CAL POLY - SCHOOL OF EDUCATION
TEACHER EDUCATION DIVISION
Agricultural Education Program

www.aged.calpoly.edu

School of Education Graduates are:
- **RESPONSIVE** to student needs,
- **RELEVANT** in their approach to education, and
- **REFLECTIVE** practitioners ready to lead

Course Number & Title: AGED 524 – Instructional Processes in Agricultural Education	**Term & Year:** Fall 2017 **Class Meeting:** TR 2:10 – 5:00pm in 10-100
Instructor: Dr. Ann De Lay	**Office:** 10-236 **Office Hours:** MTWR 9:00-10:00 **On occasion I will be off campus visiting student teachers or completing other university responsibilities. If I am unavailable during office hours, schedule an alternate meeting time by email.	**Phone:** (805) 756-2803 (main office) **Email:** adelay@calpoly.edu

Course Description: Instructional methodology course focusing on the selection and use of various teaching strategies, methods/approaches, and techniques in agricultural education settings. In addition, students will gain valuable experience evaluating student learning and managing the classroom environment.

Course Learning Outcomes *Candidates will know, understand, and be able to do:*	**SOE LEARNING THEMES**	**SOE DISPOSITION**	**University Learning Objective**	**University Diversity Learning Objective**
1. Evaluate the role of the instructor in the teaching and learning process, including characteristics of good teachers and teaching.	Em, T	1.1, 1.2, 2.1, 2.2, 3.1	1, 2, 3, 4, 6, 7	1, 3, 4
2. Implement the basic principles of teaching and learning, and reflect on teacher effectiveness.	I, Em	1.1, 1.2, 3.1	1, 3, 4	2, 3, 4
3. Compare and contrast various methods by which students learn in agriculture and select the appropriate method for the context.	I, Em	1.2, 3.1	1, 2, 3, 5, 6, 7	2, 3, 4
4. Design learning outcomes, lessons and activities, connected to appropriate learning standards, to challenge students and encourage critical thinking.	I	3.1	1, 2, 3, 4, 5, 6, 7	3, 4
5. Create and maintain an environment of respect and rapport, in which all students have the opportunity to learn.	I, Em, T	1.2, 2.1, 2.2	1, 2, 4, 5, 7	1, 2, 3, 4
6. Design assessments which align with instructional outcomes and where clear criteria for student success is provided. Use assessment data to plan and modify instruction, to improve student learning and teacher effectiveness.	I, Em, T	3.1	1, 2, 3, 6, 7	1, 3, 4
7. Manage procedures with little loss of instructional time due to effective routines, procedures and transitions.	I, Em, G, T	1.1	1, 2, 4, 5, 6, 7	1, 2, 3, 4

8. Develop and deliver lessons addressing different ways in which students learn.		I, Em, En	1.1, 1.2, 2.1	1, 2, 3, 5, 6, 7	1, 2, 3, 4
9. Prepare for a successful teacher residency.		I, Em, En, G, T	1.1, 1.2, 2.1. 2.2, 3.1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4

WEEK DATE	LECTURE TOPIC/SHOP ACTIVITY	ASSIGNMENT	ASSESSMENT (ESAs)	COURSE LEARNING OUTCOME	TPE	SOE Disposition

Week 1 - Thurs Sept 14	**Where are we going?**
	• Mapping the Journey
	• Rosenshine and Furst
	   • Principles of Effective Teaching
	   • Good Teaching in Action
	• Course Navigation
				1, 2	3.1, 4.2	1.1, 1.2, 2.2, 3.1

