

Course Number & Title: Ag Ed 424 - Organizing and Teaching Agriculture (3)		Term & Year: Spring 2013	
Instructor: Ben Swan All University Supervisors	Office: 10-240 Office Hours:	Phone: Office 805-756-2401 Dept Office 805-756-2803 Email: bswan@calpoly.edu	
Course Description: Problems encountered and practices applied during student teaching. Methods, procedures, and materials adapted for use by the teacher concurrent with student teaching. Prerequisite: Prior Approval and Appointment to a Student Teaching Site. 2 Activities.			
Course Learning Outcomes Candidates will know, understand, and be able to do:		SINGLE SUBJECT TPES	AG SPECIALIST TPES
1. Professionally participate in Agriculture Education Seminars to acquire necessary information and build solid habits used in the professional setting.		1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5	2.3, 3.1, 6
2. Submit relevant ideas that can be immediately utilized by fellow student teachers and cooperating teachers.		1.5, 3.4, 3.6, 4.6, 6.1, 6.2, 6.3, 6.4, 6.5	2.3
3. Attend the two day Student Teacher tour of five schools over a two day time span. Compose and send appropriate "thank you" letters to our hosts.		1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 6.1, 6.2, 6.3, 6.4	2.3
4. Develop and teach a record book unit. Work with entire classes on instruction, mentor students one-to-one with record book instruction and evaluation. Develop and use a workable record book assessment rubric/score sheet to assess and remediate student's record book entries.		1.5, 3.4, 3.1, 3.2, 3.6, 4.6, 4.8, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5	2.3, 3.1, 4.1
5. Record and Communicate teaching, activities, challenges, student contacts, hours, mileage, etc. each week, signed by Cooperating Teacher, to track on-site experiences and keep the University Supervisor apprised of candidate's status and progress.		1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 6.1, 6.2, 6.3, 6.4	
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Comment [VM1]: NOTE – Clinical Practice and Student Teaching classes in the AgEd program are designed to meet the needs of students concurrently pursuing SS Teaching Certification and the Agriculture Specialist Certification. Therefore, evidence of TPES and AgEd Standards are cited throughout this document.

SEMINAR	TOPIC	ASSIGNMENT	ASSESSMENT	SINGLE SUBJECT TPES	AG SPECIALIST TPES	COURSE LEARNING OUTCOME
Seminar #1	Instructions for Student Teaching in Agriculture	Day-long informational orientation meeting. Candidates will be given their list of expectations and assignments for the 17 weeks of their student teaching placement.	Student Participation			1
Seminar #2	2B Idea Show	Participate in the "Idea Show" each meeting. Type up your best idea on the form provided, make a copy for each class member- plus an additional copy for the AgEd Department, and share the idea orally with your classmates. Bring real live samples and example, photos, etc. to make it the best idea possible.	Present Oral Report/University Supervisor Evaluation	1.5, 3.4, 3.6, 4.6	2.3	1, 2, 4
Seminar #3	3E Lesson Plan Evaluation	Candidate is to provide their best three lesson plans in Cal Poly lesson plan format for university supervisor to evaluate during the second visit. Remember that lessons must remain in this format through the edTPA being passed.	University Supervisor Evaluation	1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.8	3.1, 6	1
Seminar #4	4A Seminar Participation	There will be a subjective evaluation of your participation, professional dress, promptness, contributions, and professional attitude by the teacher educators during each of the on campus meetings (10 points per seminar). If you wish to find out your grade for each seminar, you must email Dr. Swan the day after the seminar in question.	University Supervisor Evaluation	6.1, 6.2, 6.3, 6.4, 6.5		1, 2, 4
	4C Record Book	Each of you should have taught a unit of the California Agriculture Record Book in one of your classes. You will need to bring to the seminar, a one-page typed summary outlining the unit that you taught. The summary should include the information identified in the student teacher handbook. Depending on whether you evaluated paper/electronic books or helped transfer AET-Record Books, your summary should also include appropriate reflection as indicated in the student teacher handbook.	University Supervisor Evaluation	3.1, 3.2, 4.8, 5.4	3.1, 4.1	4

Comment [VM2]: TPEs 1.5, 3.4, 3.6, 4.6 PRACTICED & ASSESSED – Throughout the Idea Show project, students will demonstrate planning projects and instruction that promote critical and creative inquiry and problem solving, multiple means of representation, a range of instructional materials and resources, and collaboration with colleagues.

Comment [VM3]: AgEd Standard 2.3 I/P

Comment [VM5]: AgEd Standard 3.1, 6 I/P/A

Comment [VM4]: TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.8 Practiced & Assessed through preparation and planning of sample lesson plans.

Comment [VM6]: TPE 6.1, 6.2, 6.3, 6.4, 6.5 PRACTICED & ASSESSED – Throughout Seminar Conversations, students will demonstrate professional skills, personal reflection, and goal setting in a collaborative and collegial environment.

Comment [VM7]: TPE 3.1, 3.2, 4.8, 5.4 PRACTICED & ASSESSED – Throughout the Record Book project efforts, students will demonstrate knowledge of content area, and using digital tools for learning, assessment and communication.

