

AEC 4224: Special Methods in Teaching Agricultural Education

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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 5th – January 14th; See Daily Schedule on page 4).

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

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

Required Texts (This text is provided to you free on the first day of class)

Whitaker, T, Whitaker, M., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. Routledge Taylor and Francis Group, NY.

COURSE ASSIGNMENTS, GRADING, AND SCHEDULE

Written Lesson Plans for 5 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.

Introduction Microteaching

Create and present an introduction lesson (lesson plan #1) to introduce yourself as the student teacher and set your expectations as a teacher moving forward in the semester. The lesson should include introduction of yourself as a teacher, student expectations regarding academic performance and behavior, and a short ice-breaker activity. The lesson should be 10-12 minutes; not more than 15 minutes. Visual aids are required.

Full Teaching Presentation

Create and present one full lesson topic of your choice lesson plan #2, #3, #4, or #5. 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 40-45 minutes; not more than 50 minutes.

Teacher Workroom

Throughout the course of the course you will participate in the Teacher Workroom virtually. 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. Students are required to keep their cameras on during the Teacher Workroom experience.

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 15% 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
Introduction Microteaching	1/6	25
Teaching Presentation	1/14 or 1/15	75
Written Lesson Plans for 5 Class Sessions	1/15	500
Classroom Management Plan	1/15	150
Participation & Other Assignments	1/15	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 (GNV meets in 120 Bryant, PC meets in PEPC 139. All sessions will be Zoomed)

Date	Time	Topic	Location
1/5 W	8:30 am – 9:30 am 9:30 am – 11:00 am 11:00 pm – 12:30 pm 1:30 pm – 4:30 pm	Introduction to the block (Dr. Bunch) Curriculum Materials/iCEV (Ms. Kaitlin Plante & Kim Brown) Lesson Planning & Assessments (Dr. Easterly) Teacher Workroom (Lesson Planning; focus LP1)	120 Bryant PEPC 102
1/6 R	8:30 am – 12:30 pm 1:30 pm – 4:30 pm	Intro Microteaching (order assigned) Classroom Management (Dr. Natalie Ferand, Assistant Professor, Virginia Tech University)	120 Bryant PEPC 139
1/7 F	8:30 am – 11:00 am 12:00pm – 4:30pm	Showcasing Resources/Teacher Workroom (Mrs. Alford) Teacher Workroom (Lesson planning; focus LP2, LP3, LP4, & LP5)	120 Bryant PEPC 102
1/10 M	8:00 am – 5:00 pm	FAAE Mid-Winter Conference 5000 Firetower Rd, Haines City, Fl.	FFA LTC
1/11 T	8:30 am – 5:00 pm	Teacher Workroom (Lesson planning; focus LP2, LP3, LP4, & LP5)	120 Bryant PEPC 102
1/12 W	8:30 am – 10:00 am 10:00 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 3:30 pm	Teacher Workroom (Lesson planning; focus LP2, LP3, LP4, & LP5) Students in Distress (Speaker, TBD) Identifying and Using Community Resources (Dr. Peyton Beattie, Community Resource Development Agent, IFAS Clay County) Meet w/ U supervisor	120 Bryant PEPC 102
1/14 R	8:30 am – 10:00 am 10:00 am – 11:00 am 11:00 am - 5:00 pm	Students with Exceptionalities (Mrs. Nesbitt) Students with Exceptionalities Case Study (Dr. Easterly) Presentations of Teaching (order assigned)	120 Bryant PEPC 102
1/15 F	8:30 am – 5:00 pm	Presentations of Teaching (order assigned)	120 Bryant PEPC 102

POLICIES

COVID-19 SAFETY PLAN: 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:

- Students and instructors are required to wear a face covering (mask or similar covering) at all times they are in UF facilities. 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.
- 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. Students must maintain at least a 6-foot distance from each other as they enter and leave the room and when they are in the room.
- Students will use their own computers during the semester.
- 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.
- If a student or instructor is unable to attend the class due to illness, the course will be able to be taught in an online-only format. Class meetings will take place at specified times via Zoom.
- In the event the university has to cancel in-person instruction, class meetings will continue through Zoom.
- 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](#).

Because some class sessions of this course will be taught online, the sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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