

**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

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

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

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
- 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

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). 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 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.