Comment [VM8]: AgEd Standard 3.1, 4.1 I/P/A

Seminar #5	5B Idea Show	Participate in the "Idea Show" each meeting. Type up your best idea on the form provided, make a copy for each class member- plus an additional copy for the AgEd Department, and share the idea orally with your classmates. Bring real live samples and example, photos, etc. to make it the best idea possible.	Present Oral Report/University Supervisor Evaluation	1.5, 3.4, 3.6, 4.6	2.3	1, 2, 4
	5A Seminar Participation	There will be a subjective evaluation of your participation, professional dress, promptness, contributions, and professional attitude by the teacher educators during each of the on campus meetings (10 points per seminar). If you wish to find out your grade for each seminar, you must email Dr. Swan the day after the seminar in question.	University Supervisor Evaluation	6.1, 6.2, 6.3, 6.4, 6.5		1, 2, 4
	5G Student Teacher Tour	Attend Field Study Tour of high schools and community colleges. Send copies of your thank you letters via the U.S. Postal Service to those assigned, and cc Dr. Swan by US mail.	University Supervisor evaluation		2.3	1, 2, 3, 4
	5H Submission of Weekly Reports	Weekly Reports are an extremely important communication tool between the students and their university teacher educator. Ideally, the reports should be faxed on Monday morning for activities conducted the prior week. The "faxed date" will become the reporting date. Weekly reports mailed to Cal Poly via the US Postal Service will be "dated stamped" upon arrival in the Agricultural Education and Communication Department office. In order to receive full credit (10 points) on a weekly basis, the reports must be faxed to (805) 756-2799 or received within 10 days following the report period. If received after the ten-day report date, the student teacher will receive half credit (5 points) for the weekly report. Note: Late weekly reports may result in the student teacher being removed from student teaching since these are an extremely important line of communication between the student teacher and their university supervisor.	University Supervisor Evaluation	1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 6.1, 6.2, 6.3, 6.4		5

Comment [VM9]: TPEs 1.5, 3.4, 3.6, 4.6 PRACTICED & ASSESSED – Throughout the Idea Show project, students will demonstrate planning projects and instruction that promote critical and creative inquiry and problem solving, multiple means of representation, a range of instructional materials and resources, and collaboration with colleagues.

Comment [VM10]: AgEd Standard 2.3 I/P

Comment [VM11]: TPE 6.1, 6.2, 6.3, 6.4, 6.5 PRACTICED & ASSESSED – Throughout Seminar Conversations, students will demonstrate professional skills, personal reflection, and goal setting in a collaborative and collegial environment.

Comment [VM12]: AgEd Standard 2.3 I/P

Comment [VM13]: TPEs 1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 6.1, 6.2, 6.3, 6.4 PRACTICED with some ASSESSMENT – In Weekly Reports, students will reflect and might demonstrate understandings related to knowledge of students, communication with families and communities, developing positive learning environments and communication strategies, personal goal setting, and grappling with personal bias.

edTPA	Formal Teaching Assessment	Students will successfully submit all components of the edTPA assessment as per the designated due date to the SOE website.	Student Teacher Coordinator Evaluation			
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General Comments:
Please see me or email me as soon as possible if you require special accommodations in class or for any assignment due to learning disabilities, religious practices, physical requirements, medical needs, or for any other reason.

Services Available at Cal Poly: Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- [Academic Skills Center](#), Building 35 - Kennedy Library, 756-1256
- [Career Services](#), Building 124, 756-2501
- [Counseling Services](#), Building 27, Room 136, 756-2511
- [Sexual Assault-Free Environment Resource \(SAFER\)](#), Building 65 - University Union, Room 217, 756-2600

Accommodations for students with disabilities: Students requesting classroom accommodations must first complete the appropriate documentation through the Disability Resource Center (Building 124, Room 119A, 756-1395). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations.

Required Course Texts & Materials:
[Student Teacher Notebook](#) - provided by the department
Access to Internet and Poly Learn
Binder, cover sheets, dividers, etc

Assignments/Grading Policy: Grades will be based on:

- Attendance. Your commitment to attending seminars is critical. Attendance on field studies and for guest speakers is especially critical to your success.
- Participation - will be evaluated on an every-seminar basis. The effectiveness of class seminars is predicated on the vigorous exchange of ideas and asking the important questions.
- Satisfactorily completing all of the assigned work. Completed work is defined as completely addressing the parameters of the assignment AND submitted on time.

Grading Policy:

Assignment	Points Possible
Idea Show (2B & 5B)	20
Attend ST Tour and submit Thank You Letters (5G)	40
Seminar Participation (4A & 5A)	20
Record Book Assignments (4C)	10
Submission of Weekly Reports (5H)	100
Lesson Plan Evaluation (3E)	50
edTPA submission	100
Total	340

Percentage	Letter Grade	Criteria
90%	A	Attend class, complete assignments on time, submit quality work, etc.

80%	B	Majority of work done, some quality and completeness problems with assigned work, less than perfect attendance
70%	C	Attendance problems, most of the work complete, missing quality and completeness
60%	D	Lacking real effort, skips class frequently, poor quality work
Below 60%	F	Doesn't attend class, fails to submit assignments, displays poor attitude

This is a tentative syllabus; modifications may be made by the instructor and will be announced in class or via email.

SCHOOL OF EDUCATION

VISION	MISSION
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.	<p>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.</p> <p>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.</p>

LEARNING OUTCOMES

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 & Communities
5. GroundED: Demonstrating Professionalism
6. TransformED: Encouraging Continuous Growth and Reflection

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)

TPE 1: Engaging and Supporting All Learners in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator