AED 302
Teaching Methods in Agriculture

Course Description and Goals

The primary goal of the course is to prepare students in methods of teaching for agricultural and environmental education to K-12 students. The course focuses on teaching strategies and methods that engage all students in school and community based agriculture and environmental science educational programs. The three integral components: application of the classroom instruction, engaging student in a variety of supervised agriculture experience program and active participation by all students in an inner-curricular student organization, FFA. The student will participate in observation and instruction in a high school classroom, leadership development activities of the FFA, and supervised agriculture experience activities.

Instructor

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Entry Level Prerequisites

This course is recommended graduate students interested in the pedagogy of classroom instruction, developing engaging teaching and leadership strategies, methods and skills, for supervising students in a non-traditional setting. Students enrolling in this course should have an interested in exploring agricultural education teaching as a possible profession. AED 302 is required for an Agricultural Specialist Credential from the California Commission on Teacher Credentialing.

Text

Required

Professional Journals:
(Available in PDF)

1. Journal of Agricultural Education http://www.jae-online.org/
2. 

A. Classroom

B. Diversity
Minority Students Toward The Food and Agricultural Sciences. *Journal of Agricultural Education.*
http://pubs.aged.tamu.edu/aje/toc38.html

http://pubs.aged.tamu.edu/aje/toc42.html

**Course Objectives**

Upon completion of this course, students will:

<table>
<thead>
<tr>
<th>Common Standards</th>
<th>Agricultural Specialist Standard</th>
<th>Course Objective</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2c, 3d, 5d, 5c, 9d, 12a</td>
<td>1. Describe the purpose and scope of school and community based agricultural and environmental education programs in California</td>
<td>School and Community survey</td>
<td>● School and Community survey ● Identifying Advisory members and their role</td>
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<tr>
<td>5b</td>
<td>2. Develop a classroom management strategy</td>
<td>Develop a classroom management strategy</td>
<td>● Develop a classroom management strategy</td>
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<td>12b</td>
<td>3. Develop a philosophy on teaching which incorporates teaching strategies, the student engagement and expectations, FFA, SAE and classroom management.</td>
<td>Write a teaching philosophy</td>
<td>● Write a teaching philosophy</td>
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<td>5b, 12c, 12d</td>
<td>4. Develop daily lesson plans, unit plans, monthly calendar of teaching including agriculture standards, objectives and assessment.</td>
<td>Develop lesson plans</td>
<td>● Develop lesson plans ● Develop unit plans ● Develop monthly calendar</td>
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<td>5a, 9a</td>
<td>5. Integrate student SAE, FFA and leadership activities into the curriculum, as well as assign a grade</td>
<td>Incorporated into the lesson plans</td>
<td>● Incorporated into the lesson plans</td>
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<td>1b, 3c, 3e, 4b, 4c, 4d, 12c</td>
<td>6. Discuss integration of science or other “academic” curricula through agricultural and environmental subjects.</td>
<td>Incorporate into the lesson plans</td>
<td>● Incorporate into the lesson plans</td>
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<td>3c, 3e, 4a, 4d</td>
<td>7. Discuss the role of agriculture and environmental teacher in the classroom, school, and community</td>
<td>Complete the National Chapter Application</td>
<td>● Complete the National Chapter Application</td>
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<td>8. Understand the selection of SAE projects. Conducting SAE project visits, employer visits, and home visits ~ Recording the visit. Understand the importance of keeping accurate records students SAE &amp; FFA activities</td>
<td>SAE-Selection of Student Projects</td>
<td>● SAE-Selection of Student Projects ● Ethics of SAE project ● Visitation Forms ● Reflect on 5 activities (include: # of students, purpose of event, and time (preparation, event, cleanup), and what went well, what did not and how to improve the event.</td>
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<td>9. Understand the Agriculture Education Record book application, scoring, and relation to applications</td>
<td>Complete Proficiency Application</td>
<td>● Complete Proficiency Application ● Attend State FFA Degree Record book grading at the Sectional level ● Develop a unit plan for record books</td>
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</table>
9d 10. Understand the local Agriculture and the impact at the local, state, national and globally ~ Changes, economics, ● Develop a unit plan for Agriculture and the changes that have effected your local community

4b 11. Participate home, project, or employee visits with at least 90% of your primary placement. ● Home visit forms (min. of 15 visits/class)

3c 12. Professional and legal obligations of an agricultural teacher ● Sexual Harassment Seminar ● CPS Seminar ● School Responsibilities Seminar ● CATA Officer Guest Speaker

3d 13. Attend CATA meeting at the sectional, regional and state level. Attend the National FFA Convention as a judge ● Sign in at the meeting

5c 14. Understand the relationships in Agriculture Education ● Identify Key Students, Parents, School Employees, Industry Representatives at you Student Teaching Site

