

SPRING 2008 CID# 3920

SAM HOUSTON STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES



Enhancing The Future
Through Educator Preparation

- DEPARTMENT:** Agricultural Sciences
- COURSE NUMBER / TITLE:** AED 464 - Methods of Teaching Agricultural Sciences
- INSTRUCTOR:** Doug Ullrich, Assistant Professor
Office: Thomason 310 Phone: (936)294-1188
Main Agriculture Office Phone: (936)294-1215
- MEETING TIME:** Monday through Friday 10:00 - 12:00 (THOM 325)
AND at least three afternoons per week until 5:00 [TTh]
- TEXT:** Tools for Teaching, 1st Ed, 2000, Fred Jones & Associates
Kellough & Kellough, Secondary School Teaching, 2nd Edition, 2003, Pearson
Education Inc.
TEXES Test Study Guide [get from TEC]
- SUGGESTED READING:**
Henson, Kenneth T., Methods and Strategies For Teaching in Secondary And
Middle Schools, 3rd Ed., 1988. Longman Publishers, USA.

Wong, H.K. and Wong R.T., The First Day of School, 1st Ed., 1991. Wong
Publications, Sunnyvale, CA.

COURSE TITLE AND DESCRIPTION: Methods of Teaching in Secondary Schools

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

TEACHER PROFICIENCIES

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

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

COURSE OBJECTIVES

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

Upon completion of this course the candidate will be able to:

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

- The beginning teacher knows and understands:
 - 1.2k the impact of developmental characteristics for planning appropriate
 - 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
 - 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
 - 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
 - 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)
 - 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills and knowledge and skills that follow sequentially;
 - 1.11k current research on best pedagogical practices
 - 1.12k the importance of developing instructional goals and objectives that are clear, relevant
 - 1.13k the importance of developing instructional goals and objectives that can be assessed;
 - 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
 - 1.15k the importance of aligning instructional goals with campus and district goals
 - 1.16k the use of appropriate materials and resources (e.g., information presented in a variety of formats and media) for preparing instruction, presenting lessons, and assessing learning;
 - 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
 - 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
 - 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- The beginning teacher is able to:
 - 1.1s plan lessons that reflect an understanding of students developmental characteristics and needs.
 - 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction
 - 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
 - 1.7s exhibit appropriate knowledge of a subject to promote student learning
 - 1.11s use a variety of pedagogical techniques to convey information and teaching skills
 - 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
 - 1.13s develop instructional goals and objectives that are able to be assessed;
 - 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests;
 - 1.15s develop instructional goals and objectives that reflect different types of student learning and skills
 - 1.16s use various types of materials and other resources to aid in preparing and implement instruction;
 - 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
 - 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
 - 1.22s allocate time appropriately (e.g., scheduling extended blocks of time as possible) within lessons and units, including providing adequate opportunities for students to engage in reflection and closure

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

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

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

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways (e.g., arousing their interest and curiosity)
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning

- The beginning teacher is able to:
 - 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
 - 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
 - 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities,
 - 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students knowledge
 - 3.7s create lessons with a clearly defined structure around which activities are organized
 - 3.8s create activities and assignments that are appropriate for students and that actively engage the in the learning process
 - 3.10s represent content effectively and in ways that link with students' prior knowledge and experience
 - 3.11s use flexible grouping to promote productive student interactions and enhance learning

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

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

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

DEPARTMENT OF AGRICULTURAL SCIENCES ATTENDANCE POLICY

1. Regular and punctual attendance is expected of each student in the Department of Agricultural Sciences at Sam Houston State University.
2. Each faculty member will keep a written record of student attendance.
3. If a student misses four or more classes, the student's grade will be reduced by one letter grade. Additional penalties will be up to the discretion of the professor.
4. Three unexcused or unjustified tardies or early departures are considered one absence.
5. Excused absences must be documented by the student with a letter of confirmation from the sponsoring student organization, professor or doctor. Exemptions will include participation in departmental activities when prior approval is attained from the Department Chair.
6. No exams or assignments will be given at alternative times unless arrangements are made with the professor before the scheduled activity occurs.

AED 464 ATTENDANCE POLICY: It is an essential trait of the professional educator to recognize the necessity of being punctual and prepared. Your future relies not only upon your academic dedication but also to the professionalism you exhibit.

