Course Number & Title: AGED 350   Early Field Experience

Term: Winter 2018

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Class Location & Time: 10-100
Friday 12:00-1:30 pm

Office Hours: W-9:00 am-12:00 pm
F-9:00 am-12:00 pm

Email: freeman@calpoly.edu

Course Description:
Emphasis is placed on historical, philosophical, and social foundation of high school agricultural education. Future agricultural educators utilize leadership (FFA) and supervised agricultural experience (SAE) as application tools available to them concerning the total program of agricultural education. Students will begin to develop philosophies regarding the Classroom, FFA and SAE in their instructional practices to address needs of all students. This requires a minimum of 45 hours of observation and participation in 9-12 public high schools offering agricultural education.

COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

1. Classify and discuss instructional modifications that teachers make to accommodate students with special needs and diverse classroom populations
2. Prospective agriculture teachers will increase their awareness through observation, participation in the field, and discussing concerning pursuing a career in education.
3. Students shall submit an early field experience “file system” that shall address question found in each of the eight activities associated with field observations.
4. All students shall include a tentative career plan in their final written report regarding their intent to enter the teaching profession.
5. To meet the early field experience requirement, students will be expected to complete 45 hours of obs./field activities

SOE Learning Themes:
1. Informed – Advancing Disciplinary Knowledge
2. Empowered – Responding To Diverse Learning Needs
3. Engaged – Building Cultural Responsiveness
4. Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities
5. Grounded – Demonstrating Professionalism
6. Transformed – Encouraging Continuous Growth & Reflection

University Learning Objectives*: Graduates are able to...
1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology
4. Work productively as individual and in groups
5. Use knowledge/skills to make positive contribution to society
6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues
7. Engage in lifelong learning

University Diversity Learning Objectives*:
1. See relationships among diversity, inequality, and social, economic, and political power
2. Know contributions from diverse/under-represented groups
3. Consider views of diverse groups when making decisions
4. Live/work with others who differ

Etc.
<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC with LEARNER OUTCOMES</th>
<th>ASSIGNMENT</th>
<th>ASSESSMENT</th>
<th>TPE</th>
<th>COURSE LEARNING OUTCOME</th>
<th>SOE DISPOSITION (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>F Jan 12</td>
<td>Student introductions, introduction and orientation of course: Course/Outline School Visit Protocol</td>
<td>Let’s get started – it's going to be a fast quarter Assign schools for first observation (NOW) Contact schools you have signed up to visit</td>
<td>Proficiency checklist</td>
<td>1b,2,4,5,6c,8</td>
<td>1.2</td>
</tr>
<tr>
<td>Week 2</td>
<td>F Jan 19</td>
<td>Class Meeting - completing the 45 hours and how the hard card works</td>
<td>Completing 45 hours EFE Reflection paper #1 Due</td>
<td>Guidelines for successful participation</td>
<td>1a,2,5,6c,8,9</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Week 3</td>
<td>F Jan 26</td>
<td>No Class EFE observation Visit assigned schools</td>
<td>Completing EFE observation during the week</td>
<td>Proficiency checklist</td>
<td>1b,2,4,5,6,c,7,8,9,11,13</td>
<td>5</td>
</tr>
<tr>
<td>Week 4</td>
<td>F Feb 2</td>
<td>Class Meeting Share reflections and check for progress Understanding 1-4 EFE activities</td>
<td>EFE observation during the week Reflection paper #2 due</td>
<td>Proficiency checklist Guidelines for successful participation</td>
<td>2,3,4,5,6,c,8,9</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Week 5</td>
<td>F Feb 9</td>
<td>Class Meeting Discussion of 1-4 EFE activities</td>
<td>EFE activities 1-4 due</td>
<td>Guidelines for successful participation proficiency checklist</td>
<td>1a,1b,3,9,10</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Week 6</td>
<td>F Feb 16</td>
<td>No class meeting – EFE observation visit assigned schools to complete 45 hours</td>
<td>Completing EFE observation during the week</td>
<td>Guidelines for successful participation Proficiency checklist</td>
<td>1a,1b,3,9,10</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Week 7</td>
<td>F Feb 23</td>
<td>No Class Meeting EFE observation visit assigned schools to complete 45 hours</td>
<td>Completing EFE observation during the week</td>
<td>Guidelines for successful participation</td>
<td>1a,1b,3,9,10</td>
<td>1,2,3,41</td>
</tr>
<tr>
<td>Week 8</td>
<td>F March 2</td>
<td>Class Meeting Discussion of Reflection #3 and #4 Understanding 5-8 EFE activities</td>
<td>Reflection paper #3 (weeks 5-6) and #4 (weeks 7-8) Due</td>
<td>Guidelines for successful participation</td>
<td>11,12,13</td>
<td>1,2,3,4,5,6</td>
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<tr>
<td>Week 9</td>
<td>F March 9</td>
<td>No Class Meeting EFE observation during the week as needed</td>
<td>Completing EFE observation during the week</td>
<td>Guidelines for successful participation</td>
<td>1a,1b,3,9,10</td>
<td>6</td>
</tr>
<tr>
<td>Week 10</td>
<td>F March 16</td>
<td>Class Meeting Last Reflection paper #5 due EFE activities 5-8 due</td>
<td>Guidelines for successful participation</td>
<td>1a, 2, 4, 5, 6c, 8, 10, 12, 13</td>
<td>1,2,3,6</td>
<td>1.1,1,2.1,2.2,3.2,1,3.2</td>
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</table>