Tues Sept 19	**What is the learning process?** • Basics of Educational Theory – social, philosophical, historical foundations • Danielson's Framework for Teaching • Cycle of Effective Teaching		Educational Theory Show and Tell Gallery Walk	1, 2	3.1, 4.2	1.1, 1.2, 2.1, 2.2, 3.1
	ONLINE PREPARATION • The Lesson Plan • Explore essential lesson planning components • Identify appropriate standards • Write objectives • Review the Cal Poly Lesson Plan template	Complete this module in PolyLearn and bring the Ticket in the Door to class on Thursday.		1, 2, 4	4.6	1.1, 1.2, 2.2, 3.1
Week 2 – Thurs Sept 21	**How do we plan for instruction?** • Learning Process • Planning process (What to teach: course planning, unit planning, lesson planning) • Using the CP Lesson Plan • Selecting Methods, Techniques, Approaches • Locating Resources – CASE, UCCI, LifeKnowledge, CTE Online, CA FFA, etc.	Select lesson plans topics. Discuss Interest Approach Presentations.	Bring Ticket in the Door! (counts for 10 attendance points!)	1, 2, 3, 4	1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.7	1.1, 1.2, 2.2, 3.1

Comment [VM1]: 3.1, 4.2 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM2]: 3.1, 4.2 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM3]: 4.6 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM4]: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.7 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

	ONLINE - PREPARATION • Developing Interest & Motivation • Preparing for the Interest Approach Presentation	Complete this online in PolyLearn by class on Tuesday. This is a FAST turn-around but you are becoming teachers. Let's think quickly and creatively, and deliver an amazing start to a lesson!		2, 4, 5, 7, 8	1.3	1.1, 1.2, 2.2, 3.1
Tues Sept 26	**How can we motivate our students to learn?** • Interest Approach Presentations	Discuss Instructional Chunk Presentations	Present Interest Approaches in class.	2, 4, 5, 7, 8	1.3	1.1, 1.2, 2.2, 3.1
Week 3 – Thurs Sept 28	**How do we plan for instruction? (Continued)** • Workshop lesson		Present Instructional Chunk Lesson Interest Approach Reflection Due	1, 2, 4, 5	1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.7	1.1, 1.2, 2.2, 3.1
	ONLINE – PREPARATION Complete the Special Needs Module and review E-Moments in PolyLearn.	Complete this online in PolyLearn and bring Ticket in the Door to class on Tuesday.		5, 8	1.1, 1.4, 1.6, 2.3, 2.5, 4.5	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Tues Oct 3	**Who are our learners?** Meeting the Needs of All Learners: • Learning Styles • Multiple Intelligences • Modalities • Differentiated Instruction • LifeKnowledge E-Moments	Select E-Moments and begin planning for delivery on Thursday.	Bring Ticket In the Door! (Counts for 10 attendance points) Workshop Lesson Reflection Due	3, 5, 8	1.1, 1.4, 1.6, 2.3, 2.5, 4.5	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Week 4 – Thurs Oct 5	**Who are our learners? (Continued)** • LifeKnowledge Presentations		Using content selected by the student, **lead the class in a Lifeknowledge E-Moment** and transition back into the lesson. HEADS UP! Field Experience Micro Teaching #1 (10/9 – 10/20)	3, 5, 8	1.1, 1.7	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Tues Oct 10	**How do we teach individual learners?** • Questions • Taking Notes • Lecture • Concept Maps		Field Experience Micro Teaching #1 (10/9 – 10/20) E-Moment Reflections Due	1, 2, 3, 4, 8	1.4, 3.2, 3.3, 4.4, 4.5	1.1, 1.2, 2.2, 3.1
Week 5 – Thurs Oct 12	**How do we teach groups of learners?** • Grouping Strategies • Cooperative Learning • Discussion Techniques		Field Experience Micro Teaching #1 (10/9 – 10/20)	1, 2, 3, 4, 5, 7, 8	1.3, 1.4, 3.2, 3.3, 3.4, 4.4, 4.7	1.1, 1.2, 2.2, 3.1
Tues Oct 17	**What does "Classroom Management" really mean?**	Begin drafting Classroom Management Philosophy	Field Experience Micro Teaching #1 (10/9 – 10/20)	1, 4, 5, 7	2.1, 2.3, 2.5, 2.6	1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Comment [VM5]: 1.3 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM6]: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.7 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM7]: 1.4, 2.3, 2.5, 4.5 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

