

The College of Agriculture and Life Sciences  
The University of Arizona



THE DEPARTMENT OF  
AGRICULTURAL EDUCATION  
Agricultural Education  
Teacher Induction  
Program

***A two-year program benefiting both teacher  
preparation completers and alternative  
certification seekers***



**2009-2011**

**A**s we enter a new phase of Arizona Agricultural Education history, so the New Teacher Program evolves to meet current needs. This book is intended to serve as your guide for the coming two years. By completing this program you greatly enhance your predictable success in the world of education.

A recent Delphi study on the problems facing beginning teachers identified 11 areas of concern for beginning agricultural education teachers (Myers, Dyer & Washburn, 2005):

- Organizing an effective alumni chapter
- Organizing an effective advisory board
- Organizing and planning FFA chapter events and activities
- Management of student discipline in the classroom
- Recruiting and retaining alumni members
- Making ESE/Special education accommodations
- Managing stress
- Balancing work and personal life
- Lack of preparation time at the beginning of school year
- Time management
- Developing a well-rounded program.

Another study looking at teacher preparation and in-service needs in 2006 identified six areas of concern of practicing teachers (Duncan, Ricketts, Peake & Uessler, 2006):

- Technical area preparation in biotechnology, aquaculture, and veterinary technology
- Pedagogical skills to motivate students to learn and increase students' ability to think critically and creatively
- Managing student behavior
- Advising students on post-secondary education
- Preparing various FFA applications
- Developing an effective public relations program.

We know from our own experiences beginning teachers are concerned about:

- Experience level,
- Preparation to meet the expectations of the job, and
- Certification and licensure
- Grant writing for external funding (Roberts & Dyer, 2004)

Research also tells us beginning teachers need:

- Emotional support,
- Procedural information,
- Time management training, and
- Clerical support.

Although we cannot provide all the answers, we strive to help you with procedural information, certification issues, networking and peer support, and other pertinent areas focal to the educational world. In fact, if you will note all of the above items in blue are addressed in this program.

The Department of Agricultural Education at the University of Arizona, the Arizona Department of Education CTE Division, and the Arizona Agriculture Teachers Association are committed to your success. The Agricultural Education Teacher Induction Program was developed to meet a number of your needs. When you complete this two-year program, you will also have compiled 36 hours of continuing education units, 12 units of graduate education, and 12 units toward certification (for the alternative teachers). In addition you will be headed toward National Board Teaching Certification!

We wish you all success!

Dr. Billye Foster  
Professor  
Coordinator, Agricultural Education Induction Program

# INDEX

Program Overview .....	3
<a href="#">Program Standards Matrix</a> .....	4
<a href="#">On-Line Modules to Complete</a> .....	5
<a href="#">Saguaro Plan</a> (Teacher Preparation Completers) .....	6
<a href="#">Ocotillo Plan</a> (Alternative Certification Teachers) .....	7
<a href="#">Courses that Satisfy Option C</a> .....	8
<a href="#">Three Year Calendar</a> .....	9
<b>APPENDICES</b> .....	12
• Syllabus for <a href="#">AED 401/501a</a> Teacher Induction Program— <i>Principles and Philosophies of CTE and Agricultural Education</i> .....	13
• Syllabus for <a href="#">AED 401/501b</a> Teacher Induction— <i>Operating a CTE Student Organization</i> .....	19
• Syllabus for <a href="#">AED 402/502a</a> Teacher Induction Program— <i>Methods of Teaching Agriculture, Advanced</i> .....	25
• Syllabus for <a href="#">AED 402/502b</a> Teacher Induction Program— <i>Educational Philosophy</i> .....	31
• Syllabus for <a href="#">AED 401/501c</a> Teacher Induction Program – <i>CTE Classroom Management</i> .....	37
• Syllabus for <a href="#">AED 401/501d</a> Teacher Induction Program— <i>Assessment and Evaluation</i> .....	43
• Syllabus for <a href="#">AED 402/502c</a> Teacher Induction Program— <i>Methods of Teaching Agriculture Basics</i> .....	49
• Syllabus for <a href="#">AED 402/502d</a> Teacher Induction Program – <i>Beginning Educational Philosophy</i> .....	55
• <b>Department of Agricultural Education, <a href="#">Field Tested Teacher Competencies</a></b> .....	61
• <b>The National Board for Professional Teaching Standards--     <a href="#">Career &amp; Technical Education Standards</a></b> .....	65
• <a href="#">SAE Visitation Form</a> .....	70
• <a href="#">Lesson Plan Format</a> .....	72
• 2008-2010 Cohort I—Induction Teacher <a href="#">Directory</a> .....	75
• Copies of Induction Program <a href="#">Correspondence</a> .....	79
• AATA New Teacher <a href="#">Mentor Program</a> .....	83
• National Board Certification <a href="#">Process Notes</a> .....	86
• University <a href="#">Visitation Preparation</a> & Process .....	93

## Agricultural Education Teacher Induction Program—A program for beginning teachers 2008

*Welcome! You have joined the professionals involved in secondary level Agricultural Education. Research tells us that the first three years are the most challenging for many teachers. This program is designed to help you matriculate into your new life as a professional educator. In addition, it provides options for class work that meets some of the State of Arizona certification requirements.*

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To register for this program, contact  
Colleen Reed  
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at the Continuing Education Department  
<http://www.ceao.arizona.edu/>

### Basics:

- The Induction Plan for beginning Agricultural Education teachers in Arizona is a two year program.
  - All new agricultural education teachers will have the *option* of participating, however, **NO VISITS** will be made **without** the following forms of commitment:
    - Year 1
      - **Saguaro Plan--Enroll in AED 501a** (fall) and **AED 501b** (spring) Agricultural Education Teacher Induction Year 1 for Teacher Prep Completers, **both** semesters
      - OR
      - **Ocotillo Plan--Enroll in AED 501c** (fall) and **AED 501d** (spring) Agricultural Education Teacher Induction Year 1 for Alternative Teachers, **both** semesters
    - Year 2
      - Completers of 501a & b will **enroll in 502a** (fall) and **502b** (spring).
      - OR
      - Completers of 501c & d will **enroll in 502c** (fall) and **502d** (spring).
    - UA Department of Agricultural Education has received approval forms signed by teacher and administrator
  - All courses will run through Continuing Education. Participants can enroll for graduate credit and Continuing Education Units (CEUs) or just CEUs. Current tuition schedules show the following approximate costs for each option:
    - **For each semester**
      - Graduate credit and CEU (45 units) 3 units = Check current catalogs
      - CEUs only (45 hours of class time) = \$450\*
- \*above costs are amendable based on current UA tuition rates.*
- The program is designed to follow standards used in the University of Arizona teacher preparation program AND the American Association of Agricultural Educators' National Standards for the Preparation of Teachers.
  - The program also aligns with the **Arizona Agriscience Education Program Review Guide**.
  - Each participant will receive a syllabus and a rubric for completion of each course.
  - Each participant will receive **two on-site visits per year** from UA faculty (one each semester the participant is enrolled in the program).
  - There will be **three half-day workshops** each year (**required**).
    - Summer teacher's conference (July)
    - Mid-year (January)
    - End-year (May)
  - Each participant will be required to complete a series of relevant, packet modules monthly.
  - Each participant will be required to log in and comment on the *new* beginning teacher blog site.

## Program Standards Matrix

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Objective <i>Participants will....</i>	University of Arizona Competencies <i>See appendix for explanation</i>	National Board for Professional Teaching Standards Career & Technical Education (for teachers of students 11-18+)
1. Define agricultural education and explain the basic concepts it is built upon.	1, 2	X. Reflective Practice XII. Contributions to the Education Profession
2. Outline the purpose of Agricultural Education at the secondary level and the role of the teacher.	4, 5, 77, 88	I. Knowledge of Students II. Knowledge of Subject Matter
3. Understand the difference between a provisional and standard certification and the Arizona requirements.	7	
4. Develop a keen awareness of the varied roles of the FFA, its operational components and student benefits.	11, 12, 13, 14, 15	I. Knowledge of Students II. Knowledge of Subject Matter
5. Acquire a level of competence regarding the development and delivery of quality lessons.	19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86	II. Knowledge of Subject Matter III. Learning Environment
6. Nurture a growing skill regarding student and classroom management and supervision.	46, 47, 48, 74, 75, 89	I. Knowledge of Students III. Learning Environment VII. Workplace Readiness
7. Design & utilize a management system for the program facilities and consumable supplies.	28, 39, 58, 62, 65	III. Learning Environment
8. Establish rapport with the local community and program supporters.	69, 70, 71, 73, 74	XI. Collaborative Partnerships XIII. Family & Community Partnerships
9. Create an effective and flexible student assessment system that fairly addresses multiple intelligences.	60, 61, 90	VI. Assessment
10. Develop an understanding and appreciation for professional networking.	5, 81, 82,	XI. Collaborative Partnerships XII. Contributions to the Education Profession

- **On-Line Modules:** *A total of 12 modules are needed for a two year program.* [return](#)

Teacher Prep Completers <b>Saguaro Plan</b>	Course Number	Alternative Participants <b>Ocotillo Plan</b>	Course Number
1. Learning your community	401/501a	1. Develop personal educational plan with Arizona Department of Education (Mr. Wojcik) to complete certification	401/501c
2. Working with Advisory Committees	401/501a	2. Classroom Management	401/501c
3. Working with your Mentor	401/501a	3. FFA	401/501c
4. Professional involvement-AATA	401/501b	4. Lesson Plan Development	401/501d
5. Time management / Life Balance	401/501b	5. SAE	401/501d
6. Positive interactions with Administrators	401/501b	6. Working with your Mentor	402/502c
7. Developing and Using Questioning Skills	402/502a	7. Developing and Using Questioning Skills	402/502d
8. Agriculture & Math	402/502a	8. Working with Advisory Committees	402/502c
9. Agriculture & Science	402/502a	9. Curriculum Mapping	402/502c
10. Utilizing Community Resources	402/502b	10. Time management / Life balance	402/502d
11. Basic Grant Writing	402/502b	11. Positive interactions with Administrators	402/502d
12. 50 ways to Motivate Students	402/502b	12. Basic Grant writing	402/502d

**EACH MODULE REQUIRES APPROXIMATELY 3 HOURS OF TIME FOR COMPLETION.**

**AGRICULTURAL EDUCATION TEACHER INDUCTION PROGRAM**

*Saguaro Plan—Year 1--Enroll in AED 501a (fall) and AED 501b (spring)*

return

July Workshop	Fall ongoing	Winter Workshop	Spring Ongoing	May Workshop
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Review overall program</li> <li>• Create outline of curriculum of fall classes you will be teaching</li> <li>• Take permission forms to local administrators for approval &amp; support of program</li> <li>• Enroll in <b>AED 501a</b> BEFORE August 25, 2008 (to avoid fee penalties)</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled visit from UA faculty</li> <li>• Begin SAE/home visits and turn in monthly logs on D2L Dropbox</li> <li>• Begin online modules for <b>AED 501a</b></li> <li>• Complete curriculum plan for entire year</li> <li>• Routine visits to Blog for AZ AED</li> <li>• Develop potential list of advisory board members</li> </ul>	<ul style="list-style-type: none"> <li>• Review Fall semester—pros &amp; cons</li> <li>• Workshop topic—                             <ul style="list-style-type: none"> <li>○ <b>Advisory Boards and Why We Need Them</b></li> </ul> </li> <li>• Present curriculum plan for year and proposed edits</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled visit from UA faculty</li> <li>• Continue SAE/home visits and turn in monthly logs to D2L Dropbox</li> <li>• Establish Advisory Board and hold at least 2 meetings</li> <li>• Continue to visit Blog</li> <li>• Develop summer training plan for FFA officers</li> <li>• Hold monthly FFA meetings</li> <li>• Online modules <b>501b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Spring semester</li> <li>• Workshop Topic—                             <ul style="list-style-type: none"> <li>○ <b>Creating an effective FFA officer team</b></li> </ul> </li> <li>• Create outline for 5 year curriculum plan</li> </ul>

*Saguaro Plan—Year 2--Enroll in AED 502a (fall) and AED 502b (spring)*

July Workshop	Fall ongoing	Winter Workshop	Spring Ongoing	May Workshop
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Review overall program</li> <li>• Take permission forms to local administrators for approval &amp; support of program</li> <li>• Enroll in <b>AED 502a</b> BEFORE August ??, 2009 (to avoid fee penalties)</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled visit from UA faculty</li> <li>• SAE/home visits and turn in monthly logs on D2L Dropbox</li> <li>• Begin online modules for <b>AED 502a</b></li> <li>• Hold 2 advisory board meetings</li> <li>• Draft 1 grant proposal for program</li> <li>• Hold monthly FFA meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Review Fall semester—pros &amp; cons</li> <li>• Workshop topics—                             <ul style="list-style-type: none"> <li>○ <b>Where to find the money—The Grant Game</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• UA faculty visit</li> <li>• SAE/home visits and turn in monthly logs to D2L Dropbox</li> <li>• Hold at least 2 meetings</li> <li>• Continue to visit Blog</li> <li>• Create specific agenda for YOUR students for SLC</li> <li>• Hold monthly FFA meetings</li> <li>• Online modules <b>502b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Spring semester</li> <li>• Workshop Topics—                             <ul style="list-style-type: none"> <li>○ <b>Utilizing Volunteers</b></li> </ul> </li> <li>• Update outline for 5 year curriculum plan</li> </ul>

