



University of Puerto Rico
 Mayagüez Campus
 College of Agricultural Sciences
 Department of Agricultural Education



OFFICIAL SYLLABUS
TEACHING PRACTICE I
EDAG 4018

Credit Hours: 3	Contact Hours: One (1) hours of lecture and twelve (12) hour laboratory per week
Prerequisites: EDAG 4005, EDAG 4006	Co-requisites: EDAG 4007
Course Description (English): Supervised observation of vocational agriculture teaching. Full time participatory experience of trainees in all phases of the work of vocational agriculture teachers. Clinical field experience for agricultural education candidates through participation in agricultural sciences educational program and through first-hand observation. During agricultural education program observation students will study high school students and teachers in the classroom, at FFA events, and in supervised occupational experiences learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities. An individualized class in gaining teaching experience through observation and critique of.	
Learning Objectives: At the end of the course the students will be able to: <ol style="list-style-type: none"> 1. Compare agricultural instructional facilities. 2. Identify characteristics of good teaching, of effective schools, and of competencies required of agricultural science teachers. (Instac #9; PRPST #2.11) 3. Get exposure to our diverse high school student population, the classroom environment, and current state and national issues in public education. (PRPST #5.2; NSTEA #7.A.1) 4. Describe characteristics of special populations, including students with special needs. (PRPST #5.17) 5. Collaborate with mentor teacher and other campus educators. (Instac #9) 6. Discuss philosophy and goals of agricultural education in a comprehensive school system. (NSTEA #2.b.1) 7. List and describe components of a comprehensive program of agricultural education. 	

(NSTEA #2, #2c, #3.b.2)

8. Identify teaching strategies, classroom management techniques, and learning outcomes involved in developing and conducting agricultural education programs. **(Instac #5, #6, #7)**
9. Evaluate and articulate your personal aptitudes, skills, and attitudes toward the teaching profession. **(Instac #6)**
10. Identify who to assist high school students in the classroom, leadership development activities (FFA), and Supervised Agricultural Experiences (SAEP). **(Instac #10)**
11. Contribute to class discussion on various topics associated with Agricultural Education including learning and teaching.

Content Outline and Time Distribution:

<i>Topics to be covered</i>	
I.	Introductions, Portfolio Requirements and Administrative Matters
II.	Becoming a Professional Educator with Ethical behavior
III.	Designing Curricula/Facilities for AGED Programs
IV.	Course Study Scheduling
V.	School Farm and Classroom integration
VI.	Offering a Total Program of Agricultural Science
VII.	Standards for Agricultural Education Program into use
VIII.	Lesson Planning
IX.	Motivating Students Engaging Students with Multiple Intelligences, Special Needs, Gifted and Talented, etc.
X.	Understanding Diverse Students and Settings
XI.	Understanding FFA organization
XII.	Coordinating and motivating students to develop SAE projects
XIII.	Teaching at open environments
XIV.	Managing Students and Developing Classroom Management Plans
XV.	Developing effective evaluation tools
XVI.	Reflecting, Evaluating Success, and Improving

<i>Laboratories</i>	
Week 1	Administrative Matter
Week 2	Classroom Observations (At Second Unit school or Elementary or Middle School; General Secondary School; Vocational School; Adult Education Program)
Week 3	Designing Curricula/Facilities for AGED Programs - Course Study Scheduling - School Farm and Classroom integration
Week 4	Lesson Planning
Week 5	Supervised development of Agytu Program (week 1)
Week 6	Supervised development of Agytu Program (week 2)
Week 7	Supervised development of Agytu Program (week 3)
Week 8	Supervised development of Agytu Program (week 4)
Week 9	Supervised development of Agytu Program (week 5)
Week 10	Supervised development of Agytu Program (week 6)
Week 11	Supervised development of Agytu Program (week 7)
Week 12	Supervised development of Agytu Program (week 8)
Week 13	Classroom Observations (At Second Unit school or Elementary or Middle School; General Secondary School; Vocational School; Adult Education Program)
Week 14	Classroom Observations (At Second Unit school or Elementary or Middle School; General Secondary School; Vocational School; Adult Education Program)
Week 15	Presentation of their Agytu Curricular Program and Classroom observation experience
Week 16	Presentation of Their Agytu Curricular Program and Classroom observation experience

Instructional Techniques:

- conference discussion computation laboratory
 seminar with formal presentation seminar without formal presentation workshop
 art workshop practice trip thesis special problems
 tutoring research others, please specify: Presentation from experts

Learning Resources and Minimum Facilities Available or Required:

Talbert, B. A., Vaughn, R., Croom, D. B., & Lee, J. S. (2014). Foundations of agricultural education (4rd ed.) Saddle River, NJ: Pearson.

Evaluation Techniques and Relative Weight:

	Percent
<input type="checkbox"/> Teaching performance (3 evaluations with oral presentation rubric)	15
<input type="checkbox"/> AgEd teacher observation essay (3 essays)	15
<input type="checkbox"/> Candidate Skill Development	10
<input checked="" type="checkbox"/> AgyTu Curricular Guide (TWS)	25
<input type="checkbox"/> Portfolio	25
<input type="checkbox"/> Agytu Reflective Essay	5
<input type="checkbox"/> Attendance	5
TOTAL: 100%	100%

Reasonable Accommodation:

Students will identify themselves with the Institution and the instructor of the course for purposes of assessment (exams) accommodations. For more information please call the Department of Counseling and Psychological Services at the Dean of Students Office (DE-21) at (787) 265 - 3864 or (787) 832 - 4040 extensions 3772, 2040 or 3864. Email: pura.vicenty@upr.edu.

Academic Integrity:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these

behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading System:

Quantifiable (letters) Not Quantifiable

Standard Curve

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

Bibliography:

Local Progress Success. (1998). Agricultural Teachers Manual. The National FFA Organization.

Includes attachments:

Yes

No