

## AFE 597-Field Experience in Teaching

Bob Williams, PhD  
[Bob.Williams@tamuc.edu](mailto:Bob.Williams@tamuc.edu)  
903.886.5350

Prerequisite: Current or prior assignment as a secondary teacher of Agricultural Science & Technology or Family & Consumer Sciences or a current affiliation in the public school setting as a full-time teacher, counselor, or administrator; substitute teacher; paraprofessional; or school volunteer.

Student Learning Outcomes (SLOs):

Upon completion of the course, the student will demonstrated the following competencies-

1. Select appropriate instructional materials for secondary instruction in AST or FCS.
2. Plan lessons that utilize various instructional techniques.
3. **Deliver effective classroom/laboratory instruction.\***
4. Recognize the characteristics of learners at-risk of failing classes.
5. Collaborate with ARD committees and/or other instructional support teams.
6. Serve on campus and/or district committees.
7. Interpret research articles related to effective instruction.
8. **Communicate with classmates and professor via email/online discussion.**
9. Participate in professional development workshop(s).
10. Sponsor or coordinate extracurricular activities.

\* **Based on observation records (2) from professor or clinical faculty member.**

Course Evaluation: The student will develop a portfolio to document evidence of his/her professional experiences in teaching AST or FCS at the secondary level during this semester. The portfolio should contain the following items.

- Schedule of classes taught,
- School calendar, and testing schedule,
- Example lesson plans and tests,
- Feedback/observation record from professor or clinical faculty member,
- Explanation/documentation of strategies for serving students at risk of failure,
- Evidence of collaboration with colleagues in ARD meeting/support team,
- Evidence of involvement in committee work,
- Certificate(s) of Professional Development Workshops,
- Examples of sponsorship of extracurricular activities.

Other items that might be included in the portfolio-

- Teacher Appraisal/Evaluation Documents,
- Teacher Service Record,
- Letter(s) of Recommendation,
- Evidence of Industry-Based Training or Internships,
- Other Items Supporting Professional Development and Teacher Competency.

The portfolio should be presented to the instructor, bound in notebook format, prior to the week of final exams. It is anticipated that each student will strive for an excellent rating. Evidence documenting the achievement of the 10 objectives (10 points per objective) above will be used to determine final grade. However, a **record of effective delivery of instruction is essential for earning a grade of B or better.**

*The instructor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations.*

## Class Syllabus Addendum specifically for AGED 597 Spring 2014

### **Professionalism**

Students are expected to meet their **teaching obligation of a minimum of 12 weeks**. Their **participation in online class discussion** and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with professor's guidelines may result in suspension from class for the remainder of instruction.

### **Reasonable Accommodations**

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

### **Office Hours**

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday	10:00-11:00 a.m.	and	3:00-4:00 p.m.
Tuesday	9:30-10:30 a.m.	or	by appointment
Wednesday	10:00-11:30 a.m.	and	4:00-5:00 p.m. (by appointment)
Thursday	Off campus for Research or Supervision of Teaching Field Experiences		
Friday	9:00-10:30 a.m. (by appointment only)		

### **Academic Honesty and Integrity**

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6<sup>th</sup> edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

**The Online Writing Lab at Purdue University**

<http://owl.english.purdue.edu/owl/resource/560/01/>

**The Writing Center @ TAMU-Commerce**

<http://www.tamu-commerce.edu/litlang/CSC/index.htm>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

*The instructor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations.*