



Sam Houston State University
College of Science and Engineering Technology
Department of Agricultural Sciences



COURSE SYLLABUS
AGED 4364.01
Responsibilities of the Professional Agricultural Educator
3 Hours
Spring 2017



Enhancing The Future
Through Educator Preparation

DEPARTMENT: Agricultural Sciences and Engineering Technology

COURSE NUMBER / TITLE: AGED 4364 - Methods of Teaching Ag. Sciences

INSTRUCTOR: Doug Ullrich, Assistant Professor
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Office Hours by Appointment Only

SCHEDULE: 4-8 hrs per day

TEXT: Handbook on Agricultural Education in Public Schools, 6th Ed. Phipps,
Osborne, Dyer and Ball
TEXES Test Study Guide

SUGGESTED READING:

Henson, Kenneth T., *Methods and Strategies For Teaching in Secondary And Middle Schools*, 3rd Ed., 1988. Longman Publishers, USA.

COURSE TITLE AND DESCRIPTION: **Methods of Teaching in Secondary Schools**

This course provides a study of the objectives and the selection, organization, and presentation of the subject matter of the various secondary school subjects, instruction in the organization of units of work, and demonstration teaching. A minimum of ten hours will be spent in field experiences in a public school classroom.

TEACHER PROFICIENCIES

The Sam Houston State University Teacher Preparation Program is committed to assisting pre-service teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*.

- Standard I The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

COURSE OBJECTIVES

| Objective | Course Assignments | Performance Assessment | State Standards |
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| The candidate knows and understands the importance of designing instruction appropriate for all students. | Demonstration lessons taught in public school classroom, Field Experience Reflection Papers, Teaching unit for teaching field, presentation of teaching strategies, writing objectives with coded Texas Essential Knowledge and Skills, in-class activities | Tests, Assessment of Demonstration lessons, Checklist and Papers, Micro teach on college campus (peer and self assessment) | 1.2k, 1.3k, 1.4k, 1.5k, 1.7k, 1.9k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.16k, 1.21k, 1.26k, 1.27k |
| The candidate designs instruction appropriate for all students. | Write lesson plans Develop a unit plan for teaching field, in-class activities, writing objectives with coded Texas Essential Knowledge and Skills | Assessment of lesson plans, evaluation of unit plan, micro teach | 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, |
| The candidate knows and understands the importance of a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. | Field Experience, In-class activities, Role plays, Cooperative Group Work | Tests, Assessment of Field Experience In-class activities, Role plays, | 2.5k |
| The candidate creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. | Lesson Plans, In-class activities, Unit plans | Tests, Assessment of Field Experience Notebook, Lesson Plans, In-class activities, Role plays, Classroom Management Plan, Cooperative Group Work | 2.4s |
| The candidate knows and understands how to promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and gives timely, high-quality feedback. | In-class activities, Field Experience, | Tests, observation of students on public school campus, Micro teach | 3.5k, 3.6k, 3.10k, 3.11k |
| The candidate provides responsive instruction that makes use of effective | Field Experience, questioning mentor teachers, Presentations, in- | Assignment with mentor teachers, peer assessment | 3.1s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.11s |

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| communication techniques, instructional strategies that actively engage students in the learning process, and gives timely, high-quality feedback. | class activities, field experience | | |
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Upon completion of this course the candidate will be able to:

Standard I – The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- The beginning teacher knows and understands:
 - 1.2k the impact of developmental characteristics for planning appropriate
 - 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
 - 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
 - 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
 - 1.7k the importance of the state content and performance standards as outlined I the Texas Essential Knowledge and Skills (TEKS)
 - 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills and knowledge and skills that follow sequentially;
 - 1.11k current research on best pedagogical practices
 - 1.12k the importance of developing instructional goals and objectives that are clear, relevant
 - 1.13k the importance of developing instructional goals and objectives that can be assessed;
 - 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
 - 1.15k the importance of aligning instructional goals with campus and district goals
 - 1.16k the use of appropriate materials and resources (e.g., information presented in a variety of formats and media) for preparing instruction, presenting lessons, and assessing learning;
 - 1.21k the importance of planning lessons and structuring unites so that activities progress in a logical sequence;
 - 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
 - 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- The beginning teacher is able to:
 - 1.1s plan lessons that reflect an understanding of students developmental characteristics and needs.
 - 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction
 - 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
 - 1.7s exhibit appropriate knowledge of a subject to promote student learning
 - 1.11s use a variety of pedagogical techniques to convey information and teaching skills
 - 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
 - 1.13s develop instructional goals and objectives that are able to be assessed;
 - 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests;
 - 1.15s develop instructional goals and objectives that reflect different types of student learning and skills
 - 1.16s use various types of materials and other resources to aid I preparing and implement instruction;
 - 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
 - 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