1.1, 1.6 Introduced

Comment [VM8]: 1.1 Introduced
1.7 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM9]: 1.4, 3.2, 3.3, 4.4, 4.5 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM10]: 1.3, 1.4, 3.2, 3.3, 3.4, 4.4, 4.7 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM11]: 2.1, 2.3, 2.5, 2.6 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Week/Date	Topic	Preparation	Field Experience	Col1	Col2	Col3
Week 6 – Thurs Oct 19	**What technology helps teachers and learners?** • Virtual Field Trips • Educational Apps • Infographics • Presentations • Flipped Teaching/ Online Modules	Come to class prepared to share a techie tool you would use to enhance the teaching/learning experience.	Field Experience Micro Teaching #1 (10/9 – 10/20)	1, 2, 3, 4, 7	1.2, 1.4, 3.6, 4.4, 4.8	1.1, 1.2, 2.2, 3.1
Tues Oct 24	**What is Inquiry Based Education?** • Problem-based methods • Project-based methods • New Ag Science Curriculum			1, 2, 3, 4, 7	1.4, 1.5, 3.2, 3.3, 3.4, 4.4	1.1, 1.2, 2.2, 3.1
Week 7 – Thurs Oct 26	**How do we assess learning and close the loop?** • Assessment • Feedback • Grading • Using Data to Drive Instruction			4, 6	1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5	1.1, 1.2, 2.2, 3.1
Tues Oct 31	**How do teachers grow?** • Reflective Teaching • Reflective Learners			1, 2, 9	5.3, 6.1, 6.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Week 8 – Thurs Nov 2	**How do we build academic language?**		HEADS UP!! Field Experience Micro Teaching #2 (11/6 – 11/17)	3, 4, 8	1.6, 3.5	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Tues Nov 7	**Field Trip to the San Joaquin Valley – AGED 438, 520, 522 (Class will not meet in 10-100 as we are on the road)**	Meet at Ag Circle at 5:59am… back by 5:30/6pm		1, 2, 3, 5, 9	2.2, 2.3, 2.5, 6.2, 6.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Week 9 – Thurs Nov 9	**How is "fun" integrated into the curriculum?** • Teaching with Games & Simulations. • Teaching with FFA & SAE.		Field Experience Micro Teaching #2 (11/6 – 11/17)	2, 3, 4, 5, 7, 8	4.4	1.1, 1.2, 2.2, 3.1
Tues Nov 14	**How do we prepare for the first day/week of class?** • Creating a Positive Environment • Expectations & Procedures		Field Experience Micro Teaching #2 (11/6 – 11/17)	4, 5	2.1, 2.2, 2.3, 2.5, 2.6	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Wed Nov 15	**Department Reception – Trinity Hall 6pm – 9pm**	Dress professionally… like a teacher. You will receive your Boards of Education tonight!				
Week 10 – Thurs Nov 16	**How can we motivate our students to learn?** • Brain Based Learning		Field Experience Micro Teaching #2 (11/6 – 11/17)	1, 2, 5, 7, 8	1.3, 1.4, 1.5, 1.7, 1.8, 2.2	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
	Thanksgiving Break (11/20 – 24)					

Comment [VM12]: 1.2, 1.4, 3.6, 4.4, 4.8 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM13]: 1.4, 1.5, 3.2, 3.3, 3.4, 4.4 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM14]: 1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM15]: 5.3, 6.3, 6.1 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM16]: 1.6 – Introduced
3.5 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM17]: 2.1, 2.2, 2.3, 2.5, 2.6 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM18]: 4.4 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM19]: 2.1, 2.2, 2.3, 2.5, 2.6 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Comment [VM20]: 1.3, 1.4, 1.5, 1.7, 1.8, 2.2 I/P – Concepts are typically introduced through readings or instructor presentations. Understanding is typically practiced through facilitated class discussions and engagement activities.

