

California State University, Chico
Agriscience and Education College of Agriculture
COURSE SYLLABUS
Supervised Teaching: Agriculture - AGRI 520
Spring 2012

COURSE NUMBER, TITLE AND TITLE

Course number: AGRI 520

Course Title: Supervised Teaching: Agriculture

Course Units: 10 units

FACULTY

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CATALOG DESCRIPTION

Supervised teaching in public secondary school daily for one semester. Candidate will arrange his/her schedule so that he/she is free from all campus obligations.

EXPECTED OUTCOMES

Student teaching provides teacher candidates with hands on experience in all aspects of the Agricultural Education program under the guidance of a practicing (cooperating teachers). Student teachers are expected to be engaged in the total program. Student teachers are expected to be involved in activities that occur within the “normal” school day as well as in the afternoons, evenings, and weekends. The student teacher assignment is a full high school semester in length.

TEXTS AND REFERENCES

A. Recommended - Jones, F. (2000). Fred Jones Tools for Teaching

B. Recommended - Wong, H. & Wong, R. (2005). The First Days of School

C. Recommended - Talbert, A, Vaughn, R., Croom, B., and Lee, J. (2007). Foundations of Agricultural Education.

D. Recommended — DePorter, B. Reardon, M., and Singer-Nourie, S. (1999). Quantum Teaching

E. Palmer, P. (1998). The Courage to Teach.

F. References - Official FFA Manual.

Agriculture Education Magazine

Journal of Agricultural Education

www.calaged.org — California Agricultural Education web page

www.ffa.org - National FFA web page

COURSE OBJECTIVES

1. The prospective teacher will be able to successfully complete a classroom teaching assignment in a 9-12 school with students from a variety of populations in California.
2. The prospective teacher will be able to gain experience as a leadership educator by advising the local FFA chapter and its members.
3. The prospective teacher will be able to serve as a supervisor of student projects and fulfill all responsibilities associated with the Supervised Agricultural Experience Program.
4. The prospective teacher will be able to observe/assist with all duties associated with program management.
5. The prospective teacher will be able to experience all other duties and responsibilities associated with the Agricultural Education profession.

ROLES AND RESPONSIBILITIES OF AGRICULTURE STUDENT TEACHERS

The responsibility of an Agriculture student teacher in the school is to:

- Teaching assignment is to include: starting with one course at the beginning of the semester. After 2 – 4 weeks, assume teaching responsibilities for another course preferably different than the first course. These two courses will be your responsibility until the end of the high school semester. Throughout the semester, teach units of instruction in other courses. For at least a 2 week period of time, teach a “full teaching load.”
- Study and practice the use of methods, materials, and behaviors to determine those that are most conducive to instruction under a variety of conditions.
- Conduct/him herself in a professional, sensitive, confident manner and appear well groomed at all times.
- Make certain that he/she is in command of the materials to be presented.
- Have all materials necessary for class presentation ready on time.
- Develop techniques of building rapport with all students, including those of different socio-economic background, ethnicity, personality, and ability level.
- Display such personal qualities as punctuality, dependability and enthusiasm.
- Inform the school office and, if possible, the teacher in case of illness and/or absence.
- Identify and apply positive, constructive classroom management skill.
- Avoid bringing personal problems to the classroom of “gossiping” or revealing confidential information inside or outside the school.
- Contact parents and confer with them only with full knowledge and agreement of the class room teacher.
- Accept criticism as it is given with the expectation that his/her performance may be improved through his/her efforts to meet the criticism.
- Observe classroom teachers in many different instructional situations.
- Remain in the school each day (or semester) as long as necessary to fulfill his/her instructional responsibilities.
- Confer with the classroom teacher and or University Supervisor as frequently as necessary for effective classroom performance.
- Initiate and follow the wide variety of teaching approaches necessary to meet the varied abilities and interests of the public school students.

- Conform to school district and university policies as they pertain to student teaching activities.
- Develop rapport with the other teachers in the department and school.
- Assist in extracurricular activities when time and opportunities allow.

SPECIFIC ASSISTANCE

The cooperating teacher(s) will serve as mentors during the student teacher experience. Students should look to them for advice and consultation on a regular basis. Student teachers should initiate weekly meetings with the cooperating teacher to discuss their progress and future assignments. Student teachers are to take the initiative when appropriate but respectful of the cooperating teachers and their program. See attached for a detailed list of Cooperating Teacher Expectations.

Your supervising teacher from CSU Chico will also assist you throughout the semester. Initiate periodic communications with your supervising teacher to inform them of your progress, plans, and any challenges that you are experiencing.

REQUIRED READING

The readings for this class are assigned to provide the student teacher with best practices in teaching, classroom management, advising, and supervising and program management. Student teachers are expected to implement those techniques and strategies into their own experiences. Furthermore, students are expected reference the information from the readings in their reflection papers.

ATTENDANCE AND PARTICIPATION

Daily attendance at the school site is required. During the “normal” school day, student teachers are expected to be at the school site, at the latest, at the beginning of the school day and to observe, teach and assist with departmental operations throughout the day. If the student teacher is ill, then they are expected to prepare and submit substitute lesson plans for the classes that they are teaching to your cooperating teacher. Much of your classroom teaching preparation will need to occur in the evening and weekends so that you can experience daily operations, observe excellent teachers, and teach your assigned courses. Also, student teachers are to observe, assist, and assume responsibility for all after school duties associated with agriculture teaching including SAE visits, FFA advisement, program management, and school farm maintenance and supervision. Student teachers are strongly discouraged from assuming any other responsibilities during student teaching such as working or taking university courses while student teaching. To maximize student teaching and minimize time conflicts, student teachers expected to commit 100% of their time and efforts to the student teaching experience.

COURSE GRADING AND EVALUATION

Candidate grades will be determined from performance on assignments, grade submitted by Cooperating Teacher, and PACT scores. Candidates must earn a "2" score on all PACT criteria (ATD).