**AGRICULTURAL EDUCATION TEACHER INDUCTION PROGRAM**

*Ocotillo Plan—Year 1*

**Enroll in AED 501c (fall) and AED 501d (spring)**

**return**

July Workshop	Fall ongoing	Winter Workshop	Spring Ongoing	May Workshop
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Review overall program</li> <li>• Create outline of curriculum of fall classes you will be teaching</li> <li>• Take permission forms to local administrators for approval &amp; support of program</li> <li>• Enroll in AED 501c BEFORE August 25, 2008 (to avoid fee penalties)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from UA faculty</li> <li>• Begin SAE/home visits and turn in monthly logs on D2L Dropbox</li> <li>• Begin online modules for AED <b>501c</b></li> <li>• Routine visits to Blog for AZ AED</li> <li>• Develop potential list of advisory board members</li> </ul>	<ul style="list-style-type: none"> <li>• Review Fall semester—pros &amp; cons</li> <li>• Workshop topic—                             <ul style="list-style-type: none"> <li>○ <b>Classroom Management Basic Training</b></li> <li>○ <b>The Teaching-Learning Process</b></li> </ul> </li> <li>• Present curriculum plan for year and proposed edits</li> </ul>	<ul style="list-style-type: none"> <li>• UA faculty visit</li> <li>• Continue SAE/home visits and turn in monthly logs to D2L Dropbox</li> <li>• Establish Advisory Board and hold at least 2 meetings</li> <li>• Continue to visit Blog</li> <li>• Develop summer training plan for FFA officers</li> <li>• Hold monthly FFA meetings</li> <li>• Online modules <b>501d</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Spring semester</li> <li>• Workshop Topic—                             <ul style="list-style-type: none"> <li>○ <b>Rubrics and tracking student improvement</b></li> </ul> </li> <li>• Create outline for 5 year curriculum plan</li> </ul>

**Ocotillo Plan—Year 2**

**Enroll in AEd 502c (fall) and AED 502d (spring)**

July Workshop	Fall ongoing	Winter Workshop	Spring Ongoing	May Workshop
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Review overall program</li> <li>• Take permission forms to local administrators for approval &amp; support of program</li> <li>• Enroll in AED 501a BEFORE August 25, 2008 (to avoid fee penalties)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from UA faculty</li> <li>• SAE/home visits and turn in monthly logs on D2L Dropbox</li> <li>• Begin online modules for AED <b>502c</b></li> <li>• Hold 2 advisory board meetings</li> <li>• Draft 1 grant proposal for program</li> <li>• Hold monthly FFA meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Review Fall semester—pros &amp; cons</li> <li>• Workshop topics—                             <ul style="list-style-type: none"> <li>○ <b>Advisory Boards and Why We Need Them</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• UA faculty visit</li> <li>• SAE/home visits and turn in monthly logs to D2L Dropbox</li> <li>• Hold at least 2 meetings</li> <li>• Continue to visit Blog</li> <li>• Create specific agenda for YOUR students for SLC</li> <li>• Hold monthly FFA meetings</li> <li>• Online modules <b>502d</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Spring semester</li> <li>• Workshop Topics—<b>Utilizing Volunteers</b></li> <li>• Update outline for 5 year curriculum plan</li> </ul>

**Courses that satisfy option C (15 professional hours) for turning a provisional certification into a standard certification**

[return](#)

	NAU	ASU	University of Arizona
<b>Principles/Philosophy of CTE</b>	CTE 300 CTE 340W CTE 576 CTE 591 CTE 691	CTE 200	AED 407 AED 507 AED 401/501a
<b>Operation of a CTE Student Organization</b>	CTE 496		AED 301 AED 401/501b
<b>Methods of Teaching Agriculture</b>			AED 438 AED 538 AED 402/502a AED 402/502c
<b>Curriculum Design/Development</b>	CTE 431 CTE 433 CTE 465 CTE 592		AED 462 AED 562
<b>Instructional Design/Methodology</b>	CTE 431	EDU 272	AED 460 AED 560
<b>Assessment/Evaluation</b>		EDU 278	AED 621 AED 401/501d
<b>Instructional Technology</b>		CTE 230	AGTM 100
<b>Educational Philosophy</b>			AED 601 AED 402/502b AED 402/502d
<b>CTE Classroom Management/Lab Safety</b>	CTE 465 CTE 291 CTE 292	CTE 220	AED 485 AED 585 AED 402/501c

\*\*500 and above level courses are graduate courses

<b>In order to receive a provisional certification—or complete requirements for a standard certification, the following items must also be completed:</b>	
<b>Fingerprinting</b>	<ul style="list-style-type: none"> <li>• Must be completed and cleared before August</li> <li>• Can do this through police station, College of Education</li> </ul>
<b>SEI</b>	<ul style="list-style-type: none"> <li>• Must be completed for permanent certification</li> <li>• Classes available at UA, many community colleges, and through most school districts</li> </ul>
<b>Arizona Government</b>	<ul style="list-style-type: none"> <li>• Must be completed for permanent certification</li> <li>• Classes available at UA and through many community colleges</li> </ul>
<b>AEPA</b>	<ul style="list-style-type: none"> <li>• Must be completed for provisional certification</li> </ul>
<b>Practical Experience in Agricultural Education</b>	2000 hours of work in agricultural related field must be documented and provided to the State Supervisor.

# Three Year Calendar

# 2009

## January

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## February

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## March

Su	Mo	Tu	We	Th	Fr	Sa
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22	23	24	25	26	27	28
29	30	31				

## April

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## May

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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## June

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## July

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## August

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## September

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## October

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25	26	27	28	29	30	31

## November

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29	30					

## December

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20	21	22	23	24	25	26
27	28	29	30	31		

### Holidays and Observances:

Jan 1 New Year's Day

Jan 19 Martin Luther King Day

Feb 14 Valentine's Day

Feb 16 Presidents' Day

Apr 12 Easter Sunday

May 25 Memorial Day

Jul 3 Independence Day' observed

Jul 4 Independence Day

Sep 7 Labor Day

Oct 12 Columbus Day

Oct 31 Halloween

Nov 11 Veterans Day

Nov 26 Thanksgiving Day

Dec 25 Christmas Day

# 2010

## February

### January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
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Su	Mo	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
28						

### March

Su	Mo	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
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### April

Su	Mo	Tu	We	Th	Fr	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	

### May

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30	31					

### June

Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30			

### July

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### August

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### September

Su	Mo	Tu	We	Th	Fr	Sa
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19	20	21	22	23	24	25
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### October

Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### November

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### December

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### **Holidays and Observances:**

Jan 1 New Year's Day

Jan 18 Martin Luther King Day

Feb 14 Valentine's Day

Feb 15 Presidents' Day

Apr 4 Easter Sunday

May  
31 Memorial Day

Jul 4 Independence Day

Jul 5 'Independence Day' observed

Sep 6 Labor Day

Oct 11 Columbus Day

Oct 31 Halloween

Nov 2 Election Day

Nov 11 Veterans Day

Nov 25 Thanksgiving Day

Dec 24 'Christmas Day' observed

Dec 25 Christmas Day

Dec 31 'New Year's Day' observed

# 2011

## January 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Significant January holidays:

- 1 [New Year's Day](#)
- 6 [Epiphany](#)
- 17 [Martin Luther King, Jr.'s birthday](#) observed



SOURCE: ISTOCKPHOTO.COM

## February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

### Significant February

#### holidays:

#### [MONTH](#)

#### [Birthday observed](#)

day

#### [BLACK HISTORY](#)

- 2 [Groundhog Day](#)
- 2 [Mawlid al-Nabi †](#)
- 3 [Chinese New Year](#)
- 12 [Lincoln's Birthday](#)
- 14 [Valentine's Day](#)
- 21 [Washington's](#)
- 22 [Washington's Birth](#)



SOURCE: ISTOCKPHOTO.COM

## March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### Significant March holidays:

[MONTH](#)

[\(Mardi Gras\)](#)

[Time](#) begins

[begins](#) (EDT) †

[WOMEN'S HISTORY](#)

8 [Shrove Tuesday](#)

9 [Ash Wednesday](#)

13 [Daylight Saving](#)

15 [The Ides of March](#)

17 [St. Patrick's Day](#)

20 [Spring](#)

20 [Purim](#) †



SOURCE: ISTOCKPHOTO.COM

## April 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### Significant April holidays:

[POETRY MONTH](#)

1 [April Fool's Day](#)

17 [Palm Sunday](#)

18 1st Day

22 [Good Friday](#)

24 [Easter](#)

of [Passover](#) †

[Sunday](#) (Western)



SOURCE: ISTOCKPHOTO.COM

## May 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Significant May holidays:

[AMERICAN HERITAGE MONTH](#) [ASIAN PACIFIC](#)

- 1 [May Day](#)
- 1 [Ascension Day](#)
- 8 [Mother's Day](#)
- 14 [Flag Day](#)
- 30 [Memorial](#)

[Day](#) observed



SOURCE: ISTOCKPHOTO.COM

## June 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### Significant June holidays:

of [Shavuot](#) †

[begins](#) (EDT) †

- 7 1st Day
- 12 [Pentecost](#)
- 19 [Father's Day](#)
- 21 [Summer](#)



SOURCE: ISTOCKPHOTO.COM

## July 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Significant July holidays:

- 1 [Canada Day](#)
- 4 [Independence Day](#)



SOURCE: ISTOCKPHOTO.COM

## August 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Significant August holidays:

- 1 [Ramadan](#) begins †
- 30 [Ramadan](#) ends ([Eid al-Fitr](#)) †



SOURCE: ISTOCKPHOTO.COM

## September 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### Significant September

#### holidays:

[HERITAGE MONTH](#) (Sept. 15–Oct. 15)  
[HISPANIC](#)  
 5 [Labor Day](#)  
 23 [Autumn](#)  
 begins (EDT) †  
 291st Day of [Rosh Hashanah](#) †



SOURCE: ISTOCKPHOTO.COM

## October 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Significant October holidays:

8 [Yom Kippur](#) †  
 10 [Columbus](#)  
 10 Thanksgiving Day  
 131st Day of [Sukkot](#) †  
 20 [Shemini Atzeret](#) †  
 26 [Diwali](#)  
 31 [Halloween](#)

[Day](#) observed  
 (Canada)



SOURCE: ISTOCKPHOTO.COM

## November 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### Significant November

holidays:

[HERITAGE MONTH](#)

[Time ends](#)

of [Muharram †](#)

)

of [Advent](#)

[AMERICAN INDIAN](#)

1 [All Saints' Day](#)

6 [Daylight Saving](#)

11 [Veterans Day](#)

15 [Eid al-Adha †](#)

261st Day

24 [Thanksgiving](#) (U.S.)

271st Sunday



SOURCE: ISTOCKPHOTO.COM

## December 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### Significant December

holidays:

of [Hanukkah †](#)

[begins](#) (EST) †

of [Kwanzaa](#)

211st Day

22 [Winter](#)

25 [Christmas](#)

261st Day

# APPENDICES

- A. Syllabus for AED 501a Teacher Induction Program for Teacher **Preparation Program Completers**—*fall of year 1*
- B. Syllabus for AED 501b Teacher Induction Program for Teacher **Preparation Program Completers**—*spring of year 1 (prerequisite AED 501a or instructor approval)*
- C. Syllabus for AED 502a Teacher Induction Program for Teacher **Preparation Program Completers**—*fall of year 2 (prerequisites AED 501a and 501b, or instructor approval)*
- D. Syllabus for AED 502b Teacher Induction Program for Teacher **Preparation Program Completers**—*spring of year 2 (prerequisite AED 502a or instructor approval)*
- E. Syllabus for AED 501c Teacher Induction Program for **Alternative Certification Teachers**—*fall of year 1*
- F. Syllabus for AED 501d Teacher Induction Program for **Alternative Certification Teachers**—*spring of year 1 (Prerequisite AED 501c or instructor approval)*
- G. Syllabus for AED 502c Teacher Induction Program for **Alternative Certification Teachers**—*fall of year 2 (prerequisites AED 501c and 501d, or instructor approval)*
- H. Syllabus for AED 502d Teacher Induction Program for **Alternative Certification Teachers**—*spring of year 2- spring of year 2 (prerequisite 502c or instructor approval)*
- I. Department of Agricultural Education, Field Tested Teacher Competencies
- J. The National Board for Professional Teaching Standards—Career and Technical Education Standards (for teachers of students 11- 18+)
- K. SAE Visitation Form
- L. Lesson Plan Format Template
- M. 2008-2010 Cohort I-- Induction Teacher Directory
- N. Copies of Induction Program Correspondence
- O. AATA New Teacher Mentor Program
- P. Nation Board Certification Process Notes
- Q. University Visitation Preparation & Procedures

# APPENDIX A



## **SYLLABUS AED 401/501a**

*Teacher Induction Program-- Principles and Philosophy of CTE  
and Agricultural Education*

*Saguaro Plan*

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 401/501a Fall Semester**

*Teacher Induction for Teacher -- principles and philosophy of CTE and Agricultural Education  
—Year 1*

***Saguaro Plan***

Online and Required Meetings TBA

**DESCRIPTION**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on the principles and philosophy of CTE and Agricultural Education.**

**MAJOR PURPOSES (Competencies)**

1. Define agricultural education and explain the basic concepts it is built upon (*UA Competencies 1, 2 and National Teaching Standards X., XII.*).
2. Outline the purpose of Agricultural Education at the secondary level and the role of the teacher (*UA Competencies 4, 5, 77, 88 and National Teaching Standards I, II.*).
3. Understand the difference between a provisional and standard certification and the Arizona requirements (*UA Competency 7.*).
4. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII.*).
5. Develop an understanding and appreciation for professional networking (*UA Competencies 5, 81, 82 and National Teaching Standards XI, XII.*).
6. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the introductory seminar in July at the Arizona CTE Annual Conference.
2. Attend the mid-year seminar in January at a location to be determined and complete workshop.
3. Complete online modules as listed below by December 1, 2009.
4. Build peer network by routine use of the class blog.
5. Interact with your AATA mentor and keep record of all contact to turn in at the end of the semester.
6. Host a visit from UA faculty during the semester.
7. Make routine SAE & home visits for your students.
8. Hold regular FFA meetings.
9. Develop a working outline and curriculum guide for all your courses for the first year.
10. Develop list of potential Advisory Board members by November 17, 2009.