Tues Nov 28	**What does it mean to be a professional?** • Defining "professionalism" • Professional Associations • Teacher as Leader • Trends and Issues in Secondary Ag Ed		Classroom Expectations and Classroom Management Philosophy Due	1, 5, 9	1.2, 3.4, 4.6, 6.2, 6.4, 6.5	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Thurs Nov 30	**Now that I am getting started, how do I keep going?** • Nature of Teaching • Roles of an Agriculture Teacher • Working with volunteers, colleagues, students • Reducing Stress • Work/Life Balance • Wrap-up		Portfolio Due	1, 5, 9	1.2, 2.4, 4.6, 6.4, 6.5	1.1, 1.2, 2.1, 2.2, 3.1, 3.2

General Comments: General Comments, Goals & Program Connections: This syllabus is a flexible document, a work in progress. There will be times topics or assignments must be shifted in order for the students to gain the best experience. Please check with your instructor your Cal Poly email and PolyLearn to maintain the most up-to-date syllabus.

Professionalism Statement: Educators are professionals guided by specific values and engaging in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be assessed include: punctuality, attendance, collegial attitude, and participation. This will be reflected in your daily participation points.

Course Goals: Through simulated clinical teaching experiences, projects, in-class and take-home assignments/activities, and examinations, students will be able to:
• Develop daily instructional plans that exhibit the most appropriate teaching strategy, approaches/methods, and techniques for a given area of subject matter, for all learners, including diversity in gender, ethnicity, learning abilities, and learning modalities.
• Demonstrate the most effective teaching strategies, approaches/methods, and techniques appropriate for selected Agriculture and Agri-Science subject matter.
• Develop strategies for organizing instruction, learning materials, and learning activities to effectively teach agricultural subject matter.
• Demonstrate methods of incorporating interactive teaching techniques that promote learner participation in the learning process.
• Reflect upon and evaluate student learning as well as teaching performances.
• Conceptualize and engage in teaching as a professional responsibility.

This course is worth a maximum of 540 points:
• **Attendance, Preparation and Participation: 230 points (23 meetings at 10 points/day – includes Tickets in Door)**
• **Educational Theory Show and Tell & Reflection: 25 points**
• **Interest Approach Presentation & Reflection: 25 points**
• **Workshop Lesson - Instructional Chunk Presentations & Reflection: 25 points**
• **E-Moment Presentation & Reflection: 25 points**
• **Field Experience Lesson: up to 200 points**
• **Class Expectations and Classroom Management Philosophy: 20 points**

- **Portfolio Check: 10 points**

Required Texts and Materials:
- Talbert, B. A., Vaughn, R., Croom, D. B., & Lee, J. S. (2007). *Foundations of agricultural education* (2nd ed.). Catlin, IL: Professional Educators Publications, Inc.
- Purchase a three-ring binder to compile course handouts – make it a big one!
- 16 GB SD card for use in department video recording devices.

Recommended Webpages:
- Lifeknowledge Online: https://www.ffa.org/
- Multiple Intelligences Assessment: http://www.kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf or https://www.edutopia.org/multiple-intelligences-assessment
- VARK Modalities Assessment: http://www.vark-learn.com/english/index.asp
- Graphic Organizers and other cool stuff: http://freeology.com/
- Pinterest – a social tool to virtually "pin" things you find on the web. http://pinterest.com
- California Agriculture Curriculum: http://www.calaged.org/resources/curriculum
- CTE Online: http://www.cteonline.org/
- The Cal Poly Lesson Plan Template can be found at: http://aged.calpoly.edu/
- UCCI Curriculum: http://ucci.ucop.edu/integrated-courses/cte-table.html

Course Assignments: The readings, if they are provided, must be completed prior to coming to class in order to be ready for class discussion.

- **Attendance/Preparation/Participation** (230 pts): Attendance, preparation and participation daily results in 10 participation points per class meeting, including online modules and online preparation.

- **Educational Theory Show and Tell** (25 pts): Prepare a "show and tell" artifact to be used in a classroom gallery walk. The piece should include (1) Theory/Concept, (2) Names of Key Contributor(s), (3) Fundamental Elements of the Theory, and (4) Practical Implications for Teaching and Learning. The artifact will be posted in the room for members of the class to visit and gather information about the topic. The document needs to be visually stimulating and crafted in such a way that it can be understood easily. Be prepared to offer a brief explanation and answer questions. Allot enough time to prepare a quality showpiece. **Due in class Sept 19**.