- 1.22s allocate time appropriately (e.g., scheduling extended blocks of time as possible) within lessons and units, including providing adequate opportunities for students to engage in reflection and closure

Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- The beginning teacher knows and understands:
 - 2.5k the necessity of communicating teacher expectations for student learning
- The beginning teacher is able to:
 - 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;

Standard III The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways (e.g., arousing their interest and curiosity)
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning
- The beginning teacher is able to:
 - 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
 - 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
 - 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities,
 - 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students knowledge
 - 3.7s create lessons with a clearly defined structure around which activities are organized
 - 3.8s create activities and assignments that are appropriate for students and that actively engage the in the learning process
 - 3.10s represent content effectively and in ways that link with students' prior knowledge and experience
 - 3.11s use flexible grouping to promote productive student interactions and enhance learning

COURSE REQUIREMENTS: Each student is expected to participate in class activities and discussions. Assigned papers are expected to be neat as well as mechanically and grammatically correct. Also, creativity, innovativeness, evidence of thinking and internalization of the subject matter and professionalism exhibited by the student are important.

ALL ASSIGNMENTS WILL BE TYPED unless otherwise specified. Assignments will be handed in at the beginning of the class period on the date due.

Late assignments will be assessed a 10% penalty for each day late.

DEPARTMENT OF AGRICULTURAL SCIENCES ATTENDANCE POLICY

1. Regular and punctual attendance is expected of each student in the Department of Agricultural Sciences at Sam Houston State University.
2. Each faculty member will keep a written record of student attendance.
3. If a student misses four or more classes, the student's grade will be reduced by one letter grade. Additional penalties will be up to the discretion of the professor.

4. Three unexcused or unjustified tardies or early departures are considered one absence.
5. Excused absences must be documented by the student with a letter of confirmation from the sponsoring student organization, professor or doctor. Exemptions will include participation in departmental activities when prior approval is attained from the Department Chair.
6. No exams or assignments will be given at alternative times unless arrangements are made with the professor before the scheduled activity occurs.

AGED 4364 ATTENDANCE POLICY: It is an essential trait of the professional educator to recognize the necessity of being punctual and prepared. Your future relies not only upon your academic dedication but also to the professionalism you exhibit.

DO NOT BE LATE AND DO NOT MISS CLASS!!!

If you miss class for any reason you must meet with the teacher on an individual basis. If you attend class regularly you will be rewarded following manner:

| ABSENCES = 2 LATE ARIVALS OR 2 EARLY DEPARTURES | POINTS GIVEN AWAY! |
|--|------------------------------------|
| (1) ONE | -150 POINTS |
| (2) TWO or MORE | -150 for each day missed after ONE |

PROFESSIONALISM POLICY: It is of particular concern that all students involved in agricultural education understand that professional conduct and appropriate dress reflects on your ability to be a teacher. If you do not conduct yourself in a professional manner you are not marketable. Do not smoke, dip, chew, spit, etc.... We expect you to dress professionally and conduct yourself as if you were already employed in the public school system. Part of your grade will be determined with this policy.

STUDENTS WITH DISABILITIES

Students with disabilities that impact academic performance are urged to arrange for a conference with the instructor in order that appropriate strategies can be considered to assure that participation and achievement opportunities are not impaired. The Committee for Continuing Assistance for Disabled Students may be contacted for further information. The chairperson is the Director of the Counseling Services (294-1720)

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

USE OF CELL PHONES OR OTHER ELECTRONIC DEVICES: The use of cell phones or other electronic devices is prohibited without permission of the instructor. One warning will be given for a violation and all additional violations will result in a one letter grade reduction. If academic dishonesty is suspected the student will be reported to the Dean of Students for disciplinary action in accordance with university policy.