**TEXTS**

**Required:**

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

<p>1. Learning Your Community</p>	<ol style="list-style-type: none"> <li>1. Explain the meaning and importance of program planning.</li> <li>2. Explain procedures in program development, including the use of community needs assessments and technology based program development aids.</li> <li>3. Discuss the importance of community resources in SAEs and FFA</li> <li>4. Explain how to identify community resources.</li> <li>5. Develop a master directory of key businesses and individuals willing to support your program. Include names, contact information and other pertinent information.</li> </ol>
<p>2. Working with Advisory Committees</p>	<ol style="list-style-type: none"> <li>1. Describe ways of relating community resources to an agricultural education program.</li> <li>2. Explain the meaning and importance of citizen participation.</li> <li>3. Describe the role of advisory groups.</li> <li>4. Discuss how to organize and use an advisory group.</li> <li>5. Develop a list of potential advisory board members and share with administrators.</li> </ol>
<p>3. Working with Your Mentor and Reaching Your Professional Potential</p>	<ol style="list-style-type: none"> <li>1. Discuss credentialing requirements.</li> <li>2. Discuss assistance needed and that may be provided to beginning teachers.</li> <li>3. Identify professional organizations for agricultural educators.</li> <li>4. Explain the role of a mentor.</li> </ol>

**Workshop Topics**

July                    “*State Reports and Reporting*” and “*The First Day of Class*”

January                “Advisory Boards and Why We Need Them”

## Grading Rubric

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops (over semester)	300	Attend 2 workshops	Attend 1 workshops	Attend 0 workshop
Completion of on-line delivered modules (over semester)	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site **Bonus Credit	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Development of a full year curriculum plan	300	Developed a complete plan for 100% of courses taught	Developed a complete plan for 75% of courses taught	Developed a complete plan for 50% of courses taught
Creation & Implementation of Advisory Board plan	200	Planned and developed potential list of advisory board members and shared with administration	Developed potential list of advisory board members and shared list with administration	Developed potential list of advisory board members
SAE & home visitations	300	Made 1 SAE/home visit, including meeting parents, to 50% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 30% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 15% of students enrolled in classes
Totals	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:
  - Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
  - How does the teacher manage student work? Write a brief analysis of the following points:
    - What procedures are performed to account for absent students?
    - What arrangements are made for missing work after an absence?

- How is student focus maintained during instructional activities?
- How efficient is use of time allotted for class?
- Describe how the teacher manages for varying student ability levels.
- Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor.

## FACULTY

Dr. Billye Foster	Mr. Quintin Molina	Dr. Jim Knight	Dr. Ed Franklin	Ms. Monica Youngker
Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205
520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant's responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.
2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### Incomplete Grade Policy

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-2010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX B



**SYLLABUS AED 401/501b**  
***Teacher Induction Program –Operating a CTE Student***  
***Organization***  
***Saguaro Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 401/501b Spring Semester**

*Teacher Induction for Teacher—Operating a CTE Student Organization—Year 1*

***Saguaro Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 501a or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on the operation of a CTE Student Organization.**

**MAJOR PURPOSES (Competencies)**

1. Develop a keen awareness of the varied roles of the FFA, its operational components and student benefits (*UA Competencies 11,12, 13, 14, 15 and National Teaching Standards I., II.*).
2. Outline the purpose of Agricultural Education at the secondary level and the role of the teacher (*UA Competencies 4, 5, 77, 88 and National Teaching Standards I, II.*).
3. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII.*).
4. Design & utilize a management system for the program facilities and consumable supplies
5. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII.*).
6. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the closing seminar in May at the University of Arizona.
2. Complete online modules as listed below by May 1, 2008.
3. Build peer network by routine use of the class blog.
4. Interact with your AATA mentor and keep record of all contact to turn in at the end of the semester.
5. Host a visit from UA faculty during the semester.
6. Make routine SAE & home visits for your students.
7. Hold regular FFA meetings.
8. Develop a summer training plan for FFA officers
9. Create a five-year curriculum plan for your complete program.

**TEXTS**

**Required:**

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Professional Involvement—ATA, NAAE	<ol style="list-style-type: none"> <li>1. Identify professional organizations for agricultural educators both at state and national levels.</li> <li>2. Discuss personal attributes needed for success.</li> <li>3. Reflect on the Joys and Challenges of Teaching.</li> <li>4. Define your responsibility to your profession.</li> <li>5. Outline strategies for forming partnerships with community and school groups along with neighboring agricultural education teachers.</li> </ol>
2. Time Management/Life Balance	<ol style="list-style-type: none"> <li>1. Reflect on your role as an agricultural education teacher—what your professional goals are.</li> <li>2. Reflect on your role in your private life—what your personal goals and values are.</li> <li>3. Outline strategies to overcome your weaknesses and create a full, harmonious lifestyle.</li> <li>4. Identify your weaknesses when trying to meet both personal and professional goals.</li> </ol>
3. Positive Interactions with Administrators	<ol style="list-style-type: none"> <li>1. Describe the role of the local agricultural education program in developing the social capital of a community.</li> <li>2. Identify 5 ways that social capital can also affect the school system.</li> <li>3. Outline strategies for forming partnerships with administrators to the betterment of both the Agricultural Education program and the school at large.</li> </ol>

### Workshop Topics

May                    “*Creating an Effective FFA Officer Team*” and “*The 5 Year Curriculum*”

## Grading Rubric

- **AED 501b**-- Agricultural Education Teacher Induction Year 1 for **Saguaro Plan** (Teacher Prep Completers) **Spring** semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	100	Attend 1 workshop	Attend 1/2 workshop	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site ** Bonus points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Development of 5 year curriculum plan	300	Developed a complete plan for 100% of courses taught	Developed a complete plan for 75% of courses taught	Developed a complete plan for 50% of courses taught
Creation & Implementation of Advisory Board plan	300	Invited members and held at least 3 meetings	Invited members and held at least 1 meeting	Invited members
SAE & home visitations	400	Made 1 SAE/home visit, including meeting parents, to 50% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 30% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 15% of students enrolled in classes
Total points	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:
  - Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.

- How does the teacher manage student work? Write a brief analysis of the following points:
  - What procedures are performed to account for absent students?
  - What arrangements are made for missing work after an absence?
  - How is student focus maintained during instructional activities?
  - How efficient is use of time allotted for class?
  - Describe how the teacher manages for varying student ability levels.
- Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor.

## FACULTY

Dr. Billye Foster	Mr. Quintin Molina	Dr. Jim Knight	Dr. Ed Franklin	Ms. Monica Youngker
Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205
520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant’s responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.

2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-2010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX C



**SYLLABUS AED 402/502a**  
*Teacher Induction Program—Methods of Teaching Agriculture,  
Advanced*  
*Saguaro Plan*

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 402/502a Fall Semester**

*Teacher Induction for Teacher—Methods of Teaching Agriculture, Advanced—Year 2*

***Saguaro Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 501a & 501b, or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on Methods of Teaching Agriculture.**

**MAJOR PURPOSES (Competencies)**

1. Develop a keen awareness of the varied roles of the FFA, its operational components and student benefits (*UA Competencies 11,12, 13, 14, 15 and National Teaching Standards I., II..*).
2. Create an effective and flexible student assessment system that fairly addresses multiple intelligences (*UA Competencies 60, 61 90 and National Teaching Standard VI*).
3. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII*).
4. Design & utilize a management system for the program facilities and consumable supplies
5. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII*).
6. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the July Seminar at AZCTE Conference and the January Seminar TBA.
2. Complete online modules as listed below by December 1, 2009.
3. Build peer network by routine use of the class blog.
4. Host a visit from UA faculty during the semester.
5. Make routine SAE & home visits for your students.
6. Hold regular FFA meetings.
7. Develop rubrics and grading syllabi for all classes as needed.
8. Observe master teachers on your campus.
9. Complete annual POA with officer group and turn in to ADE.
10. Incorporate math and science principles into a minimum of 12 lessons.

## TEXTS

### Required:

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

### Recommended:

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Developing and Using Questioning Skills	<ol style="list-style-type: none"> <li>1. Review the principles of teaching and learning that are basic to optimizing learning outcomes.</li> <li>2. Devise strategies to make the principles operational in the classroom, the laboratory and in supervised practice.</li> <li>3. Recognize 15 strategies for effective questioning and when to use them.</li> </ol>
2. Agriculture and Math	<ol style="list-style-type: none"> <li>1. Recognize the value of a solid foundation in practical mathematical application in agriculture.</li> <li>2. Utilize math as a way to give students real agricultural facts.</li> <li>3. Practice using math in your lessons by adapting five situations to current lessons you already use.</li> </ol>
3. Agriculture and Science	<ol style="list-style-type: none"> <li>1. Describe the connection between agriculture and science and the real-world use of applied science in the field.</li> <li>2. Utilize scientific principles as a way to highlight the many connections between science and agriculture.</li> <li>3. Practice using science in your lessons by adapting five situations to current lessons you already use.</li> </ol>

### Workshop Topics

January

*“Where to find the money? The Grant Game”*

## Grading Rubric

- **AED 502a**--Agricultural Education Teacher Induction Year 2 for **Saguaro Plan** (Teachers that have completed Teacher Prep) **FALL** semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	200	Attend 2 workshops	Attend 1 workshops	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site ** Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Hold 2 advisory board meetings	100	Held two advisory board meetings first semester	Held one advisory board meeting	Contacted advisory members, but no meeting
Observe master teachers on local campus	200	6 hours observation and complete evaluation sheets	4 hours observation and complete evaluation sheets	2 hours observation and complete evaluation sheets
Invite mentor or other agricultural education teacher (other than UA) to critically observe your classes	100	Observer critiques 80% of your classes	Observer critiques 60% of your classes	Observer critiques 40% of your classes
Draft one grant proposal	100	Complete and submit one grant proposal	Complete draft of proposal but not submit	Complete outline of proposal
Develop and utilize POA with officer team for FFA	100	Turn in plan to ADE and hold at least 3 FFA meetings	Turn in plan to ADE and hold at least 2 FFA meetings	Turn in plan to ADE and hold at least 1 FFA meeting
SAE & Home visits	300	Made 1 SAE/home visit to 75% of students enrolled in classes	Made 1 SAE/home visit to 50% of students enrolled in classes	Made 1 SAE/home visit to 25% of students enrolled in classes
Total Points	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:
  - Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
  - How does the teacher manage student work? Write a brief analysis of the following points:
    - What procedures are performed to account for absent students?
    - What arrangements are made for missing work after an absence?
    - How is student focus maintained during instructional activities?
    - How efficient is use of time allotted for class?
    - Describe how the teacher manages for varying student ability levels.
  - Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor.

## FACULTY

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520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant’s responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.
2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

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### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX D



**SYLLABUS AED 402/502b**  
***Teacher Induction Program—Educational Philosophy***  
***Saguaro Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**  
**AED 402/502b Spring Semester**  
*Teacher Induction Program—Educational Philosophy—Year 2*  
***Saguaro Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 502a or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on Educational Philosophy.**

**MAJOR PURPOSES (Competencies)**

1. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII.*).
2. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII.*).
3. Develop an understanding and appreciation for professional networking (*UA Competencies 5, 81, 82 and National Teaching Standards XI., XII.*).
4. Outline the purpose of Agricultural Education at the secondary level and the role of the teacher (*UA Competencies 4, 5, 77, 88 and National Teaching Standards I., II.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the May Seminar in Tucson at the University of Arizona.
2. Complete online modules as listed below by May 1, 2010.
3. Build peer network by routine use of the class blog.
4. Host a visit from UA faculty during the semester.
5. Make routine SAE & home visits for your students.
6. Hold regular FFA meetings.
7. Create specific agenda for your students for SLC.
8. Observe master teachers on your campus.
9. Complete one grant proposal for your program.
10. Identify and recruit 3 community members to coach CDE teams.