- **Interest Approach Presentation** (20 pts) **& Reflection** (5 pts): Using the principles associated with student motivation, develop a 5 - 8 minute interest approach to introduce a lesson you would teach secondary agriculture students. The interest approach should engage learners and begin to establish relevance. The presentation should also transition into the learning objectives for the lesson. You are required to come fully prepared with all required materials for the class and your performance will be recorded for you to view and reflect on later. **Due in class Sept 26 and reflection is due Sept 28.**

- **Workshop Lesson – Instructional Chunk Presentations** (20 pts) **& Reflections** (5 pts): You will have the opportunity to teach a piece of a lesson plan you craft, related to a topic you draw. You will be responsible for preparing a full lesson plan following the CP template. For the class presentation, you will prepare and deliver one chunk of instruction, rather than the full lesson. This presentation will likely be between 10 and 15 minutes in length. The chunk should engage learners and follow the lesson cycle discussed in class. You are required to come fully prepared with all required materials for the class and your performance will be recorded for you to view and reflect on later. **Due in class Sept 28 and reflections are due Oct 3.**

- **E-Moment Presentation** (20 pts) **& Reflection** (5 pts): E-Moments are moments in the lesson plan used to engage students in a unique way. You will sign up to lead the class in 2 E-Moments. Presentations will integrate each E-Moment into a chunk of content within your lesson plan, using that content as context for showcasing the strategy. Do not merely tell the class what to do but rather allow the class an opportunity to further their understanding of the content by <u>doing</u> the E-moment. Each E-moment should take no more than 6 – 10 minutes. You are required to come fully prepared with all required materials for the class and your performance will be recorded for you to view and reflect on later. The rubric is attached. **Due in class Oct 5 and reflections due Oct 10.**

- **Field Experience Lesson Presentation** (100 pts each – 200 total): You will have the opportunity to teach one to two lessons at an area high school. You will be responsible for preparing a lesson plan following the CP template (20), meeting with Dr. De Lay for a pre-conference to discuss the lesson and your needs/concerns (10), teaching the lesson (40), viewing a video recording of your presentation and privately reflecting on your teaching performance in a written reflection (20), and meeting with Dr. De Lay for a post-conference discussion of your teaching (10). The lesson should create interest (interest approach) and teach a topic as completely as possible using any of the teaching strategies, approaches, methods and techniques discussed thus far in class. You are expected to teach a forty-five minute lesson. **TBD (Likely the weeks of 10/9 – 10/20 and IF we are able to get in a second lesson, we are looking at 11/6 – 11/17).**

- **Classroom Expectations and Classroom Management Philosophy** (20 pts): Create a set of classroom expectations you would like to use as a jumping off point for your own classrooms. With it, attach a written philosophy of your beliefs about classroom management and the ways in which you plan to manage your classroom. How do you expect to manage your classes given the variety of learners and learning environments with whom/in which you will work? This document can be utilized as a piece in your portfolio and will undoubtedly be explored during your interviews. **Due in class November 28**.

- **Portfolio Check in Class** (10 pts): Must include: the updated/corrected copies of your workshop lessons and your field experience lesson plan… including all support materials (ie. handouts, assessments, reflections, etc…), unit plan, SD card or jump drive of your teaching, updated resume, current transcripts, and 2 – 3 photos with captions of you teaching during your field experience lesson. **Due in class November 30.**

<u>**Grading Policy:**</u> All assignments are due during class on the date specified, unless directed otherwise by the instructor. Course grades are designated by points earned and using the following scale.

Grading Scale

A = 93 – 100	B- = 80 – 82.9	D+ = 67 – 69.9
A- = 90 – 92.9	C+ = 77 – 79.9	D = 63 – 66.9
B+ = 87 – 89.9	C = 73 – 76.9	D- = 60- 62.9
B = 83 – 86.9	C- = 70 – 72.9	F = below 60

<u>**Attendance & Participation:**</u> Attendance in this class is mandatory without an excused absence. You are expected to prepare in advance for, attend, and actively participate in all class sessions.

Students are expected to attend and actively participate in every class session. When absent from class, the student must **notify the instructor prior to the absence** by either telephone or electronic mail.

