



College of Arts and Sciences  
Department of Agricultural Sciences

**COURSE SYLLABUS**  
**AED 465.01 / AED 466.01**  
**STUDENT TEACHING IN AGRICULTURAL SCIENCE**  
**6 HOURS**  
**SPRING 2008**



Enhancing The Future  
Through Educator Preparation

**LOCATION**

Selected high schools based on student teacher placement

**SCHEDULE**

February 11 – May 9

- Time and days coincide with school and mentor teacher schedule

**INSTRUCTOR**

Dr. Dwayne Pavelock  
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by Appointment

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**COURSE DESCRIPTION**

Directed observation and student teaching in an approved high school agricultural science classroom are required. Participation is essential in related agricultural science and F.F.A. activities such as fairs, shows, contests, F.F.A. alumni and young farmer programs, etc.

*Pre-Requisite:* Approval of admission to student teaching.

*Overview:* This course consists of actual student teaching within a high school agricultural science program. It requires lesson planning, teaching, student supervision, preparation for (and participation in) extra-curricular activities. Evaluation is based on observations of the university supervisor, mentor teacher, and administrators at the mentoring school. A grade of “Credit Received” or “No Credit” will be assigned.

**COURSE OBJECTIVES**

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

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

The achievement of these proficiencies shall be attained through the following objectives:

Objective	Course Assignments	Performance Assessment	State Standards
The candidate knows and understands the importance of designing instruction appropriate for all students.	Presentations; Lesson plans; In-class activities	Exams; Assessment of demonstration lessons	1.2k; 1.3k; 1.6k; 1.14k
The candidate designs instruction appropriate for all students.	Lesson plans; Class presentations; Guest speakers	Assessment of lesson plans; Exams	1.2s 1.18s
The candidate knows and understands his/her professional role and responsibilities and how to adhere to the ethical requirements of the profession.	In-class activities; Role plays; Cooperative group work; Written reports	Exams; Activities; Role plays; Class presentations; Assessment of written reports	4.1k; 4.4k; 4.5k; 4.6k; 4.9k; 4.10k; 4.13k; 4.14k; 4.15k; 4.18k;
The candidate knows and understands how to carry out professional roles and responsibilities and how to adhere to legal and ethical requirements of the profession.	In-class activities; Role plays; Professional development activities completed outside of class	Exams; In-class activities; Role plays	4.8s; 4.10s; 4.12s; 4.13s; 4.14s; 4.16s; 4.19s

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

- The beginning teacher knows and understands:
  - 1.2k the impact of developmental characteristics for planning appropriate instruction;
  - 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
  - 1.6k appropriate strategies for instructing English language learners;
  - 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs.
- The beginning teacher is able to:
  - 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; and
  - 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- The beginning teacher knows and understands:
  - 4.1k the importance of families' involvement in their children's education; and
  - 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
  - 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairpersons, principal, board of trustees, curriculum coordinator, special education professional);
  - 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
  - 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
  - 4.10k the importance of documenting self-assessments;
  - 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
  - 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
  - 4.15k policies and procedures in compliance with the Code of Ethics and Standard Practices for Texas Educators as adopted by the State Board for Educator Certification;
  - 4.18k the structure of the education system in Texas, including relationships among campus, local and state components.
- The beginning teacher is able to:
  - 4.8s communicate effectively and appropriately with other educators in varied contexts;
  - 4.10s participate in decision making, problem solving, and sharing ideas and expertise;
  - 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors, and other support systems);
  - 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in course work);
  - 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; achieve instructional goals;

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

### **COURSE GOALS**

Upon completion of the course, students will be able to:

1. Develop lesson plans that address the Texas Essential Knowledge and Skills (TEKS) corresponding to individual courses taught during the field experience;
2. Conduct instruction at a level appropriate for the learners enrolled in the various courses for which the student teacher is responsible;
3. Implement teaching and learning strategies that meet the requirements of special needs learners;
4. Monitor, assess and evaluate learning of high school agricultural science students;
5. Plan, prepare and mentor students for various extracurricular activities, including leadership development events, career development events, and supervised agricultural experience programs;
6. Comprehend procedures required of the mentoring school in regard to budgetary issues, travel, discipline management, etc.;
7. Adhere to mentoring school policies, the Texas Educator Code of Ethics, and applicable state and federal laws regarding education; and
8. Exhibit high standards of performance in regard to professionalism.

### **TEXTS**

1. Sam Houston State University. *Guidelines for Student Teaching, Spring 2008*.
2. As a field-based experience, no additional textbooks are required outside of the appropriate curriculum resources necessary to conduct instruction. Such curriculum materials vary on a student-by-student basis, depending on the individual's teaching assignments.

### **ATTENDANCE POLICY**

In case of any absence or tardiness, three parties must be contacted: the 1) school, 2) mentor teacher, and 3) University supervisor. If more than two absences occur during student teaching, the student must make-up those days by completing additional days of student teaching, or the student will receive a grade of "No Credit" for the courses. Student teachers are allowed one (1) professional development day during the semester of student teaching to attend a professional conference or interview for a teaching position. Student teachers do not have a "personal day" absence allowance and should be prepared to make-up all days missed for illness or any other extenuating circumstances.

### **EVALUATION**

Evaluation is based on observations of the university supervisor, mentor teacher, and administrators at the mentoring school. A grade of "Credit Received" or "No Credit" will be assigned.

### **ACADEMIC DISHONESTY**

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

### **RULES OF CONDUCT**

Students will refrain from behavior at the mentoring school that disrupts the learning process and, thus, impedes the mission of the university. All school policies, as well as applicable state and federal laws related to education, must be followed.

### **VISITORS AT THE MENTORING SCHOOL**

Students must follow the policies of the mentoring school in regard to visitors.

### **ATTIRE**

Students are considered to be professionals and will be required to present and conduct themselves as such. The faculty dress code of the mentoring school must be followed.

### **STUDENTS WITH DISABILITIES**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. A student seeking accommodations should contact the Counseling Center and Services for Students with Disabilities (SSD) at the very beginning of the semester.

### **RELIGIOUS HOLIDAYS**

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the instructor of all such days in writing not later than the 15<sup>th</sup> calendar day after the first day of the semester.