## TEXTS

### Required:

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

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They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

### Recommended:

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Utilizing Community Resources	<ol style="list-style-type: none"> <li>1. Discuss the importance of community resources in supervised experience and FFA.</li> <li>2. Explain how to identify community resources.</li> <li>3. Describe resources provided by the school for conducting supervised experiences.</li> <li>4. Describe ways of relating community resources to an agricultural education program.</li> <li>5. Describe how to promote and market an agricultural education program.</li> </ol>
2. Basic Grant Writing	<ol style="list-style-type: none"> <li>1. Determine why teachers should know the basics of grant writing.</li> <li>2. Discuss how to find funding that matches your needs.</li> <li>3. Determine the key components of a grant proposal.</li> <li>4. Review the steps in preparing a basic grant proposal.</li> <li>5. Identify support and resources on your local campus and in your community.</li> <li>6. Begin the first draft of your proposal.</li> </ol>
3. 50 Ways to Motivate Students	<ol style="list-style-type: none"> <li>1. Define the “teachable moment.”</li> <li>2. Describe motivation theory and its meaning and use in the everyday teaching environment.</li> <li>3. Adapt a motivational game to your content.</li> <li>4. Devise three strategies for using FFA and SAE as motivational tools.</li> </ol>

### Workshop Topics

May “Utilizing Volunteers”

## Grading Rubric

- **AED 502b**--Agricultural Education Teacher Induction Year 2 for **Saguaro Plan** (Teachers that have completed Teacher Prep) **Spring** semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	200	Attend 1 workshop	Attend 1/2 workshop	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site ** Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Draft one grant proposal	200	Complete and submit one grant proposal	Complete draft of proposal but not submit	Complete outline of proposal
Update 5 year curriculum plan	100	Developed a complete plan for 100% of courses taught	Developed a complete plan for 75% of courses taught	Developed a complete plan for 50% of courses taught
Invite community members to help with CDE preparation	300	Utilize 3 community members as coaches for CDEs	Utilize 2 community members as coaches for CDEs	Utilize 1 community member as a coach for a CDE
SAE & home visitations	300	Made 1 SAE/home visit, including meeting parents, to 75% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 50% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 25% of students enrolled in classes
Total Points	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:

- Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
- How does the teacher manage student work? Write a brief analysis of the following points:
  - What procedures are performed to account for absent students?
  - What arrangements are made for missing work after an absence?
  - How is student focus maintained during instructional activities?
  - How efficient is use of time allotted for class?
  - Describe how the teacher manages for varying student ability levels.
- Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor.

## FACULTY

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520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant's responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification

and offers a solution.

2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-2010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

# APPENDIX E



**SYLLABUS AED 401/501c**  
***Teacher Induction Program –CTE Classroom Management***  
***Ocotillo Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 401/501c Fall Semester**

*Teacher Induction Program—CTE Classroom Management—Year 1*

***Ocotillo Plan***

Online and Required Meetings TBA

**DESCRIPTION**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on CTE Classroom Management.**

**MAJOR PURPOSES (Competencies)**

1. Define agricultural education and explain the basic concepts it is built upon (*UA Competencies 1,2 and National Teaching Standards X., XII.*).
2. Outline the purpose of Agricultural Education at the secondary level and the role of the teacher (*UA Competencies 4, 5, 77, 88 and National Teaching Standards I., II.*).
3. Develop an understanding and appreciation for professional networking (*UA Competencies 5, 81, 82 and National Teaching Standards XI., XII.*).
4. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII.*).
5. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII.*).
6. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the July Seminar at AZCTE Conference and the January Seminar TBA.
2. Complete online modules as listed below by December 1, 2009.
3. Build peer network by routine use of the class blog.
4. Establish class routines and procedures and post in a prominent location in your classroom.
5. Host a visit from UA faculty during the semester.
6. Begin routine of SAE & home visits for your students.
7. Hold regular FFA meetings.
8. Observe master teachers on your campus.
9. Complete annual POA with officer group and turn in to ADE.
10. Create potential list of advisory board members and have approved by administration and school board.

**TEXTS**

**Required:**

Talbert,A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Develop personal educational plan with Arizona Department of Education (Mr. Wojcik) to complete certification.	To be set by Mr. Wojcik. This module is not online, but requires individual meetings with Mr. Wojcik.
2. Classroom Management	<ol style="list-style-type: none"> <li>1. Discuss unique attributes of agricultural education as related to establishing a quality learning environment.</li> <li>2. Describe the characteristics of student behavior in a learning environment.</li> <li>3. Identify effective approaches in student discipline.</li> <li>4. Describe how to handle misbehavior when it occurs.</li> <li>5. Identify student behavior trends in agricultural education.</li> </ol>
3. FFA	<ol style="list-style-type: none"> <li>1. Discuss the history and purpose of FFA.</li> <li>2. Explain how FFA is structured as an organization.</li> <li>3. Discuss FFA basics that are important in a local chapter.</li> <li>4. Explain the FFA degree system.</li> <li>5. Explain how to develop an FFA program of Activities.</li> <li>6. Identify best practices in managing an FFA Chapter.</li> </ol>

### Workshop Topics

July            “State Reports and Reporting” and “The First Day of Class”

## Grading Rubric

### AED 501c--Agricultural Education Teacher Induction Year 1 for **Ocotillo Plan** (Alternative Teachers) **FALL** semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	200	Attend 2 workshops	Attend 1 workshops	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site **Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Develop list of potential Advisory Board members	200	Got out in community and met people to aid in development of potential board member list. Created list of 15 possible members and shared with administrators and School Board.	Got out in community and met people to aid in development of potential board member list.	Created list of 15 possible members and shared with administrators and School Board.
Observe master teachers on local campus	150	6 hours observation and complete evaluation sheets	4 hours observation and complete evaluation sheets	2 hours observation and complete evaluation sheets
Establish and post routine class expectations and procedures.	150	Expectations & procedures developed, shared with administrators, explained to class and posted in classroom.	Expectations & procedures developed, shared with administrators, explained to class.	Expectations & procedures developed, shared with administrators.
Develop and utilize POA with officer team for FFA	100	Turn in plan to ADE and hold at least 3 FFA meetings	Turn in plan to ADE and hold at least 2 FFA meetings	Turn in plan to ADE and hold at least 1 FFA meeting
SAE & Home visits	300	Developed presentation for parents of students and made 5 introductory SAE/home visits	Developed presentation for parents of students and made 3 introductory SAE/home visits	Developed presentation for parents of students
	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:
  - Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
  - How does the teacher manage student work? Write a brief analysis of the following points:
    - What procedures are performed to account for absent students?
    - What arrangements are made for missing work after an absence?
    - How is student focus maintained during instructional activities?
    - How efficient is use of time allotted for class?
    - Describe how the teacher manages for varying student ability levels.
  - Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor

Dr. Billye Foster	Mr. Quintin Molina	Dr. Jim Knight	Dr. Ed Franklin	Ms. Monica Youngker
Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205
520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant’s responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.
2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-20010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX F



**SYLLABUS AED 401/501d**  
***Teacher Induction Program—Assessment & Evaluation***  
***Ocotillo Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 401/501d Spring Semester**

*Teacher Induction Program—Assessment and Evaluation—Year 1*

***Ocotillo Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 401c or 501c (graduate level) or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on Assessment and Evaluation.**

**MAJOR PURPOSES (Competencies)**

1. Create an effective and flexible student assessment system that fairly addresses multiple intelligences (*UA Competencies 60, 61 90 and National Teaching Standard VI*).
2. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII*).
3. Design & utilize a management system for the program facilities and consumable supplies (*UA competencies 28, 39, 58, 62, 65 and National Teaching Standard III.*)
4. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII*).
5. Develop a keen awareness of the varied roles of the FFA, its operational components and student benefits (*UA Competencies 11,12, 13, 14, 15 and National Teaching Standards I., II.*).
6. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII*).
7. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the May Seminar in Tucson at the University of Arizona.
2. Complete online modules as listed below by May 1, 2010.
3. Build peer network by routine use of the class blog.
4. Host a visit from UA faculty during the semester.
5. Make routine SAE & home visits for your students.
6. Hold regular FFA meetings.
7. Invite your mentor to observe and critique your classes.
8. Transfer lessons from current format to UA/Arizona format.
9. Develop 2 year curriculum plan.
10. Observe master teachers on your campus.

**TEXTS**

**Required:**

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Lesson Plan Development	<ol style="list-style-type: none"> <li>1. Discuss the value and purpose of instructional planning.</li> <li>2. Identify the components of an instructional lesson plan.</li> <li>3. Define performance objective and practice identifying effective objectives.</li> <li>4. Describe the educational domains for performance objectives and identify action to elicit learning at different cognitive domains.</li> <li>5. Construction lesson plans aligned with the subject matter, problem, solving, and competency based approaches.</li> </ol>
2. SAE	<ol style="list-style-type: none"> <li>1. Explain the meaning and importance of supervised experience.</li> <li>2. List and distinguish between the types of supervised experience.</li> <li>3. Describe how to develop supervised experience, including training plans and agreements.</li> <li>4. Discuss the role of supervision.</li> <li>5. Describe record keeping and the kinds of records kept.</li> <li>6. Explain how to evaluate supervised experiences.</li> <li>7. Relate supervised experience to FFA achievement.</li> </ol>
3. Developing and Using Questioning Skills	<ol style="list-style-type: none"> <li>1. Review Bloom’s taxonomy and the value of clarity in questioning.</li> <li>2. Identify 13 questioning techniques and the best environment in which to use each.</li> <li>3. Develop questions to use with 5 lessons. Create 3 questions addressing each of the lesson’s objectives.</li> </ol>

### Workshop Topics

May            *“Rubrics and tracking student improvement”*

## Grading Rubric

- **AED 501d**--Agricultural Education Teacher Induction Year 1 for **Ocotillo Plan** (Alternative Teachers)  
**Spring** semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	200	Attend 1 workshops	Attend 1/2 workshops	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site **Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Develop 2 year curriculum plan	100	Developed curriculum for 100% of classes taught	Developed curriculum for 75 % of classes taught	Developed curriculum for 50 % of classes taught
Observe master teachers on local campus	200	6 hours observation and complete evaluation sheets	4 hours observation and complete evaluation sheets	2 hours observation and complete evaluation sheets
Invite your mentor or other agricultural education teacher to observe and critique your classes.	300	Observer critiques 80% of your classes	Observer critiques 60% of your classes	Observer critiques 40% of your classes
Transfer lessons you are using to the UA/Arizona format	300	Transfer at least 10 lessons to the format	Transfer 5-9 lessons to format	Transfer less than 5 lessons to format
SAE & Home visits	300	Made 1 SAE/home visit to 75% of students enrolled in classes	Made 1 SAE/home visit to 50% of students enrolled in classes	Made 1 SAE/home visit to 25% of students enrolled in classes
Total	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.

- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:
  - Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
  - How does the teacher manage student work? Write a brief analysis of the following points:
    - What procedures are performed to account for absent students?
    - What arrangements are made for missing work after an absence?
    - How is student focus maintained during instructional activities?
    - How efficient is use of time allotted for class?
    - Describe how the teacher manages for varying student ability levels.
  - Who worked harder today, the students or the instructor? Why?

Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor

Dr. Billye Foster	Mr. Quintin Molina	Dr. Jim Knight	Dr. Ed Franklin	Ms. Monica Youngker
Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205
520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

### Attendance Policy:

As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant’s responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
- Call – 621-1523 and speak with Kristen Vann or leave a message

You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

**Unexcused Absence:** When you do not show up for class and the Department has not received a message from you **prior** to class.

**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.

2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-2010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX G



**SYLLABUS AED 402/502c**  
***Teacher Induction Program for***  
***Methods of Teaching Agriculture Basics***

***Ocotillo Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 402/502c Fall Semester**

*Teacher Induction –Methods of Teaching Agriculture Basics—Year 2*

***Ocotillo Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 501c & 501d, or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on Methods of Teaching Agriculture.**

**MAJOR PURPOSES (Competencies)**

1. Create an effective and flexible student assessment system that fairly addresses multiple intelligences (*UA Competencies 60, 61 90 and National Teaching Standard VI*).
2. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII*).
3. Design & utilize a management system for the program facilities and consumable supplies (*UA competencies 28, 39, 58, 62, 65 and National Teaching Standard III*).
4. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII*).
5. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the July Seminar with AZCTE Conference AND the January Seminar at a location TBA.
2. Complete online modules as listed below by December 1, 2010.
3. Build peer network by routine use of the class blog.
4. Host a visit from UA faculty during the semester.
5. Make routine SAE & home visits for your students.
6. Hold regular FFA meetings.
7. Observe master teachers on your campus.
8. Compile notebook of outside critiques by peers and administrators.
9. Complete curriculum map for 2010-2011 school year.

**TEXTS**

**Required:**

Talbert,A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Working with Advisory Committees	<ol style="list-style-type: none"> <li>1. Describe ways of relating community resources to an agricultural education program.</li> <li>2. Explain the meaning and importance of citizen participation.</li> <li>3. Describe the role of advisory groups.</li> <li>4. Discuss how to organize and use an advisory group.</li> <li>5. Develop a list of potential advisory board members and share with administrators.</li> </ol>
2. Working with Your Mentor	<ol style="list-style-type: none"> <li>1. Discuss credentialing requirements.</li> <li>2. Discuss assistance needed and that may be provided to beginning teachers.</li> <li>3. Identify professional organizations for agricultural educators.</li> <li>4. Explain the role of a mentor.</li> </ol>
3. Curriculum Mapping	<ol style="list-style-type: none"> <li>1. Explain the meaning of curriculum and the importance of curriculum development.</li> <li>2. Discuss the role of national, state and local standards in curriculum development.</li> <li>3. Relate class scheduling to curriculum development.</li> <li>4. Describe the importance of accountability.</li> <li>5. Prepare course of study.</li> <li>6. Explain the meaning and role of academic integration.</li> </ol>

### Workshop Topics

July            “State Reports and Reporting” “Mystery Topic”

## Grading Rubric

- **AED 502c**—Agricultural Education Teacher Induction Year 2 for **Ocotillo Plan** (Alternative Teachers)  
**FALL** Semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	300	Attend 2 workshops	Attend 1 workshops	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site **Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Develop Curriculum outline for your courses for the coming year	100	Completed outlines for all classes	Completed outlines for 75% of your classes	Completed outlines for 50% of your classes
Invite your mentor to observe your classes and critique your progress.	200	Mentor observes and critiques 100% of your classes	Mentor observes and critiques 75% of your classes	Mentor observes and critiques 50% of your classes
Maintain and continue to develop Advisory Board	200	Elected officers and held at least 3 meetings	Elected officers and held at least 2 meetings	Invited members and held 2 meetings
SAE & home visitations	300	Made 1 SAE/home visit, including meeting parents, to 75% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 50% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 25% of students enrolled in classes
Total	1400			

## Grade Distribution

A = 90% - 100%	1260-1400 points
B = 80% - 89.9%	1120-1259 points
C = 70% - 79.9%	980-1119 points
D = 60% - 69.9%	840-979 points
E = Below 60%	Below 840 points

## Graduate Credit

Students enrolled in any of the AED 401/501 or 402/502 sequenced courses as graduate students will complete three additional assignments per semester. Each assignment will address specific needs of the student and their agricultural education program, and will carry an additional 300 points of influence on the final grade.