Course Format and Requirements

1. Three hours of lecture/discussion (total of 30 hours)

2. Field Observation and Participation
   a. Completion of a minimum of 30 hours at a high school agriculture education department. All fieldwork to be completed must be under the direction supervision of a credentialed agricultural teacher.
   b. Observation and participation must include:
      i. Classroom
         1. Daily attendance
         2. Participate in minimum of 12 hours of class time involving two class presentations/demonstrations
         3. Can include outside classroom activities (i.e.: test making/grading)
      ii. FFA
         1. Involvement in two major activities
         2. One at chapter level
         3. One above the chapter level
      iii. Supervised Agricultural Experience Projects (SAE)
         1. A minimum of 4 home/project visits with supervising teacher per month

3. Exercises. The following exercises, which appear in the text, must be completed for discussion by the dates indicated below. These exercises may be included in the journal.
   a. Inventory of teaching experiences
   b. Setting goals and priorities as a teacher
   c. Teaching philosophy
   d. FFA Philosophy
   e. Discipline philosophy

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<thead>
<tr>
<th>Session</th>
<th>Topics for Learning</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, expectations, and history of Agriculture Education</td>
<td>● What are the responsibilities as an agricultural student teacher</td>
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</table>
| 2 | Are you going into an Agricultural Class or an FFA Class? (Developing a teaching philosophy) | • Grading projects  
• Grading the FFA  
• Resources in the community |
| 3 | Lesson planning What is a lesson plan? Matching objectives, Ca State Standards, and assessments. What is a unit plan? Developing a class-planning calendar. How much can students learn? | • Develop lesson plan using Ag Standards & Science Standards  
• Teaching Philosophy  
• Resume’ |
| 4 | Giving Directions  
Engaging Students | • Lesson plan for days 1 & 2  
• Planning Calendar for Aug  
• Giving Effective Directions |
| 5 | Lesson Presentation for first day | • Developing Classroom Rules |
| 6 | Classroom Management Strategies | • Management plan & strategies  
• Lesson Plan for day 3 & 4 |
| 7 | Lesson Presentation incorporating classroom management strategies | • Lesson plan for day 5 (completion of unit plan) |
| 8 | Designing & Making Curriculum Relevant & Rigorous. Mapping Curriculum | • Unit plan week 2  
• Incorporating engaging strategies |
| 9 | Making YOUR Class Different~  
Using the 3 circles to teach the students | • Giving all students a chance for success in your class |
| 10 | Professionalism, accountability and making everyday a great day in the classroom! | • Complete a Planning Calendar for September |
| 11 | Understanding the FFA: Students, Chapter, & Community Expectations | • Interview Your Resident Teacher to have an Understanding of the Expectations |
| 12 | Gathering Community Support!  
Assembling Advisory Committee, Booster Community and What is the Big Difference | • Identifying supporters in the community for the agriculture department-Counselors, Administrators, Parents, Community members, Industry leaders |
| 13 | Record Books, Electronic or Paper?  
Student Recognition! Degrees, Proficiencies, and Scholarships! | • Complete and grade record book  
• Grade paper record book  
• Fill out State and American Degrees  
• Grade a Proficiency  
• Develop a unit plan for the Paper |
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<th>Record book</th>
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<tr>
<td>14</td>
<td>How to Conduct Home Visits, Project Visits, and Employer Visits ~ Importance of SAE’s</td>
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<td></td>
<td>● Demonstrate a home visit, project visit, and employer visit.</td>
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<td></td>
<td>● Conduct one of each with three different students</td>
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<td>15</td>
<td>Developing Lasting Relationships in the Agriculture Department: Students, Parents, School Employees, District Employees, Community and Industry Representatives</td>
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<td></td>
<td>● Identify Key Students, Parents, School Employees, Industry Representatives at you Student Teaching Site</td>
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<td>16</td>
<td>Develop Strategies for Teaching in a “Non-Traditional” Environment: Ag Mechanic, Floral Shop, Land Lab, or Field Trip</td>
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<td>● Develop a unit plan and teach the unit in a “non-traditional” environment.</td>
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<td>17</td>
<td>National FFA Convention</td>
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<td></td>
<td>● Judging National Proficiency</td>
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<td>● Judging National Agri Science Fair</td>
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<td>18</td>
<td>Agriculture in the Community, State, Nation and Globally ~ What is Agriculture Impact ~ Identify Changes (socially, economically, and potential careers)</td>
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<td>● Develop and deliver a lesson plan about the changes of agriculture and the effect it has on the community</td>
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<td>19</td>
<td>Creating Life Long Learners from Your Classroom</td>
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<td>20</td>
<td>Putting it all together!</td>
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<td>● Final Exam</td>
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