Commented [VM1]: In each Reflection Paper, candidates may practice and demonstrate TPEs 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Commented [VM2]: In each Reflection Paper, candidates may practice and demonstrate TPEs 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Commented [VM3]: In each Reflection Paper, candidates may practice and demonstrate TPEs 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Commented [VM4]: In each Reflection Paper, candidates may practice and demonstrate TPEs 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Assignments:

Reflection papers. Five reflection papers due sometime during the fall quarter 20 points each = 100 pts
Each paper needs to be about one page in length. Students need to express concerns, feelings, questions, misunderstanding, contrary or apposing issues, reflection on assignments and discussion of class topics. Each reflection should have a cover page.

Early Field Experience (EFE) written – 200 pt points
To increase the awareness of prospective agriculture teachers through observation, participation in the field, and discussions concerning pursuing a career in education. To meet the EFE requirement, students will complete a minimum of 45 hours of observations/field activities. The off-campus experiences shall be coordinated by the course instructor and shall take place in an approved agriculture department(s). In addition to the observation hours, students are required to complete the experience documentation form. This form will be used to support the completion for EFE requirement.

Must turn in a completed hard card by last day of the quarter

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Attendance and Participation (6)</td>
<td>120</td>
</tr>
<tr>
<td>Reflection papers (5)</td>
<td>100</td>
</tr>
<tr>
<td>Early Field Experience (EFE)</td>
<td>200</td>
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<tr>
<td>Completed hard card turned last day of quarter</td>
<td>420</td>
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No late assignments will be accepted without penalty

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93%</td>
<td>A</td>
</tr>
<tr>
<td>85 %</td>
<td>B</td>
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<tr>
<td>76 %</td>
<td>C</td>
</tr>
<tr>
<td>68 %</td>
<td>D</td>
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SCHOOL OF EDUCATION

VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES

1. Informed – Advancing Disciplinary Knowledge: InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.
2. Empowered – Responding to Diverse Learning Needs: EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.
3. Engaged – Building Cultural Responsiveness: EngagED educators are culturally responsive, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice and cultural sustainability.
4. Connected – Drawing on Knowledge and Partnerships Across disciplines and Communities: ConnectED educators build partnerships across disciplines and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.
5. Grounded – Demonstrating Professionalism: GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.
6. Transformed – Encouraging Continuous Growth & Reflection: TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection as an intentional part of a broader commitment to inquiry and improvement.

SOE DISPOSITIONS

Professionalism

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic...
inequities. Promotes social and environmental responsibility, independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

<table>
<thead>
<tr>
<th>DOMAIN A. MAKING SUBJECT MATTER COMPREHENSIBLE</th>
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<tbody>
<tr>
<td>TPE 1a. Subject-Specific Pedagogical Skills for Multiple Subject Student Teaching Assignments</td>
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<td>TPE 1b. Subject-Specific Pedagogical Skills for Single Subject Student Teaching Assignments</td>
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<tr>
<th>DOMAIN B. ASSESSING STUDENT LEARNING</th>
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<tr>
<td>TPE 2. Monitoring Student Learning during Instruction</td>
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<td>TPE 3. Interpretation and Use of Assessments</td>
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<tr>
<th>DOMAIN C. ENGAGING &amp; SUPPORTING STUDENTS IN LEARNING</th>
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<tbody>
<tr>
<td>TPE 4. Making Content Accessible</td>
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<td>TPE 5. Student Engagement</td>
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<td>TPE 6a. Developmentally Appropriate Practices for Grades K-3</td>
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<td>TPE 6b. Developmentally Appropriate Practices for Grades 4-8</td>
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<tr>
<td>TPE 6c. Developmentally Appropriate Practices for Grades 9-12</td>
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<td>TPE 7. Teaching English Learners</td>
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<tr>
<th>DOMAIN D. PLANNING INSTRUCTION &amp; DESIGNING LEARNING</th>
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<tbody>
<tr>
<td>TPE 8. Learning about Students</td>
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<td>TPE 9. Instructional Planning</td>
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<tr>
<th>DOMAIN E. CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</th>
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<tr>
<td>TPE 10. Instructional Time</td>
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<td>TPE 11. Social Environment</td>
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<tr>
<th>DOMAIN F. DEVELOPING AS A PROFESSIONAL EDUCATOR</th>
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<tbody>
<tr>
<td>TPE 12. Professional, Legal, &amp; Ethical Obligations</td>
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<tr>
<td>TPE 13. Professional Growth</td>
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Early Field Experience Activities