Examples of those activities might include:

- Develop a marketing plan for building rapport between an agricultural education department and the local community.
- Observe a teacher at work in a local agricultural education program, for at least 3 hours. Do not participate in any activities during this time, simply observe and record the following items:

- Sketch a diagram of the classroom and laboratory settings. Write a short analysis reflecting on the effectiveness of the arrangement in regard to classroom management.
- How does the teacher manage student work? Write a brief analysis of the following points:
  - What procedures are performed to account for absent students?
  - What arrangements are made for missing work after an absence?
  - How is student focus maintained during instructional activities?
  - How efficient is use of time allotted for class?
  - Describe how the teacher manages for varying student ability levels.
- Who worked harder today, the students or the instructor? Why?

**Each individual will be given the option of developing activities that best suite his/her professional development. However, final approval will rest with the course instructor**

Dr. Billye Foster	Mr. Quintin Molina	Dr. Jim Knight	Dr. Ed Franklin	Ms. Monica Youngker
Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205	Building 33, Room 205
520-909-8402	520-940-2471	520-621-9144	520-940-3718	520-621-1523

## POLICIES

### Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

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As this class does not meet regularly, it is critical that you attend the two assigned workshops in July and January. In the event of a necessary absence, (sickness, etc.), it will be the participant’s responsibility to inform the Department of Agricultural Education as soon as possible. This may be done one of two ways:

- Email Dr. Foster at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu)
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You may be dropped from the class if you are in the excessive absence category, or if you do not keep up with online deadlines.

### Definitions:

**Excused Absence:** When you are absent for a class period an you have informed the Department **prior** to class.

**Tardy:** If you are not prepared for class what the Instructor/Presenter begins.

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**Petition Process:** The faculty meets regularly and will review petitions as long as the following steps are followed:

1. The petition is prepared as an official memo and that is clearly outlines the concern, any justification and offers a solution.

2. The petition is provided to the faculty by the previous Friday.
3. Extenuating circumstances are involved.

### **Incomplete Grade Policy**

Incomplete grades will be given in special circumstances as outlined in university policy as stated on-line in the 2009-2010 General Catalog [On-line <http://catalog.arizona.edu/2009-10/policies/grade.htm>]

### **Academic Integrity**

Please note that the university policy on academic integrity as described on-line in the 2009-20010 General Catalog [On-line <http://w3.arizona.edu/~studpubs/policies/cacaint.>] will serve as the basis for dealing with any such issues arising in this course.

### **Special Needs and Accommodations**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The DRC contact information is as follows:

1224 East Lowell Street Tucson, Arizona 85721  
Phone: (520) 621-3268 V/TTY Fax: (520) 621-9423  
E-mail: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu)

### **Office Hours:**

Office hours will be maintained throughout the course.

Dr. Foster will maintain virtual hours online through g-chat every Tuesday from 6-8 PM, unless you are otherwise notified ([billyef@gmail.com](mailto:billyef@gmail.com)). There will be a *Foster's Induction Chat* session posted at the designated times. You can also access Dr. Foster by email at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) anytime, but please allow adequate time for response.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### ***Subject to Change Statement:***

*Other than the grade and absence policies, these policies are subject to change with advance notice as deemed appropriate by the instructors.*

## APPENDIX H



**SYLLABUS AED 402/502d**  
***Teacher Induction Program—Beginning Educational***  
***Philosophy***  
***Ocotillo Plan***

[return](#)

**DEPARTMENT OF AGRICULTURAL EDUCATION  
THE UNIVERSITY OF ARIZONA**

**SYLLABUS**

**AED 402/502d Spring Semester**

*Teacher Induction –Beginning Educational Philosophy—Year 2*

***Ocotillo Plan***

Online and Required Meetings TBA

**DESCRIPTION**

**\*\*Prerequisite—AED 402c or 502c or instructor approval**

The Induction Program for beginning teachers in Agricultural Education is designed to help new professionals matriculate into the profession and thrive in their new environments. Research tells us that the first three years are the most challenging for many teachers. This class meets critical needs found in the first semester of educational life. **Focus is primarily on Educational Philosophy.**

**MAJOR PURPOSES (Competencies)**

1. Develop a keen awareness of the varied roles of the FFA, its operational components and student benefits (*UA Competencies 11, 12, 13, 14, 15 and National Teaching Standards I., II.*).
2. Create an effective and flexible student assessment system that fairly addresses multiple intelligences (*UA Competencies 60, 61 90 and National Teaching Standard VI*).
3. Establish rapport with the local community and program supporters (*UA Competencies 69, 70, 71, 73, 74 and National Teaching Standards XI., XIII*).
4. Nurture a growing skill regarding student and classroom management and supervision (*UA Competencies 46, 47, 48, 74, 75, 89 and National Teaching Standards I, III, VII*).
5. Acquire a level of competence regarding the development and delivery of quality lessons (*UA Competencies 19, 20, 21, 33, 34, 38, 42, 43, 44, 45, 46, 51, 52, 53, 54, 56, 86 and National Teaching Standards II., III.*).

**PRACTICAL STUDENT EXPECTATIONS**

1. Attend the May Seminar in Tucson at the University of Arizona.
2. Complete online modules as listed below by May 1, 2011.
3. Build peer network by routine use of the class blog.
4. Host a visit from UA faculty during the semester.
5. Make routine SAE & home visits for your students.
6. Hold regular FFA meetings.
7. Develop rubrics and grading syllabi for all classes as needed.
8. Observe master teachers on your campus.
9. Draft one grant proposal and submit.
10. Hold regular Advisory Board meetings

**TEXTS**

**Required:**

Talbert, A., Vaughn, R., & Croom, B. (2005). *Foundations of Agricultural Education*. Professional Educators Publications, Inc., Caitlin, Illinois

*Foundations of Agricultural Education*, by Talbert, Vaughn, and Croom can be acquired as follows:

Please be aware that the fastest and cheapest method for your students to order the book is to have them order on-line at our web site. There is no need for them to go through the hassle of paying inflated bookstore prices. Simply direct your students to the following:

[www.professionaleducatorspub.net](http://www.professionaleducatorspub.net)

They will find complete information on the content and price of the book. Copies can be ordered via on-line and shipped within 24 hours. If using a purchase order, it can be faxed to (217) 446-9706.

Elliot, J. & Derner, S. (2008). *Strategies to Integrate Now*. Relevant Classroom, Lincoln, Nebraska.

*Strategies to Integrate Now*, by Elliot & Derner can be acquired as follows:

Available online at [www.relevantclassroom.com](http://www.relevantclassroom.com)

Current price July 2008 is \$25 plus shipping.

**Recommended:**

Reardon, M. & Derner, S. (2004). *Strategies for Great Teaching*. Zephyr Press, Chicago, Illinois

Newcomb, L.H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of Teaching Agriculture*, 3<sup>rd</sup> Ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey

Wong, H.K., Wong, R.T, (1998) *The First Days of School*. Harry K. Wong Publications, Mountain View, CA

McCormick, F. G. (1994). *The Power of Positive Teaching*. Krieger Publishing, Malabar, FL.

**Required online modules**—modules can be accessed at <http://d2l.arizona.edu>. Once you are enrolled, you will be able to create a UANet ID at <https://netid.arizona.edu/> then you can access the D2L course site.

Module	Objectives
1. Positive interactions with Administrators	<ol style="list-style-type: none"> <li>1. Describe the role of the local agricultural education program in developing the social capital of a community.</li> <li>2. Identify 5 ways that social capital can also affect the school system.</li> <li>3. Outline strategies for forming partnerships with administrators to the betterment of both the Agricultural Education program and the school at large.</li> </ol>
2. Time Management / Life Balance	<ol style="list-style-type: none"> <li>1. Reflect on your role as an agricultural education teacher—what your professional goals are.</li> <li>2. Reflect on your role in your private life—what your personal goals and values are.</li> <li>4. Identify your weaknesses when trying to meet both personal and professional goals.</li> <li>3. Outline strategies to overcome your weaknesses and create a full, harmonious lifestyle.</li> </ol>
3. Basic Grant Writing	<ol style="list-style-type: none"> <li>1. Determine why teachers should know the basics of grant writing.</li> <li>2. Discuss how to find funding that matches your needs.</li> <li>3. Determine the key components of a grant proposal.</li> <li>4. Review the steps in preparing a basic grant proposal.</li> <li>5. Identify support and resources on your local campus and in your community.</li> <li>6. Begin the first draft of your proposal.</li> </ol>

### Workshop Topics

May            “Utilizing Volunteers”

## Grading Rubric

- **AEd 502d**—Agricultural Education Teacher Induction Year 2 for **Ocotillo Plan** (Alternative Teachers)  
**Spring** Semester

	Possible Points	Graded A / 45 CEUs	Graded B / 30 CEUs	Graded C / 15 CEUs
Attendance at scheduled workshops	200	Attend 1 workshop	Attend 1/2 workshop	Attend 0 workshop
Completion of on-line delivered modules	300	Complete all 3 modules	Complete 2 modules	Complete 1 modules
Log in on Blog site **Bonus Points	100	Logged in at least one time each month for 4 months	Logged in at least one time each month for 3 months	Logged in at least one time each month for 2 months
Write grants for program or student development	400	Write and submit at least 2 proposals	Write and submit at least 1 proposal	Write at least 1 proposal
Maintain and continue to develop Advisory Board	200	Elected officers and held at least 3 meetings	Elected officers and held at least 2 meetings	Invited members and held 2 meetings
SAE & home visitations	300	Made 1 SAE/home visit, including meeting parents, to 75% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 50% of students enrolled in classes	Made 1 SAE/home visit, including meeting parents, to 25% of students enrolled in classes
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# APPENDIX I



## **UA Department of Agricultural Education Field Tested Teacher Competencies**

[return](#)

University of Arizona  
 Department of Agricultural Education  
 Field Based Teacher Education Competencies

1	Identify the objectives of agricultural education at the secondary school level.
2	Describe the concepts of a total program in agricultural education.
3	Describe the various types of programs and curricula in agricultural education.
4	Identify the objectives of agricultural education at the secondary school level.
5	Identify the role of professional educators, in general, and the duties and responsibilities of a teacher in agriculture, in particular.
6	Assess personal strengths and weaknesses based upon the qualifications of effective teachers of agriculture.
7	List the requirements for agriculture teacher certification in Arizona.
8	Plan an undergraduate program in agricultural education to achieve individual educational goals.
9	Identify the opportunities and rewards existing in teaching agriculture.
10	Identify the trends and developments taking place in agricultural and career & technical education in Arizona and the nation.
11	Describe the role of youth organizations (FFA) in motivating students and vitalizing instruction in agricultural education.
12	List the characteristics of basic leadership behavior patterns.
13	Identify the characteristics of a good FFA chapter.
14	Design and carry out a meaningful FFA Program of Activities.
15	Design an effective chapter officer training program.
16	Use basic parliamentary procedure skills.
17	Explain the purpose of an FFA constitution and by-laws.
18	Use group dynamic techniques.
19	Analyze subject matter in developing units of instruction.
20	Formulate observable and measurable educational objectives for an instructional unit.
21	Use reference and resource materials in instruction.
22	Prepare and use teaching materials and realia.
23	Use accounting software in keeping enterprise records
24	Summarize and analyze financial and production records in teaching agriculture.
25	Integrate agricultural mechanics into the instructional program in agriculture.
26	List the characteristics of sound agricultural mechanics programs.
27	Plan and organize a curricula in agricultural mechanics.
28	Plan, organize, and maintain physical facilities.
29	Develop an adequate department budget based upon the instructional program with provisions for tools, consumable supplies and equipment.
30	Develop laboratory experience record keeping systems for each class in agricultural mechanics, ABS and Biotechnology.
31	Establish standards for quality workmanship in agricultural mechanics.
32	Teach general laboratory safety.
33	Teach the safe operation of laboratory power tools.

