

California State University, Fresno
Jordan College of Agricultural Sciences & Technology
Department of Animal Sciences & Agricultural Education
Fall 2010

EHD155B – Agriculture Student Teaching (Full Time: 10 Units)

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EHD 155B Course Syllabus

Prerequisite: Completion of all requirements for admission to final student teaching and graduate standing. Agriculture specialist candidates must pass an interview with the State Supervisor for Agricultural Education and must validate two years/3,000 hours of agricultural industry experience before placement. Additional requirements include approval of major department or passing of the CSET for Agriculture Examination, passing score on the California Basic Education Skills Test (CBEST), supervised field experiences in an approved agricultural education department and scheduled conferences with the university supervisor and cooperating public school personnel.

Introduction and Course Description: This course encompasses full-time field experience in an approved agricultural education department under the supervision of a qualified cooperating “master” teacher. Students will assume the role of an agricultural education teacher and will observe and teach classes in the cooperating school.

Primary Learning Outcomes: Students completing the course will be able to:

1. Prepare daily lesson plans.
2. Write behavioral/performance objectives.
3. Select the proper method for the unit being taught.
4. Teach and motivate students
5. Maintain discipline in the classroom and laboratory.
6. Demonstrate essential teaching skills in agribusiness, agriscience and agricultural mechanics.
7. Serve as advisor for a local FFA chapter.
8. Organize and supervise agricultural experience programs.
9. Work cooperatively with the school administrative staff.
10. Maintain department records.
11. Prepare budgets, purchase orders and school transportation requests.
12. Supervise school-sponsored activities.
13. Follow school policies.

14. Participate in professional organization and in-service meetings.
15. Plan and teach instructional units following the California program format and curriculum standards.
16. Organize/participate in an advisory committee meeting.
17. Effectively teach and advise students of diverse cultures.
18. Reflect on professional practice and analyze implications of contextual issues.
19. Make well-reasoned ethical judgments.

Materials for the Course: The following reference materials will be utilized for the course:

Note: References are available for review in Room 234.

1. *Foundations of Agricultural Education*, Talbert, Vaughn and Croom.
2. *Handbook on Agricultural Education in Public Schools*, Phipps, Osborne, Dyer and Ball.
3. *Selected Lessons for Teaching Agricultural Science*, Andrews and Juergenson.
4. *The Agricultural Education Magazine and The Golden Slate*.
5. *Planning, Organizing and Teaching Agricultural Mechanics*, Bear and Hoerner.
6. *Local Program Resource Guide*.
7. *Official FFA Manual*.
8. *Single Subject Student Teaching and Internship Handbook*, Kremen School of Education and Human Development.
9. *Agriculture Specialist Student Teaching Manual*.
10. California State University, Fresno AGED Web Site:
<http://cast.csufresno.edu/agedweb/index.htm>
11. TaskStream Registration: <http://www.taskstream.com> is required.

Major Assignments and Evaluation Methods: Student performance will be assessed as follows:

1. Evaluation of written reports, to be submitted to your university supervisor weekly.
2. You will be observed by your master teacher and your university supervisor and provided with both oral and written comments regarding your performance during several observation periods.
3. There will be a minimum of three formal observations by your master teacher and three formal observations by your university supervisor during the student teaching period.
4. Additional observations may be made at the discretion of your master teacher and/or university supervisor.
5. You will also be evaluated on your performance in completing the Single Subject Performance Assessment Projects described in the *Student Teaching and Internship Handbook*. You must receive a score of 2 or higher on the scoring rubrics for the Holistic Proficiency Project and the Teaching Sample Project to receive credit for final student teaching.

Your student teaching performance will be evaluated midway through the semester and at the end of the semester cooperatively by your master teacher and your university supervisor.

Grading for this course will be “Credit/No Credit”

Course Policies: Students should read the following policies to ensure they understand the expectations of the university and the instructor for this course.

1. There are no “excused absences” in student teaching. You are expected to arrive at school on time and follow the school’s schedule for teachers. Absences will be dealt with on an individual basis and a student teacher may be required to make up time missed by adding days to the student teaching experience.
2. You are expected to be at school all day, every school day, for the entire semester you are doing your student teaching.
3. Student teachers will report to their assigned school one week prior to the start of that school’s semester for initial orientation and teaching assignments.
4. Student teaching for the Agriculture Specialist Credential is a full-time assignment and includes supervised agricultural experience program visits and FFA activity supervision.
5. In the event extenuating circumstances prevent you from reporting for duty, directly notify your school and your master teacher.
6. You are expected to maintain a professional appearance and observe the conventions of dress and grooming for teachers in the school district.
7. You are expected to have written lesson plans and be fully prepared to teach all classes that are assigned to you during student teaching.
8. Unsatisfactory conduct or performance resulting in the removal of the student teacher from the cooperating school will result in a grade of **No Credit**.
9. Student teachers will attend a series of on-campus university seminars during the student teaching period. (Refer to the AGRI 280 Seminar in Agricultural Education Syllabus for additional information).
10. Student teachers will be concurrently enrolled in AGRI 281 and will conduct a project at the school site. (Refer to the AGRI 281 Problems in Agricultural Education Syllabus for additional information).

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, First floor, South wing, Suite 1202. Telephone: 559 (278-2811).

Legal Responsibility: When you are in charge of a classroom, you may be held legally responsible for what happens in that class. You are responsible for instructing students to follow school safety rules and regulations and you are also responsible for protecting the confidentiality of student records.

Animal Sciences and Agricultural Education Department

Core Values

1. Student well-being is primary. Students become extended family. We are here because of the student and for the student. Our interests are to provide a clear path to a brighter future for each student entering our doors.

2. We insist on programmatic Integrity. Everything we do does not deviate from the promise to our students. Our word is our bond. We take the time it takes so it takes less time. We hold to what we stand for.
3. Agriculture is vital to society. Our role in agriculture is vital because agriculture is vital to society. We provide a bridge to future societal success through our students.
4. We stand for progressive education. Our faculty remains current on industry standards, practices, and technologies. We are consistently evaluating and upgrading course material and instructional practices as individuals as well as a department.
5. **We Teach!** (Take Every Ag student and Coach Him/Her) We actively engage students in the process of education. We impart knowledge as well as passion for our scientific disciplines. Faculty/student interaction is imperative. Education is an accumulation of knowledge and relationships.
6. We advise and produce! We have strong industry relationships. Our ability to stay on the cutting edge of industry progression with our advising and teaching allows our graduates an advantage in career placement. Our graduates positively impact the industry.

Who we are:

A worldwide leader in the education of applied agriculture. We impact the industry.

What we represent:

A vehicle of worldwide opportunity to career paths in agriculture and beyond.

Our Points of Difference:

1. Location and Association with Industry:
We are located in the heart of an agricultural industry that feeds 10% of the world population. We specialize in training students to employ applied scientific principles in production agriculture.
2. Faculty:
We advise and teach students, engage students in research, and interact with industry. We prepare students to go where they cannot go themselves. We care!
3. Curriculum:
We teach science and the practical application of science within the industry because of our relationship with industry.