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

SPECIFIC GRADING CRITERIA	Points	Grade
Professional Conduct and Appropriate Dress	100	
Autobiography (2+ pages typed)	50	
Presentation #1 – Lecture / Discussion Method / Critique [15 minute]	100	
Presentation #2 - Discussion / Critique [15 minute]	100	
Presentation #3 - Realia Enhanced Lesson / Critique [15 minute]	100	
Presentation #4 – Demonstration Method / Critique [15 minute]	100	
Presentation #5 – Action Packed Lesson [60 minutes]	100	
Presentation #6 – Action Packed Lesson [60 minutes]	100	
Presentation #7 – Motivational Technique & Game Lesson [no time limit - only show & discuss]	100	
Presentation #8 – Video Field Trip / Critique [show a brief clip & discuss]	100	
Semester Plan	100	
Unit #1	200	
Unit #2	200	
Demonstration Record Books	100	
TEExES Practice Test #1	100	
DETAILED Lesson Plans and Teaching Materials from Student Teaching Center	300	
DETAILED Student Teaching Calendar from Student Teaching Center	100	
Annual & Long-Range Program Plan 5-20, 21 LPS from Student Teaching Center	100	
Annual Report Outline 6-12 LPS from Student Teaching Center	100	
Help with CDE's	50	
Final Presentation	100	
TOTAL POINTS	2400	

Grading Scale: A = 2232-2400
 B = 2016-2231
 C = 1800-2015
 D = 1560-1799
 F = <1560

Calendar of Events

1/07 Monday	No class – with Pavelock all day
1/08 Tuesday	SHSU Student Teacher Orientation Introduction: 464 Syllabus Review <i>Assignment Autobiography – Due Monday</i> Class Activity using note cards – “What makes a good Ag Teacher?” Agricultural Education in Texas - ppt Effective Teaching - ppt “The Barney Effect?” Lesson Plans and Action - ppt Assign Units of Instruction #1 and #2 Assign Semester Plan BuzzTime/PAT [Preferred Activity Time]
1/09 Wednesday	The Agricultural Science Method Demonstration – ppt Group Teaching Procedures – ppt Assign & Discuss Presentations Assign & Discuss Semester Plans Assign & Discuss Units
1/10 Thursday	Presentation #1 – Lecture / Discussion Method [15 minutes]
1/11 Friday	Presentation #2 - Discussion / Q&A Method [15 minutes] Learning Styles – ppt Discussion and Review of Action Packed Lessons
1/14 Monday	Presentation #3 - Realia Enhanced Discussion [15 minutes]
1/15 Tuesday	Presentation #3 - Realia Enhanced Discussion [15 minutes]
1/16 Wednesday	No class - Waco Tractor Technician CDE
1/17 Thursday	Presentation #4 – Demonstration [15 minutes]
1/18 Friday	No class – Visit to student teaching centers SHSU Tractor Technician CDE
1/21 Monday	No class – Holiday - Martin Luther King Day
1/22 Tuesday	Presentation #5 – Action Packed Presentation (15 minutes)
1/23 Wednesday	Presentation #6 – Action Packed Lessons [1 hour]
1/24 Thursday	Presentation #6 – Action Packed Lessons [1 hour]
1/25 Friday	Record Book s
1/28 Monday	Discuss Student Teaching Sites Review and Discuss Units Assign and Discuss Record Books Record Book s & Semester Plans
1/29 Tuesday	Presentation # 7 – Motivational Technique / Game [10 minutes] Grades, Grading and Evaluation – Discussion Record Book and Unit Work
1/30 Wednesday	Record Books & Semester Plans Safety & Health WBL Programs - ppt
1/31 Thursday	Record Books & Semester Plans
2/1 Friday	Presentation # 8 - Video Field Trips [as needed] Unit Work – Specifically review action packed lesson plans
2/04 Monday	Record Books & Semester Plans & Units
2/05 Tuesday	Detailed Semester Plans DUE Record Books
2/06 Wednesday	A Year in the Life of a Professional Agricultural Science Teacher – ppt Review Units
2/07 Thursday	<i>Annual & Long Range Plans and Annual Reports</i>
2/08 Friday	Final Review and Grading of ALL Units of Instruction
2/11 Monday	First day of pre-service teaching
5/09	Last day of pre-service teaching

	Return to SHSU for classes Annual and Long Range Plan DUE by 8:00 AM Annual Report Outline DUE by 8:00 AM or letter grade deduction Detailed Lesson Plans DUE by 8:00 AM or letter grade deduction Detailed Calendar DUE by 8:00 AM or letter grade deduction Assist with Area IX FFA Convention or letter grade deduction
	Culminating Activities
	Commencement

Assignment Explanations

Professional Conduct and Appropriate Dress [100 points] > If you can't do this leave now!

Autobiography (2+ pages typed) [50 points]

This must be typed! Organize and use proper grammar. This may be sent to your cooperating teacher and principal. It will also be used to introduce you to schools interested in hiring.

Presentation #1 – Lecture / Discussion Method / Critique [100 points]

Using the Lecture / Discussion Method students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters.

Presentation #2 - Discussion / Critique [100 points]

Using the Discussion Method students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters.

Presentation #3 - Realia Enhanced Lesson / Critique [100 points]

Using the Realia [stuff] Method students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters.

Presentation #4 – Demonstration Method / Critique [100 points]

Using the Demonstration Method students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters. ALL students will observe and critique ALL Demonstrations. Meet at the classroom at the Ag Center.

Presentation #5 – Action Packed Lesson / Critiques [100 points EACH]

Using a variety of Action Techniques students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters. It is suggested to use lessons that will be taught at your student teaching site.

Presentation #6 – Action Packed Lesson / Critiques [100 points EACH]

Using a variety of Action Techniques students will prepare a 1 hour lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters. It is suggested to use lessons that will be taught at your student teaching site.

Presentation #7 –Motivational Technique &/or Game / Critique [100 points]

Using a Motivational Technique &/or Game Method students will prepare a 12 – 15 minute lesson. You must turn in a lesson plan prior to the presentation. Objectives must be covered. Visuals must be utilized. You must follow the lesson cycle. The presentation will be video taped. Students will watch the video and complete a critique sheet on their performance. Each member of the group will critique all other presenters. ALL students will observe and critique ALL presentations.

Presentation #8 – Video Field Trip / Critique [100 points]

Create a video of something that would be difficult or impossible for a teacher to demonstrate, illustrate or show in class, or that would be difficult or impractical to take students on a field trip to see. The presenter must be in the video! Students will watch the video and complete a critique sheet on their performance. A complete lesson cycle is not necessary but a detailed explanation on how the video will be used in class is necessary. The video should be between 5 and 15 minutes in length. Each member of the group will critique the video. ALL students will observe and critique ALL videos.

Semester Plan [100 points]

There is no substitute for solid preparation. Using the course curriculum guides for the school you are student teaching at plan for teaching each unit will be created in a calendar format as demonstrated in class. This information should be gained during your visit at your site.

TExES Test #1 and/or #2 [100 points]

You must take the practice ExCET test. The grade you make based upon a percentage from 100 is your documented score. If you have already taken it you MUST take it again!

Daily Lesson Plans from Student Teaching [300 points]

Beginning on the first day you arrive at your school you must keep lesson plans on every class you teach OR observe. These lesson plans must be in detail.

Student Teaching Calendar [100 points]

Using a calendar or log book you must identify what you did each day of your student teaching experience. Include lessons taught, after school activities, mileage you drove, contests, stock shows, etc.....

Annual & Long-Range Program Plan 5-20, 21 LPS [100 points]

Create an Annual & Long-Range Program Plan using your student teaching site as the program. This must be typed in detail and must reflect the REALITY.

Annual Report Outline 6-12 LPS [100 points]

Create an Annual Report Outline using your student teaching site as the program. This must be typed in detail and must reflect the REALITY of the program in which you are student teaching.

Final Presentation [100 points]

Create a power point presentation reviewing your student teaching experience and the program in which you worked. You must include pictures of your facilities, students, CDEs/LDEs, SAEs, etc.

Units of Instruction [2 DETAILED UNITS – 200 points each]

There is no substitute for solid preparation. You will create or reorganize TWO units of instruction assigned during class.

Each unit should include the following:

1. Cover Page & Table of Contents
2. At least five daily lesson plans in each unit. The number of days in the unit must also follow Curriculum Guides EXACTLY.
3. Materials to teach from for each lesson plan
4. Handouts for students for each lesson plan
5. Unit Evaluation Procedure [Key included]
6. If a field trip is taken some type of “Activity” sheet needs to be used
7. If a speaker is used some type of “Note-Taking” or “Evaluation” sheet needs to be used
8. If a skill is being performed a “Skills” evaluation sheet needs to be used
9. If you give a “Participation Grade” some type of rubric needs to be used
10. Objectives must follow Curriculum Guides EXACTLY! [unless the CG’s are incorrect]
11. All power point presentation MUST have a title page indicating class, title, your name or if reorganized unit your name as editor with the original persons name as author. The SHSU logo must be on the first page. Objectives must be included. A conclusion covering objectives must be included.

Special Note: All material must appear to be original – if something is copied, it must be a very clean copy so that no one can tell it is a copy and the authors must be given credit for their work.

Unit must be presented in a binder, and it must look professional.

Each student is required to prepare a teaching unit in his/her teaching area. Satisfactory completion of the teaching unit is a requirement for passing the course.