34	Prepare materials, equipment and the environment for teaching demonstrations.
35	Conduct effective teaching demonstrations.
36	Evaluate the effectiveness of teaching demonstrations.
37	Plan and organize work stations for optimum skill development by students.
38	Prepare instructional materials for use in individual skill development.
39	Maintain an inventory of tools, equipment and supplies.
40	Locate and file appropriate plans and specifications for student skills projects or laboratory exercises.
41	Apply the principles of color dynamics to the agricultural mechanics facilities.
42	Describe the teaching-learning process.
43	Apply basic principles of learning to teaching agriculture.
44	Utilize student learning styles in designing instructional techniques.
45	Apply interest skills in motivating students.
46	Use various methods to involve students in the teaching-learning process.
47	Recognize discipline problems and implement corrective measures.
48	Utilize student management and organizational techniques.
49	Determine when and how to use the various methods of teaching.
50	Utilize student needs and experience in developing instructional materials.
51	Develop and deliver the introduction to a lesson.
52	Use supervised study techniques.
53	Prepare and use lesson plans.
54	Develop a daily outline with appropriate time budget.
55	Evaluate the effectiveness and appropriateness of lesson plans.
56	Utilize appropriate techniques to stimulate and lead class discussion.
57	Summarize a lesson and develop the appropriate conclusion.
58	Plan and organize student activities which reinforce the application of subject matter.
59	Evaluate the effectiveness of teaching.
60	Construct evaluation instruments to assess student achievement.
61	Arrive at an objective evaluation of student attainment of competencies.
62	Maintain an environment conducive to effective learning.
63	Plan, organize, conduct and evaluate field trips.
64	Develop a total curriculum (4 years) for an agricultural education program at the secondary school level.
65	Develop, plan, and carry out annual and long-range programs for a department of agricultural education.
66	Plan a comprehensive summer program of activities.
67	Organize and use student notebooks.
68	Cooperate with guidance counselors in providing guidance and counseling for students.
69	Organize and use a program advisory committee.
70	Complete required State Department reports.
71	Prepare and maintain department records.
72	Describe fundamental techniques for teaching adults.
73	Identify the component of an effective supervised agricultural experience (SAE) program.
74	Develop a long-range supervised agricultural experience program with students.
75	Plan a comprehensive plan of student supervision.
76	Carry out an effective program of student supervision.

77	Develop project budgets, training plans and agreements.
78	Describe the role of career and technical education to the world of work.
79	Identify the basic principles of career and technical education.
80	Differentiate between general and career and technical education.
81	Describe the characteristics and organizational patterns of recognized career and technical education programs.
82	Describe the size and scope of career and technical education in Arizona and the nation.
83	Identify the need for career and technical education in Arizona and the nation.
84	Identify guidelines for developing career and technical education programs.
85	List the problems, issues and trends in career and technical education.
86	Micro-teach three complete lesson to secondary level classes in public schools through and early-experience program.
87	Practice the application of basic skills in plant science, animal science and other relevant curriculum areas for agricultural education.
88	Develop an understanding of the connection between academic and career and technical standards.
89	Develop a classroom daily procedure plan and behavior management plan.
90	Utilize multiple intelligence activities in lesson plan development to enhance learning.
91	Develop an integrated agricultural mechanics component for various options within the Arizona Agricultural Agribusiness/Agriscience Curriculum.

## APPENDIX J



**THE NATIONAL BOARD FOR PROFESSIONAL  
TEACHING STANDARDS**  
**Career & Technical Education Standards**  
*(for teachers of students 11-18+)*

[return](#)

# NBPTS Career and Technical Education STANDARDS

for teachers of students ages 11–18+

**\*\*The following are selected pages from the complete 94 page document.**

*The National Board would like to express appreciation to the U.S. Department of Education for its support in the cost of developing and publishing this standards document.*

*This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2000, NBPTS has been appropriated federal funds of \$90.8 million, representing approximately 55 percent of the National Board Certification project. More than \$75.5 million (45 percent) of the project's cost will be financed by nongovernmental sources.*

The contents of this document were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and the reader should not assume endorsement by the federal government.

# Table of Contents

## Career and Technical Education STANDARDS

(for teachers of students ages 11–18+)

<b>Preface</b> .....	<b>v</b>
<b>Introduction</b> .....	<b>1</b>
<b>Overview</b> .....	<b>7</b>
<b>The Standards</b> .....	<b>9</b>
<b>Creating a Productive Learning Environment</b>	
I. Knowledge of Students.....	9
II. Knowledge of Subject Matter.....	13
III. Learning Environment.....	31
IV. Diversity .....	35
<b>Advancing Student Learning</b>	
V. Advancing Knowledge of Career and Technical Subject Matter.....	39
VI. Assessment.....	45
<b>Helping Students Transition to Work and Adult Roles</b>	
VII. Workplace Readiness.....	49
VIII. Managing and Balancing Multiple Life Roles.....	53
IX. Social Development .....	57
<b>Improving Education through Professional Development and Outreach</b>	
X. Reflective Practice .....	61
XI. Collaborative Partnerships.....	65
XII. Contributions to the Education Profession.....	69
XIII. Family and Community Partnerships.....	73
<b>Epilogue</b> .....	<b>77</b>
<b>Standards Committee</b> .....	<b>79</b>
<b>Acknowledgments</b> .....	<b>81</b>

# Career and Technical Education STANDARDS (for teachers of students 11–18+) OVERVIEW

The National Board for Professional Teaching Standards has developed the following 13 standards of accomplished practice for career and technical education teachers. The standards have been ordered as they have to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of teaching. The standards serve as the basis for the National Board Certification in this field.

## Creating a Productive Learning Environment

### I. Knowledge of Students (p. 9)

Accomplished career and technical educators are dedicated to advancing the learning and well-being of all students. They personalize their instruction and apply knowledge of human development to best understand and meet their students' needs.

### II. Knowledge of Subject Matter (p. 13)

Accomplished career and technical educators command a core body of knowledge about the world of work in general and the skills and processes that cut across industries, industry-specific knowledge, and a base of general academic knowledge. They draw on this knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.

### III. Learning Environment (p. 31)

Accomplished career and technical educators efficiently manage their classrooms and create an environment that fosters democratic values, risk taking, and a love of learning. In this environment, students develop knowledge, skills, and confidence through contextualized learning activities, independent and collaborative laboratory work, and simulated workplace experiences.

### IV. Diversity (p. 35)

Accomplished career and technical educators create an environment where equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all. They take steps to ensure quality career and technical learning opportunities for all students.

## Advancing Student Learning

### V. Advancing Knowledge of Career and Technical Subject Matter (p. 39)

Accomplished career and technical educators foster experiential, conceptual, and performance-based student learning of career and technical subject matter and create important, engaging activities for students that draw upon an extensive repertoire of methods, strategies, and resources. Their practice is also marked by their ability to integrate career and technical and academic disciplines productively.

### VI. Assessment (p. 45)

Accomplished career and technical educators utilize a variety of assessment methods to obtain useful information about student learning and development, to assist students in reflecting on their own progress, and to refine their teaching.

## **Helping Students Transition to Work and Adult Roles**

### **VII. Workplace Readiness (p. 49)**

Accomplished career and technical educators develop student career decision-making and employability skills by creating opportunities for students to gain understanding of workplace cultures and expectations.

### **VIII. Managing and Balancing Multiple Life Roles (p. 53)**

Accomplished career and technical educators develop in students an understanding of the competing demands and responsibilities that are part of the world of work and guide students as they begin to balance those roles in their own lives.

### **IX. Social Development (p. 57)**

Accomplished career and technical educators develop in students self-awareness, confidence, character, leadership, and sound personal, social, and civic values and ethics.

## **Improving Education through Professional Development and Outreach**

### **X. Reflective Practice (p. 61)**

Accomplished career and technical educators regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice through lifelong learning.

### **XI. Collaborative Partnerships (p. 65)**

Accomplished career and technical educators work with colleagues, the community, business and industry, and postsecondary institutions to extend and enrich the learning opportunities available to students and to ease school-to-work transitions.

### **XII. Contributions to the Education Profession (p. 69)**

Accomplished career and technical educators work with colleagues and the larger educational community both to improve schools and to advance knowledge and practice in their field.

### **XIII. Family and Community Partnerships (p. 73)**

Accomplished career and technical educators work with families and communities to achieve common goals for the education of all students.



# APPENDIX K



## Arizona Department of Education SAE Visitation Form

[return](#)

**SUPERVISED OCCUPATIONAL/AGRICULTURAL EXPERIENCE PROGRAM  
TEACHER VISITATION REPORT**

SCHOOL: \_\_\_\_\_

TEACHER: \_\_\_\_\_

SCHOOL YEAR: 2007—2008

FIRST QUARTER

INSTRUCTIONS:

1. Each teacher in the school should submit a Teacher Visitation Report quarterly summarizing the monthly forms each quarter.
2. The reporting year for these forms starts July 1 and ends June 30. The report is due quarterly in the state office. Submit only the summary page (this page).
3. Below, list the total unduplicated enrollment. List graduates of the program only if they are contacted.
4. Record each visit or contact that is made to each student during each month outside of the school day. The SAE is considered a work-based learning experience for the students.
5. After each month-end, total the number of visits made to all students. Each quarter, total all monthly reports, record below and mail in before the deadline.

**SUMMARY OF SAE SUPERVISORY VISITATION REPORT**

A	Total Number of Visits Made (3 Months)	
B	Total Number of Different Students Visited	
C	Total Students Enrolled in Program (unduplicated)	

Signature: \_\_\_\_\_

Agricultural Education Teacher

# APPENDIX L



## UA Agricultural Education Lesson Plan Format

[return](#)



The College of Agriculture and Life Sciences  
 The University of Arizona  
**THE DEPARTMENT OF  
 AGRICULTURAL EDUCATION**



**Area:**

<b>Unit (ADE Standard):</b>		<b>AZ ACADEMIC STANDARDS:</b>		
<b>Lesson Title (ADE Measurement Criteria):</b>		<b>STRAND:</b>		
<b>Objectives:</b> <i>Students will be able to...</i>		<b>PERFORMANCE OBJECTIVE:</b>		

**Need:**

**Time:** Instruction time for this lesson:

**Resources:**

**Realia (Tools, Equipment, and Supplies):**

**Key Terms:**

**Bellwork:**

**Interest Approach:**

**Transition:**

**Summary of Content and Methodology**

**Objective 1:**

**Questions & Analysis:**

**Methodology/Activity:**

**Method for Evaluating Student Comprehension:**

**Objective 2:**

**Questions & Analysis:**

**Methodology/Activity:**

**Method for Evaluating Student Comprehension:**

**Objective 3:**

**Questions & Analysis:**

**Methodology/Activity:**

**Method for Evaluating Student Comprehension:**

**Summary (Teacher):**

**Conclusion (Student):**

**Application:**

Extended Classroom Activity:

FFA Activity:

SAE Activity:

**Evaluation of Overall Student Attainment:**



# APPENDIX M



## 2008-2009 Induction Teacher Directory

[return](#)

**Directory  
2008-2010 Cohort  
Induction Teacher Program**

***UA Faculty and Arizona State Staff***

<p><b>Dr. Billye Foster</b> Professor &amp; Induction Program Coordinator 520-909-8401 FAX 520-621-9889</p> <p><a href="mailto:billye@ag.arizona.edu">billye@ag.arizona.edu</a></p>	<p><b>Dr. Jack Elliot</b> Professor Dept. of Agricultural Education Head 520-621-7173 FAX 520-621-9889</p> <p><a href="mailto:elliott@ag.arizona.edu">elliott@ag.arizona.edu</a></p>
<p><b>Dr. Jim Knight</b> Professor 520-621-9144 FAX 520-621-9889</p> <p><a href="mailto:jknight@ag.arizona.edu">jknight@ag.arizona.edu</a></p>	<p><b>Mr. Jimmy Wojcik</b> State Supervisor Agricultural Education 602-364-3843 FAX 602-364-4035</p> <p><a href="mailto:Jimmy.Wojcik@azed.gov">Jimmy.Wojcik@azed.gov</a></p>
<p><b>Dr. Glen Miller</b> Professor 520-940-3716 FAX 520-621-9889</p> <p><a href="mailto:uamiller@ag.arizona.edu">uamiller@ag.arizona.edu</a></p>	<p><b>Mr. Tyler Grandil</b> State FFA Executive Secretary 602-542-5564 FAX 602-364-4035</p>
<p><b>Mr. Quint Molina</b> Lecturer 520-940-2471 FAX 520-621-9889</p> <p><a href="mailto:qmolina@email.arizona.edu">qmolina@email.arizona.edu</a></p>	<p><b>Dr. Ed Franklin</b> Assistant Professor 520-940-3718 FAX 520-621-9889</p> <p><a href="mailto:eafrank@ag.arizona.edu">eafrank@ag.arizona.edu</a></p>
<p><b>Ms. Kristen Vann</b> Administrative Associate 520-621-1523 FAX 520-621-9889</p>	<p><b>Ms. Michelle Hintz</b> Business Manager 520-621-2239 FAX 520-621-9889</p> <p><a href="mailto:mhintz@ag.arizona.edu">mhintz@ag.arizona.edu</a></p>

***Mailing Addresses:***

Department of Agricultural Education  
The University of Arizona  
PO Box 210036—Forbes Bldg.  
Tucson, Arizona 85721

Agricultural Education/FFA  
Arizona Department of Education  
1535 W. Jefferson St., Bin 42  
Phoenix, Arizona 85007

