resource.

## Total Program Plan

The program plan assignment is a written document that provides a clear justification and goals of the program to administers, stakeholders, and students. The program plan should include a philosophical overview of the program, a logical sequence of courses, appropriate industry certifications, FFA activities, and SAE opportunities available for students in the program.

## Course Plan

The course plan assignment will include a course syllabus and stage 1 & 2 for the unit plans for each unit taught in the course. The course plan should provide a detailed description for the major concepts taught in the course.

## Unit Plan

The unit plan assignment is a detailed plan for an entire unit of instruction that lasts at least 15 class days. The components of the unit plan are: a daily lesson plan for every day of instruction, all the materials associated with the lessons (ie powerpoints, handouts etc.), written assessments, and formative assessments. A rubric and assignment sheet is provided.

## Attendance and Make-up Exams and Assignments

Assignments will not be accepted late, unless other arrangements have been made, prior to the due date, with Dr. Easterly.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence. There are no opportunities to make-up work outside of the following: Prior arrangement and approval of the instructor, university/college approved field trips, competitive and leadership development events (with prior instructor approval). In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class and proper documentation should be presented during the first meeting with the instructor.

## Grading Scale %

| | | |
|---|---|---|
| A = 950-1000 | B- = 800-829 | D+ = 670-699 |
| A- = 900-949 | C+ = 770-799 | D = 630-669 |
| B+ = 870-899 | C = 730-769 | D- = 600-629 |
| B = 830-869 | C- = 700-729 | E = below 600 |

## Grades and Grade Points

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

## Academic Honesty

In 1995 the UF student body enacted an 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.

**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."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 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**
Campus Helping Resources Students experiencing crises or personal problems that interfere with their general wellbeing 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
• U Matter We Care, www.umatter.ufl.edu/
• Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Any complaints about the course can be made with the instructor. Additional complaints can be voiced at the following website:
https://www.dso.ufl.edu/documents/UF Complaints policy.pdf

**Services for Students with Disabilities**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Online Course Evaluation**
Students are expected to provide professional and respectful feedback on the quality of instruction in this

course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/ .

## 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 i 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
1e. Uses diagnostic student data to plan lessons.
2h. Adapts the learning environment to accommodate the differing needs and diversity of students.
3c. Identify gaps in students' subject matter knowledge.
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
4a. Analyzes and applies data from multiple assessments & measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery.
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s).
4f. Applies technology to organize and integrate assessment information.
5c. Uses a variety of data independently & in collaboration w/ colleagues, to evaluate learning outcomes adjust planning & continuously improve effectiveness of the lessons.

# AEC 4202 Discussion and Lab Course Calendar

| Dates | Topics / Learning Experiences | Due |
|---|---|---|
| Jan 6 | Articulating the Plan for a Total Program Plan | |
| Jan 14 | Course Sequencing | |
| Jan 21 | Standards and Benchmarks | |
| Jan 28 | Developing a Syllabus | Total Program Plan |
| Feb 4 | Classroom Management<br>(No class meeting; complete module online) | |
| Feb 11 | Developing Units | |
| Feb 18 | Transfer Goals, Understandings, and Essential Questions | |
| Feb 25 | Rubrics | |
| Mar 3 | NO CLASS – Spring Break | |
| Mar 10 | Written Assessment | |
| Mar 17 | Formative Assessment | |
| Mar 24 | Learning Objectives | Course Plan |
| Mar 31 | Daily Lesson Plans | |
| Apr 7 | Using Student Data | |
| Apr 14 | Differentiated Instruction | |
| Apr 21 | Evaluating the Total Program | |
| Apr 29 | No class – Turn in final project | Unit Plan |
| | | |