The official university policy on attendance is as follows:
> *Students are expected to attend class regularly to keep the quality and quantity of their work high. Absence from classes is regarded as serious. An excused absence can be allowed only by the instructor in charge of the class upon consideration of the evidence justifying the absence presented by the student. An excused absence merely gives the individual who missed the class an opportunity to make up the work and in no way excuses the student from the work required.*

Accommodations for Students with Disabilities: Students requesting classroom accommodations must first complete the appropriate documentation through the disability Resource Center (124-119A). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting the accommodations.

Make-up Work: Make-up work should be arranged **PRIOR** to the expected absence. In case of emergency, arrangements for completing make-up exams or assignments should be made upon return to class. All make-up work will be completed within one week of its original due date or risk being dropped 10 points per date beyond. The Cal Poly Catalog states:

> ***Academic Responsibilities***: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for registering and "adding" and "dropping" classes in a timely fashion, to ensure that others will have an opportunity to take classes. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student will be held responsible for initiating communication and contact with the instructor. In addition, students will be held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor. Students are responsible for meeting their degree requirements as provided in the university catalog.

Academic Honesty: Cal Poly will not tolerate academic cheating or plagiarism in any form. Learning to think and work independently is part of the educational process. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. All faculty and students are encouraged to review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684. University policy can be summarized simply: As a student, you are responsible for your own work and you are responsible for your actions.

Additional Resources:
Academic Skills Center – *(35 Kennedy Library), 805 756-1256*
Career Services – *(124), 805 756-2501*
Disability Resource Center - http://drc.calpoly.edu/
Health and Counseling Services - *Student Health Center (27), 805 756-1211 Counseling: (27-136), 805-756-2511*
Library Services - http://www.lib.calpoly.edu/
Sexual Assault-Free Environment Resource (SAFER) – *(65 University Union-217), 805 756-2600*
Student Support Services/ Student Academic Resources - http://sas.calpoly.edu/sss/index.html

University Learning Objectives*. *Graduates are able to…*	**University Diversity Learning Objectives*:**
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	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 *abridged

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.	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 services 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	

All candidates who complete a credential and/or master's degree in the School of Education will:

1. **Be Qualified, Competent, and Caring Professional Educators**

Candidates will demonstrate subject matter mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.

2. **Integrate Principles and Practices of Professional Fields to Support Student Learning**

Candidates will demonstrate the ability to translate theory into practice through Cal Poly's learn-by-doing approach, and utilize knowledge-building technologies to foster learning, mentoring, and leadership.

3. **Engage in Cross-Disciplinary and Collaborative Practices**

Candidates will understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.

4. **Demonstrate Authentic Assessments Designed for Student Success, Individual Growth, and Program Improvement**

Candidates will develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.

5. **Effect Sustainable Communities in a Multicultural Environment**

Candidates will assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice. Candidates will promote comprehensive schooling to support educational equity for and access to college and career preparation.

6. **Engage in Professional Practices**

Candidates will demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field. Candidates will initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

SOE Learning Themes:

InformED – Advancing Disciplinary Knowledge

EmpowerED – Responding to Diverse Learning Needs

EngagED – Building Cultural Responsiveness

ConnectED – Drawing on Knowledge and Partnerships Across Disciplines and Communities

GroundED – Demonstrating Professionalism

TransformED – Encouraging Continuous Growth and Reflection

DISPOSITIONS

School of Education Dispositions: All candidates who complete a credential and/or master's degree in the School of Education will hold the following 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

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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.

AGRICULTURAL EDUCATION AND COMMUNICATION DEPARTMENT
Single Subject and Agricultural Specialist Teacher Performance Expectations (TPE's)

1: Engaging and Supporting All Students in Learning
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
2. **Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:**
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
3. **Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:**
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

	3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security
	3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
4.	**Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:**
	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
	4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
	4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
	4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
	4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
	4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
	4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
	4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
5.	**Assessing Student Learning. Beginning teachers:**
	5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
	5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
	5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
	5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
	5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
	5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
	5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
	5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
6.	**Developing as a Professional Educator. Beginning teachers:**
	6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
	6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
	6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
	6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
	6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
	6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
	6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.