<p><b>Hank Charleston</b>                      <i>Red Mesa</i></p> <p>Telephone: 928-656-4221 or 4222  Email: <a href="mailto:hank@rmusd.net">hank@rmusd.net</a></p> <p><b>Mailing Address:</b>  Red Mesa High School  HCR 61 Box 40  Tee Nos Pos, AZ 86514</p> <p><b>Local Director:</b> Mike Hughes  <b>Principal:</b> Lynn Henumean</p>	<p><b>Jenna Clark</b>                              <i>Desert Ridge</i></p> <p>Telephone: 480 984-8947  Email: <a href="mailto:jenna_clark@gilbert.k12.az.us">jenna_clark@gilbert.k12.az.us</a></p> <p><b>Mailing Address:</b>  Desert Ridge High School  10045 E. Madero  Gilbert, AZ 85212</p> <p><b>Local Director:</b> Mark Hamilton  <b>Principal:</b> Dan Coombs</p>
<p><b>Linda Gease</b>                              <i>Desert Hills</i></p> <p>Telephone: 480-813-1151  Email: <a href="mailto:Linda.gease@leonagroup.com">Linda.gease@leonagroup.com</a></p> <p><b>Mailing Address:</b>  Desert Hills High School  1515 South Val Vista Drive  Gilbert, AZ 85296</p> <p><b>Local Director:</b> Fawn Eaton  <b>Principal:</b> Art Madden</p>	<p><b>Nicole Harrington</b>                      <i>Catalina</i></p> <p>Telephone: 602-509-6611 (cell)  Email: <a href="mailto:Arizonawildcats123@yahoo.com">Arizonawildcats123@yahoo.com</a></p> <p><b>Mailing Address:</b>  Catalina High Magnet  3645 East Pima Street  Tucson, AZ 85716</p> <p><b>Local Director:</b> Nancy Dettman  <b>Principal:</b> Linda Patterson</p>
<p><b>Jeff Jim</b>                                      <i>Red Mesa</i></p> <p>Telephone: 928-656-4221 or 4222  Email: <a href="mailto:jjim@rmusd.net">jjim@rmusd.net</a></p> <p><b>Mailing Address:</b>  Red Mesa High School  HCR 61 Box 40  Tee Nos Pos, AZ 86514</p> <p><b>Local Director:</b> Mike Hughes  <b>Principal:</b> Lynn Henumean</p>	<p><b>Sarah Johnson</b>                              <i>Cibola</i></p> <p>Telephone: 928-502-5700, xt. 5967  Email: <a href="mailto:sjohnson@vumaed.org">sjohnson@vumaed.org</a></p> <p><b>Mailing Address:</b>  Cibola High School  4100 West 20<sup>th</sup> Street  Yuma, AZ 856344800</p> <p><b>Local Director:</b> Harold Kirchner  <b>Principal:</b> Tony Steen</p>
<p><b>Charlene Kirk-Jaymes</b>                      <i>Ganado</i></p> <p>Telephone: 928-755-1500  Email: <a href="mailto:cee-jaymes@hotmail.com">cee-jaymes@hotmail.com</a></p> <p><b>Mailing Address:</b>  Ganado High School  PO box 1757  Ganado, AZ 86505-1757</p> <p><b>Local Director:</b> Doris Nelson  <b>Principal:</b> Emily Aviso</p>	<p><b>Patti Kupfer</b>                                  <i>Red Mountain</i></p> <p>Telephone: 480-308-7489  Email: <a href="mailto:pakupfer@mpsaz.org">pakupfer@mpsaz.org</a></p> <p><b>Mailing Address:</b>  Red Mountain High School  7301 East Brown Road  Mesa, Arizona 85213</p> <p><b>Local Director:</b> Marlo Loria  Ray Gless—Ag specialist  <b>Principal:</b> Gerald Slemmer</p>



<p><b>Holly Schindler</b>                      <i>Kofa</i></p> <p>Telephone: 928-502-5400, xt. 5483  Email: <a href="mailto:hollyschindler@aol.com">hollyschindler@aol.com</a></p> <p><b>Mailing Address:</b>  Kofa High School  3100 South Avenue A  Yuma, AZ 85364</p> <p><b>Local Director: Harold Kirchner</b>  <b>Principal: Gina Thompson</b></p>	<p><b>Amanda Telles</b>                      <i>Tombstone</i></p> <p>Telephone: 520-457-2215  Email: <a href="mailto:atelles@tombstone.k12.az.us">atelles@tombstone.k12.az.us</a></p> <p><b>Mailing Address:</b>  Tombstone High School  1211 Yellow Jacket Way  Tombstone, AZ 85638</p> <p><b>Local Director: Joanne Coppola</b>  <b>Principal: Robert Devere</b></p>
<p><b>Jennifer Touchet</b>                      <i>Flowing Wells</i></p> <p>Telephone: 520-696-8052  Email: <a href="mailto:touchetj@flowingwells.k12.az.us">touchetj@flowingwells.k12.az.us</a></p> <p><b>Mailing Address:</b>  Flowing Wells High School  3725 North Flowing Wells Rd  Tucson, AZ 85705</p> <p><b>Local Director: Brenda Marietti</b>  <b>Principal: Jim Brunenkant</b></p>	<p><b>Mike Zamudio</b>                      <i>San Simon</i></p> <p>Telephone: 520-845-2275, xt. 109  Email: <a href="mailto:mazmudio@email.arizona.edu">mazmudio@email.arizona.edu</a></p> <p><b>Mailing Address:</b>  San Simon High School  PO Box 38  San Simon, AZ 85632</p> <p><b>Local Director: Charles Fickett</b>  <b>Superintendent/Principal: Curry Donaldson</b></p>
<p><b>Tyler Wagner</b>                      <i>Mayer</i></p> <p>Telephone: 928-642-1200  Email: <a href="#">???</a></p> <p><b>Mailing Address:</b>  Mayer High School  17300 E. Mule Deer Dr.  Mayer, AZ 86333</p> <p><b>Local Director: Kathi Schuchardt</b>  <b>Principal: Jim Andrews</b></p>	<p><b>Kris Klindt</b>                      <i>San Carlos</i></p> <p>Telephone 928-475-2378  Email:</p> <p><b>Mailing Address:</b>  San Carlos High School  P.O. Box 207  San Carlos, AZ 85550</p> <p><b>Local Director: Cindy Barnes</b>  <b>Principal: David Pastor</b></p>

## APPENDIX N



### Copies of Induction Program Correspondence

[return](#)

June 25, 2008

«AddressBlock»

«GreetingLine»

No doubt at this time you are busy getting acquainted with students, contacting incoming freshmen, identifying potential occupational experience programs, discussing the goals for agricultural education with your administrators and identifying some things that you should be teaching in your community next school year. Doing a thorough job with these activities is an absolute necessity if you expect a productive and successful year of teaching.

You have been invited to participate in the University of Arizona, Department of Agricultural Education's **Agricultural Education Teacher Induction Program**. Designed as a bridge between preparation and completion of the first two years of your teaching career, this program also offers graduate and continuing education credits.

The first program for new agriculture teachers includes lunch and a workshop. It is scheduled during the AZCTE Conference in Tucson and will be held in The Westin Hotel.

Date: July 22, 2008 (Tuesday)

Time: 11:30 - 3:00 pm

Place: Room TBA

You will need to bring the following materials with you to the workshop:

1. Your school calendar listing beginning and ending dates, holidays, and special events including dates of district FFA contests.
2. Your schedule of classes including the time each class begins and ends.
3. The number of students tentatively enrolled in each class.
4. A copy of the curriculum followed in your department last year, or at least a list of the units taught in each class.

Please call the Agricultural Education Office (520-621-1523) to confirm your participation in this workshop by July 14, 2008.

We look forward to working with you as you enter your new career. Please feel free to call one of us if you have questions.

Sincerely yours,

Dr. Billye Foster  
Professor and Induction Program Coordinator

xc: administrator

Mr. Jimmy Wojcik, State Supervisor  
Dr. Jack Elliot, Department Head  
Mr. Quint Molina, Lecturer

Dr. Glen Miller, Professor  
Dr. Jim Knight, Professor  
Dr. Ed Franklin, Assistant Professor

June 25, 2008

«AddressBlock»

«GreetingLine»

We want to share with you plans for the 2008-2009 Agricultural Education Teacher Induction Program conducted by the Agricultural Education Department at The University of Arizona. This program has existed for over 30 years as support for all new Arizona agricultural education teachers.

The enclosed guide describes meetings and activities conducted throughout the year along with the syllabi for all potential courses in the program. The program's intent is to provide supervisory assistance for new teachers, graduate credit, continuing education credit, and for some of you, certification credit.

In order for this program to be successful and enhance the teaching experience of your new teacher, it is mandatory that you both encourage and support his/her participation. Successful completion of the Agricultural Education Teacher Induction Program will require attendance at three seminars plus two on-site observation visits by University faculty. During the on-site visits, faculty will consult both with the teacher enrolled in the program and the local administrator to determine the needs and progress of the teacher. The seminars will be held as follows:

- Immediately following the Arizona Career & Technical Education Annual Conference held in Tucson in July of each year.
- Early January—location TBA, will be based on location of all the new teachers.
- Late May at the University of Arizona in Tucson.

In order for us to complete the enrollment in the program, we need your cooperation and completion of the self-addressed enclosed postcard. Upon receiving this postcard, we will note your approval of participation as well as our campus visits.

It is also mandatory that the new teacher be enrolled in three credits (see enclosure) each semester of participation. This provides both validation of any graduate or certification work and aids the continued support of this valuable program. It is our hope that your district will be able to assist your teacher with these expenses.

Both you and the new teacher will be advised in writing regarding the scheduling of all visits.

If you have questions regarding the Agricultural Education Induction Program, please contact me at [billye@ag.arizona.edu](mailto:billye@ag.arizona.edu) , or by telephone at 520-909-8402.

Yours for quality education,

Billye Foster  
Professor & Induction Program Coordinator

Enclosures (2)

xc: Dr. Jack Elliot, Department Head  
Dr. Jim Knight, Professor  
Dr. Glen Miller, Professor  
«First\_Name»«First\_Name», Agricultural Education Teacher

Dr. Ed Franklin, Assistant Professor  
Mr. Quint Molina, Lecturer  
Mr. Jimmy Wojick, State Supervisor

## APPENDIX 0



### AATA Mentoring Program

[return](#)

# AATA New Teacher Mentor Program

## A Guide for First Year Teachers

An agriculture teacher has volunteered to serve as your “mentor.”

This mentoring program is a service of the Arizona Agriculture Teachers Association. AATA recognizes that support by identified mentors is one of the most critical requirements for success in the first year of teaching. These guidelines are intended to help you through the mentoring process.

1. Sometime today or tomorrow, your mentor will seek you out and introduce themselves. If no one does, please see Walt Wesch as soon as possible. When you meet your mentor, exchange contact information (home, school, cell phone numbers).
2. Your mentor’s role is to:
  - a. Serve to boost your morale,
  - b. Remind you of deadlines (registrations, applications, etc.)
  - c. Offer help for dealing with specific events (National Convention, Peoria Mini-Camp, County Fair, etc.)
  - d. Provide assistance as needed (teaching tips, classroom management, time management, etc).
  - e. Make sure you understand that you are not expected to do everything, and that you are not expected to be the “perfect ag teacher.”
3. **Do not** be hesitant to call your mentor. You may not want to call them, out of a fear of appearing to be less than perfect, or not wanting to bother them. **You are expected to call your mentor when you feel you need to, and you will not be bothering them.** Your mentor volunteered to help you, and wants to be of service to you. All ag teachers have asked others for help before, and continue to do so, no matter how long they have been teaching.
4. Your mentor is expected to call you on occasion. When this happens, don’t view this as a negative reflection on you. Your mentor is probably calling because he/she hasn’t heard from you. They are not calling because they think you “need” help. They are just keeping the lines of communication open.
5. If your relationship with your mentor is not going well, please contact Walter Wesch at Baboquivari High School (520-383-6852). He will set up with another mentor. Sometimes changes need to be made. Don’t be afraid to speak up.
6. Realize that your mentor’s role is not to solve all of your problems, but rather to offer advice and support, so that you can deal with your own problems.
7. Don’t hesitate to seek out other sources of assistance; other teachers, your cooperating teacher, etc. You are not “married” to your mentor!

## **AATA NEW TEACHER MENTOR PROGRAM**

My mentor is \_\_\_\_\_

School phone \_\_\_\_\_ Home phone \_\_\_\_\_

Cell phone \_\_\_\_\_

Best time/place to call him/her is \_\_\_\_\_

-----  
(cut on the line above—tape to your computer monitor or other prominent location)

## **AATA NEW TEACHER MENTOR PROGRAM**

My mentor is \_\_\_\_\_

School phone \_\_\_\_\_ Home phone \_\_\_\_\_

Cell phone \_\_\_\_\_

Best time/place to call him/her is \_\_\_\_\_

-----  
(cut on the line above—tape to your computer monitor or other prominent location)

## **AATA NEW TEACHER MENTOR PROGRAM**

My mentor is \_\_\_\_\_

School phone \_\_\_\_\_ Home phone \_\_\_\_\_

Cell phone \_\_\_\_\_

Best time/place to call him/her is \_\_\_\_\_

-----  
(cut on the line above—tape to your computer monitor or other prominent location)

## APPENDIX P



### National Board Certification Process Notes

[return](#)



[Become a Candidate](#) > [Assessment Process](#)

## **Assessment Process**

### The Certification Process

Once you apply for National Board Certification and submit all eligibility forms, it may take up to three years to complete the certification process. Review a snapshot of the process and timeline in the [2008-2009 Assessment Calendar](#) (PDF- 243kb).