Purpose and Goal
To increase the awareness of prospective Agriculture Teachers through observation, participation in the field, and discussions concerning pursuing a career in education. To meet the early field experience requirement, students will be expected to complete 45 hours of observations/field activities by the dates indicated in the course schedule. The off-campus experiences shall be coordinated by the course instructor and shall take place in an approved agriculture department(s). With information gained during these observations and event participation, the following 8 Activities will be submitted according to the due dates in the course syllabus.

Requirements

1. In addition to the observation hours and completing the Eight Activities, students are required to complete the experience documentation form. This form will be used to support the completion of the Early Field Experience requirement.

2. As a final report of experiences, students shall submit an early field experience “file system” that shall address questions found in each of the eight activities associated with field observations. The system should also contain resources that were obtained by the students during their visits. Such resources may include (but are not limited to): Program of Activities, charts of responsibilities, class hand-outs, department policies, community relationships, SAE procedures, FFA activities, booster organization, advisory committees, etc.

3. The student shall include a tentative career plan in the final written report regarding their intent to enter the teaching profession.
Activity One

Focus: The School Environment

Question: What does the physical environment of the school/classroom communicate?

Data Collection: (Suggested Areas to Address)

1. How do the school grounds look? Is there space for physical activity?
2. What is noticeable about the overall school building structure?
3. What does the school display to visitors when they first enter the building?
4. How are the halls of the general school buildings decorated?
5. What special facilities are provided for all teachers to use?
6. What special facilities are provided for student use across the campus?
7. Describe the lunchroom.
8. Identify modification and barriers outside or within the buildings, greenhouse, farm, etc. that influence the access of physically handicapped students.
9. What is your overall reaction to the ag building(s)?
10. Draw a diagram of your department’s classroom, shop, greenhouse, school farm, department laboratory.
11. Describe the ag classroom environment.
12. What equipment, books, or other learning resources does the classroom contain?

Analysis: On the basis of the data collected:

How would you expect a (1) parent (2) student (3) teacher to judge the whole school on an initial visit?

What is Your opinion of this school site? The Ag Department?

Commented [VMS]: Through their observations in Early Fieldwork Experience, candidates may be introduced to:

TPEs: 2.2, 2.3, 3.7
AgEd Standards: 3.2, 6, 7, 8
Activity Two

Focus: The Teacher

Question: What is a typical day like for your Ag teacher?

Data Collection:

1. When is your teacher required (contracted) to report to school in the morning? How late are they required to stay? What are your teacher's actual hours? What are the weekend, evening, and school holiday responsibilities?

2. What time do students arrive? Leave for the day?

3. Outline your teacher's typical daily schedule. (Include preparation period, lunch, different classes taught, special assignments, meetings, practices, purchasing supplies, etc.)

4. How many students are there in each of your teacher's classes? Does this meet AIG standards?

5. Who does your teacher come in contact with, other than students (on and off campus)?

6. In what school-related activities beyond regular school hours is your teacher involved?

7. How often are faculty meetings held? When are they scheduled? What is discussed?

How about Ag Dept meetings? Number, frequency, topics…?

8. List the duties that occupy your teacher's time (grading papers, project supervision, FFA activities, etc.). What two things take the most time? Is there a way to make this more efficient?

9. How does the classroom teacher collaborate with the paraprofessional or other professionals working with English language learners (also IEP, 504, GATE, etc) in the classroom setting? Also, how does the teacher work with the parents of these students?

Analysis: On the basis of the data collected, how would you evaluate:

A typical teacher's workload? An ag teacher’s workload?

The efficiency of the meetings and duties you saw and heard about?

Did you see or hear evidence regarding the 4th Circle in this ag department?

Elaborate.
Activity Three

Focus: The Student

Question: What is a typical day like for students?

Data Collection:

1. What kinds of backgrounds do the students have (racial, ethnic, economic, community, etc.)?
2. How do students get to and from school?
3. What do students typically do upon arrival at the school?
4. What opportunities are available for students to engage in non-classroom activities? How many students take advantage of these opportunities?
5. What provisions are made in the school for dealing with special student needs?
6. Select two students, find out and describe their typical daily schedule from the time they get up in the morning until they leave school for the day. Give the names of both students and what year they are in school.

Analysis: On the basis of the data collected above concerning the students' day (1) how would you expect students to judge their school day, and (2) what inferences can you make regarding pupil attitudes toward their school?