| SPECIFIC GRADING CRITERIA | Points | Grade |
|--|---------------|--------------|
| Professional Conduct and Appropriate Dress | 100 | |
| Linkedin Profile - With picture, work experience, education, etc. | 100 | |
| Personal Profile - With picture embedded top right corner | 100 | |
| Presentation #1 – Includes Action Lesson Plan for 1.5 hr class, Complete with all materials, evaluation, etc. [Explain Lesson to class – 10 minutes] | 100 | |
| Presentation #2 – Manipulative [15 minutes] | 100 | |
| Presentation #3 - Realia Enhanced Lesson / Critique [15 minute] | 100 | |
| Presentation #4 - Demonstration Method / Critique [15 minute] | 100 | |
| Motivational Technique or Game and Discussion | 50 | |
| Unique Lab #1 | 10 | |
| Unique Lab #2 | 10 | |
| Unique Interest Approach #1 | 10 | |
| Unique Interest Approach #2 | 10 | |
| Unique Interest Approach #3 | 10 | |
| Unit of Instruction #1 | 100 | |
| Unit of Instruction #2 | 100 | |
| Unit of Instruction #3 | 100 | |
| Unit of Instruction #4 | 100 | |
| Spring Plans / Schedule / Outlines etc.. | 100 | |
| Annual & Long-Range Program Plan 5-20, 21 LPS [from your school] | 100 | |
| Annual Plan [from your school] | 100 | |
| Student Teaching Materials – Lesson plans/Units, Handouts, Exams, Quizzes, Job Sheets, etc. for EVERY class, for EVERY day you taught, observed, | 250 | |
| Evaluation #1 – Self Video Evaluation – ONE page summary – Submit by email | 50 | |
| Evaluation #2 – SHSU – Write a ONE page summary – Submit by email | 50 | |
| Evaluation #3 – SUSU – Write a ONE page summary – Submit by email | 50 | |
| Evaluation #4 – Self Evaluation – Paper & Form A | 50 | |
| Final Presentation [10 minutes individuals / 15 minutes pair maximum] | 50 | |
| TOTAL POINTS | 2000 | |

Grading Scale: A = 93%+
 B = 84-93%
 C = 75-84%
 D = 60-75%
 F = <60%

Schedule of Events

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| Monday | 8/14 -- 10-12 | Introductions & Syllabus Review Assign Profile with picture embedded – Due Wednesday Assign LinkedIn Profile Assign ALL Presentations and Discuss EACH “The Barney Effect?” - The Lesson Cycle Effective Teaching Discussion ASSIGN – Presentation #1 |
| Tuesday | 8/15 -- 10-6 | Presentation #1 – Lecture / Q&A Introduction to Action Packed Lessons Review of Methods of Teaching Introduction to Lesson Planning ASSIGN – Presentation #2 |
| Wednesday | 8/16 -- 10-12 | Presentation #2 – Discussion / Interaction ASSIGN – Motivational Game & Techniques ASSIGN – Presentation #3 |
| Thursday | 8/17 -- 10-6 | Presentation #3 – Realia Enhanced ASSIGN - Interest Approach #1, #2 & #3 ASSIGN – Presentation #4 |
| Friday | 8/18 -- 10-12 | Present Motivational Game & Technique Present Interest Approach #1, #2 & #3 ASSIGN - Semester Plan & Calendar ASSIGN - Unit of Instruction #1, #2, #3 & #4 |
| Monday | 8/21 | Presentation #4 – Demonstration Discuss Unit of Instruction Outlines / Overview |
| Tuesday | 8/22 -- 10-6 | Work on Semester Plan / Calendar Work on Units Review Units ASSIGN – Annual Report ASSIGN – Annual & Long Range Plan |
| Wednesday | 8/23 -- 10-12 | Work on Units Review Units ASSIGN – Evaluations & Summaries ULLRICH - Teacher Liability & Safety Presentation PPT |
| Thursday | 8/24 -- 10-6 | Work on Units Review Units ASSIGN – Student Teaching Materials [THE BOX] |
| Friday | 8/25 -- 10-6 | Submit Units #1, #2, #3 & #4 [individually] Submit Semester Plan & Calendar [individually] ASSIGN – Final Presentation |
| Monday | 8/28 | First Day at Student Teaching Center |
| Friday | 12/01 | Last Day at Student Teaching Center |
| Monday | 12/04 | No Class – Student Teacher Work Day |
| Tuesday | 12/05 | Submit: Presentation Showing Student Teaching Activities Annual and Long Range Plan Student Teaching Materials Evaluations & Summaries |
| Wednesday | 12/06 | Evaluation #4 – Self Evaluation & Form A |
| Thursday | 12/07 | Professional Development |
| Friday | | Commencement TBA ? |
| Saturday | | Commencement – TBA ? |