## **Demonstrate Your Teaching Practice**

### **Portfolio Entries**

You will be required to submit four portfolio entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry relates to your accomplishments outside of the classroom – with families, the community or colleagues – and how they impact student learning.

### **Assessment Center Exercises**

You must also demonstrate content knowledge in response to six exercises developed for your chosen certificate area. You will have up to 30 minutes to complete each exercise. Assessments are administered at over 300 computer-based testing centers across the United States.

More information about Portfolio Entries and the Assessment Center is available in [For Candidates](#).

## **Scoring**

The National Board Certification evaluation process is designed to assess evidence of accomplished teaching or school counseling practices that are based on the NBPTS standards. Once you have submitted your portfolio entries and assessment center exercises, your complete work will be scored by a minimum of 12 teachers who have successfully completed intensive training and have been qualified for scoring based on their understanding of NBPTS standards and guidelines.



[For Candidates](#)

**For Candidates**

## ***Welcome to the National Board Certification Process.***

You are embarking on a challenging and rewarding journey! By participating in this process, you are joining tens of thousands of educators in an unprecedented effort to elevate and reshape the field of education and ultimately improve student learning. Here you will find the information you need to assist you as you work to achieve National Board Certification process.

### **My Profile**

Manage your candidacy and monitor your status online. Update contact information, review your application, view scores, and more.

### **Certificate Areas**

Access all of the tools, resources, and requirements you will need related to each of the 25 certificate areas currently offered.

### **The Portfolio**

Learn more about the general requirements for creating and documenting the portfolio component of your evaluation.

### **Assessment Center**

Read more about the assessment center portion of your certification and what to anticipate as you work through the process.

### **Scoring**

How does it all add up? Understand the policies and procedures NBPTS practices when evaluating your assessment.

### **Candidate Support**

Need a helping hand? Learn about the wide range of mentor programs and support available to you across the country.

### **Retake Candidates**

Do you need to apply for retake candidacy? Review guidelines and important scoring information related to your assessment.



[For Candidates](#) > [My Profile](#)

## My Profile

### ***Maintaining Your Candidacy***

Throughout your candidacy, you can monitor your status in the secure [My Profile](#) Web site. Once you receive your candidate ID number, you can access your information at any time by creating a username and password. By logging in you can:

- View your application status
- Update your profile
- View your scores
- Make a payment
- Change your username and password
- Withdraw electronically\*

\* You can also withdraw by submitting the [Withdrawal Form](#) (PDF - 77kb).

### ***Access My Profile***

Enter your assigned username and password on the secure [My Profile](#) page.

**Questions?** Visit the [My Profile FAQs](#) or call 1-800-22TEACH. **Please note:** My Profile is for users authorized by NBPTS only. Please do not share your password with anyone.



[For Candidates](#) > [The Portfolio](#)

## The Portfolio

### ***Document Your Teaching Practice***

Through your portfolio you can capture your teaching practice in real-time, real-life settings, thus allowing trained assessors in your field to examine how you translate knowledge and theory into practice.

- [What is the Portfolio?](#)
- [Portfolio Kit](#)
- [Download Your Portfolio Instructions](#)

## **What is the Portfolio?**

Your portfolio of classroom practice consists of four entries:

- One classroom-based entry with accompanying student work
- Two classroom-based entries that require video recordings of interactions between you and your students
- One documented accomplishments entry that provides evidence of your accomplishments outside of the classroom and how that work impacts student learning

Each entry requires some direct evidence of teaching or school counseling as well as a commentary describing, analyzing, and reflecting on this evidence.

### ***Portfolio Kit***

Within three weeks of receipt of your completed application, materials and initial non-refundable \$500 fee, NBPTS will send you a Portfolio Kit. This kit includes:

- Forms for verifying your eligibility
- A CD-ROM containing portfolio instructions
- Bar code labels to be placed on all your submissions as instructed
- Envelopes for use in packaging your materials for submission
- A portfolio box to be used for submitting your materials



[For Candidates](#) > [Assessment Center](#)

## Assessment Center

### ***Demonstrate Your Knowledge***

The online assessment portion of the National Board Certification process asks you to demonstrate your content knowledge in response to six exercises developed and designed by practicing professionals in your certificate area. You will have up to 30 minutes to respond to each of the exercises. Assessments are administered at over 200 computer-based testing centers across the United States. Here you will find the information you need to assist you in scheduling and preparing for the online assessment.

#### **Before Scheduling**

Are you ready to schedule your appointment? Double check your forms and fees and make sure you have everything you need.

#### **Scheduling an Appointment**

Set the date. Find contact information plus the policies and conditions related to your assessment center appointment.

#### **Prepare for Your Appointment**

Get organized! Review helpful tools, resources, and information that will help you prepare for the big day.



[For Candidates](#) > [Candidate Support](#)

## Candidate Support

A wide variety of candidate support systems for candidates are available across the country. While NBPTS does not formally endorse these programs, we recognize their importance and the value they bring to the process. While it is possible to achieve National Board Certification without participating in a support group, many find that participation helps keep them focused and motivated, and enhances their understanding of their teaching practices and the decisions they make in the classroom.

To learn more about candidate support that may be available in your area, consult the following resources:

### [State Subsidy Administrator](#)

State subsidy administrators are the individuals responsible for allocating the federal subsidy (and state, if applicable) to candidates in their states. Often their work expands beyond funding into candidate support. Please contact your state subsidy administrator to find available support programs in your region.

### [NBCT Networks](#)

Several formal and informal networks have organized to advocate for accomplished teaching and advance the mission of National Board. As part of their efforts, many provide candidate support. You are encouraged to access the complete list of NBPTS-Affiliated Networks and contact these resources to see if they can connect you with quality candidate support in your region.

### [State and Local Teacher Associations](#)

Many state and local teacher associations provide candidate support. Please consider reaching out to your state or local affiliate to see if they can connect you with candidate support providers in your region.

**Please note:** While there are many benefits candidate support, NBPTS does not license individuals or groups providing support to candidates. However, keeping the best interest of candidates in mind, NBPTS expects that candidate support providers will meet the high standards for ethical candidate support. For more information, read the [Guide for Ethical Candidate Support](#) (PDF - 141kb).

## APPENDIX Q



### University Visitation Preparation & Process

[return](#)

## University Visitation Preparation & Process

**I**t is important that you remember a visit from University faculty is not a test! Rather it is an opportunity to share your experiences and concerns and receive individualized counseling from those with years of professional experience. Each visit will follow the schedule below:

- The visiting faculty will contact you by letter or email and schedule the visit.
- Your administrators will also be notified of the visit.
- Upon arrival, faculty will...
  - Observe your classes
  - Visit with administrators and students
  - Review your progress on AED 501 or 502 assignments
  - Visit with you at the end of the day regarding your concerns and questions
  - Make needed suggestions to you and/or administration as needed
  - Provide a written summary of the visit, through a follow-up letter, for you and your administrators.

You can expect:

- The visit to last from ½ to a full day, depending on your needs and the faculty member's schedule
- An objective view and evaluation of your progress
- Completed evaluation sheets (see attached) on each class
- Objective advice on your development as a professional educator.

Upon the faculty's arrival, you can help by:

- Providing a schedule of the day's events for the faculty member
- Set of day's lesson plans
- Information regarding bathrooms and meals for the day
- And a smile on your face!

# LESSON EVALUATION

\_\_\_\_\_ (Name of Teacher)

\_\_\_\_\_ (Person Making Analysis)

Date: \_\_\_\_\_ Hour: \_\_\_\_\_ Class: \_\_\_\_\_ Method: \_\_\_\_\_

Place: \_\_\_\_\_

Instructional Area: \_\_\_\_\_

Instructional Unit: \_\_\_\_\_

Title of Lesson/Teaching Activity: \_\_\_\_\_

Designed for which class? \_\_\_\_\_

**STRENGTHS OF THE LESSON:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SUGGESTIONS FOR IMPROVING THE LESSON:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**TEACHING SKILLS OBSERVED: (Indicate by check mark)**

- |                    |                                      |
|--------------------|--------------------------------------|
| Probing Questions  | Reinforced Students                  |
| Interest Approach  | Used a Variety of Sensory Channels   |
| Stated Objectives  | Recognized Student Behavior Patterns |
| Closure            | Related to Previous Lesson           |
| Professional Dress | Appropriate Examples                 |

**DOMAINS OF LEARNING: (Circle one for each category)**

- |                     |                |                 |             |                  |              |            |
|---------------------|----------------|-----------------|-------------|------------------|--------------|------------|
| <u>Affective:</u>   | Receive        | Respond         | Value       | Organize         | Characterize |            |
| <u>Psychomotor:</u> | Perception set | Guided response | Mechanism   | Complex response | Adaptation   | Originate  |
| <u>Cognitive:</u>   | Knowledge      | Comprehension   | Application | Analysis         | Synthesis    | Evaluation |

**CURVE OF CLASS INTEREST & PARTICIPATION**

Excellent				
Good				
Average				
Fair				
Poor				

% class time      25      50      75      100

(Circle one each row)

**Motivated Students:**  
Strong    Good    Fair    Weak

**Student Involvement:**  
Strong    Good    Fair    Weak

TIME: \_\_\_\_\_

SCORE: \_\_\_\_\_

Note the use of the following principles in the lesson presented.

	<u>Definitely used</u>	<u>Use Would improve lesson</u>
1. When the subject matter to be learned possesses meaning, organization, and structure that is clear to students, learning proceeds more rapidly and is retained longer.		
2. Readiness is prerequisite for learning. Subject matter and learning experiences must be provided that begin where the learner is.		
3. Students must be motivated to learn. Learning activities should be provided that reflect the wants, needs, interests, and aspirations of students.		
4. Students are motivated through their involvement in setting goals and planning learning activities.		
5. Success is a strong motivating force.		
6. Students are motivated when they attempt tasks that fall in a range of challenge such that success is perceived to be possible but not certain.		
7. When students have knowledge of their learning progress, performance will be superior to what it would have been without such knowledge.		
8. Behaviors that are reinforced (rewarded) are more likely to be learned.		
9. To be most effective, reward (reinforcement) must follow as immediately as possible the desired behavior and be clearly connected with that behavior by the student.		
10. Directed learning is more effective than undirected learning.		
11. To maximize learning, students should <i>inquire into</i> rather than be <i>instructed in</i> the subject matter. Problem-oriented approaches to teaching improve learning.		
12. Students learn what they practice.		
13. Supervised practice that is most effective occurs in a functional educational experience.		
14. Learning is most likely to be used (transferred) if it is learned in a situation as much like that in which it is to be used as possible and immediately preceding the time when it is needed.		
15. Transfer of learning is more likely to take place when what is to be transferred is a generalization, a general rule, or a formula.		
16. Students can learn to transfer what they have learned; teachers must teach students how to transfer learning to laboratory and real-life situations.		

**AED 501 a – Fall**  
**TEACHER PREP COMPLETERS-- *Saguaro Plan***

*Please note progress on components of graded class at time of your visit.*

Participant name: \_\_\_\_\_ Faculty evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Expectation	Completed	In progress	Not started
1. Attendance at scheduled workshops			
2. Completion of on-line module—Learning your community			
3. Completion of on-line module—Working with advisory committee			
4. Completion of on-line module—Working with your mentor			
5. Log in to Blog site (at least once a month)			
6. Development of full year curriculum plan			
7. Creating & implementation of advisory board plan			
8. SAE & home visits			

**AED 501 b –SPRING**  
**TEACHER PREP COMPLETERS—*Saguaro Plan***

*Please note progress on components of graded class at time of your visit.*

Participant name: \_\_\_\_\_ Faculty evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Expectation	Completed	In progress	Not started
1. Attendance at scheduled workshops			
2. Completion of on-line module—Professional Involvement			
3. Completion of on-line module—Time Management/Life Balance			
4. Completion of on-line module—Positive Interactions with Administrators			
5. Log in to Blog site (at least once a month)			
6. Development of five year curriculum plan			
7. Creating & implementation of advisory board plan			
8. SAE & home visits			

**AED 501 c – Fall**  
**ALTERNATIVE TEACHERS-- *Ocotillo Plan***

*Please note progress on components of graded class at time of your visit.*

Participant name: \_\_\_\_\_ Faculty evaluator: \_\_\_\_\_  
 Date: \_\_\_\_\_

Expectation	Completed	In progress	Not started
1. Attendance at scheduled workshops			
2. Completion of on-line module—Learning your community			
3. Completion of on-line module—Working with advisory committee			
4. Completion of on-line module—Working with your mentor			
5. Log in to Blog site (at least once a month)			
6. Development of full year curriculum plan			
7. Creating & implementation of advisory board plan			
8. SAE & home visits			

**AED 501 d –SPRING**  
**ALTERNATIVE TEACHERS-- *Ocotillo Plan***

*Please note progress on components of graded class at time of your visit.*

Participant name: \_\_\_\_\_ Faculty evaluator: \_\_\_\_\_  
 Date: \_\_\_\_\_

Expectation	Completed	In progress	Not started
1. Attendance at scheduled workshops			
2. Completion of on-line module—Professional Involvement			
3. Completion of on-line module—Time Management/Life Balance			
4. Completion of on-line module—Positive Interactions with Administrators			
5. Log in to Blog site (at least once a month)			
6. Development of five year curriculum plan			
7. Creating & implementation of advisory board plan			
8. SAE & home visits			