Commented [VM7]: Through their observations in Early Fieldwork Experience, candidates may be introduced to:
TPEs: 1.1, 1.2, 1.3, 2.4, 3.7, 3.8, 4.1, 4.5, 5.3
AgEd Standards: 4.3, 4.4, 4.5
Activity Four

Focus: The School System/Policies

Question: What is the role of school personnel and policies in the education process?

Data Collection:

1. How does the classroom teacher use specific strategies to make the curriculum comprehensible to English language learners?
2. How does the classroom teacher use materials, methods and strategies for English language development?
3. What specific services does the district/school provide to the teacher to work with English language learners, gifted and talented, and other exceptional students within the content area?
4. Are students allowed to leave the classroom and/or school grounds during the school day? When, and under what conditions?
5. How many class schedules are there? What are they called?
6. What happens to students who are tardy, absent, disruptive?
7. Make a list of extra-curricular activities offered in the school. How is supervision of these activities assigned to teachers?

Analysis: On the basis of the data collected above, how would you judge the school's total support services? What will you do if you teach in a system where these services are not available?

Commented [VM8]: Through their observations in Early Fieldwork Experience, candidates may be introduced to:

- TPEs: 1.4, 1.6, 2.3, 2.4, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.6, 6.5, 6.6, 6.7
- AgEd Standards: 2.3, 3.2, 4.4, 5
Activity Five

Focus: Academic Engaged Time

Question: What factors account for students' off-task behavior?

Data Collection:
1. Through random selection, identify two students, each of whom you will observe for a forty-five minute period.
2. Complete your observations according to the directions on your observation sheet.
3. What methods does the teacher use to correct off-task behavior?

Analysis: Assuming the behavior you observed is "typical" for these students, do you consider the percent of off-task behavior to be sufficiently high to warrant concern? What suggestions do you have for increasing their on-task behavior?

Observation List:

- What is the student behavior when they enter the classroom?
  - Talking and visiting with other students
  - Quiet, set down and keep to themselves

- Are these students prepared for class?
  - Do they have paper, book, and something to write with

- Are these students engaged in the lesson?
  - Talking, not focused
  - Very engaged, understanding the lesson and activity
  - Unengaged and very quiet
  - When in group work, very quiet or very engaged in the activity

- How does the teacher handle off-task behavior?
Activity Six

Focus: Future Farmers of America

Question: What is the role of the FFA in the vo-ag program?

Data Collection:

1. What percent of students participate in FFA activities?

2. List the major activities of the FFA chapter throughout the year.

3. Attend an officer planning or committee meeting and describe what took place.

4. Attend an FFA chapter meeting and describe what took place.

5. How does the FFA compliment the instructional program?

6. Is part of a student's course grade based on FFA participation? How?

7. What seem to be the top 5 areas of FFA emphasis in this chapter

Analysis: On the basis of the data collected, how would you describe the importance of the FFA program to the student? Is the FFA integral?
Activity Seven

Focus: Supervised Agriculture Experience

Question: What is the importance of the SAE program to vo-ag?

Data Collection:

1. What percent of students have an active SAE? This month? This year?
2. List the common types of SAE (market steer) found in this program?
3. Does the teacher have a project supervision period?
4. When are students visited? Are all students with SAE’s visited?
5. Do all students have a California Agriculture recordbook? Where do they keep it?
6. Is part of the students' course grade based on SAE? How?
7. How are the school facilities used to support the SAE component? (ie. greenhouse, livestock unit, etc.)
8. Does the teacher have a vehicle assigned to the department for visitation?
9. Go on an SAE home visit with the teacher. Describe the student, the SAE, and what occurred during the visit.

Analysis: Based on the data collected above, is the SAE component of the Agriculture program an important aspect? Is it integral? Explain in detail

Commented [VM11]: Through their observations in Early Fieldwork Experience, candidates may be introduced to:

TPEs: 1.2, 1.5, 2.1, 2.2, 2.4, 3.7, 5.3, 5.5, and SUBJECT SPECIFIC PEDAGOGY

AgEd Standards: 4.2, 4.3, 4.4, 8, 9

During the home visitation, students will have more exposure to practice and be assessed in AgEd Standard 4.2
Activity Eight

Focus:     California Agricultural Teachers' Association (CATA)

Question: How does professional development fit into the teaching profession?

Data Collection:

1. How many members are in the CATA statewide? What percent of Agriculture teachers are members?
2. What CATA section is your teacher in? Region?
3. How many sections are there in California? Regions?
4. Attend a CATA sectional or regional meeting. Describe the meeting. Include number of people present, activities, presence and role of the regional supervision, names of those "at the mike."
5. Who is your site’s regional supervisor? How is the role of the regional supervisor viewed?

Analysis: On the basis of the data collected, how does CATA involvement help to build and maintain vocational agriculture teachers and programs?