

Student Teaching in Agricultural Science & Technology (AGED 465)

INSTRUCTORS Dr. Douglas D. LaVergne, Assistant Professor
144 Agricultural Sciences Bldg.
(903) 886-5353
doug.Lavergne@tamuc.edu

SCHEDULE: WEDNESDAY, FEB. 4TH – FRIDAY, MAY 1ST 7:30AM – 7:30PM. May include weekends.

COURSE DESCRIPTION: The *resident* (student teacher) will be expected to plan, organize, deliver, and evaluate instruction for **at least one course** in the Agriculture, Food, and Natural Resources Career Cluster for the duration of this time. *However, he/she should be assigned to as many courses as the mentor teacher believes appropriate for the resident.* **The resident will be required to submit a portfolio (hard copy)** of all materials used for **the course of primary responsibility**. The primary course of responsibility is the course to which the resident is assigned to teach for the duration of residency. Usually, there are multiple sections of this course for the resident to teach. Competence with regard to effective lesson planning, delivery, and evaluation will be based primarily on this course but will also be based upon the resident's involvement in instruction related to other courses and relevant FFA activities. Students must successfully complete all assignments for both courses in order to be recommended for teacher certification.

The resident **should not** spend all of his/her time on this one course since few ag teachers can concentrate on just one course or teach just one period per day.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon completion of this course and associated activities the student should be able to:

1. Demonstrate professional judgment and ethical conduct as an educator.
2. Collaborate with mentor teacher and other campus educators.
3. Organize and deliver effective classroom and laboratory instruction.
4. Coordinate and supervise FFA activities.
5. Compare agricultural instructional facilities & campus resources between 2(+) campuses.
6. Demonstrate appropriate dress and conduct for job interviews.

Evidence of Student Learning Outcomes will be collected/presented in a portfolio for instructor's review at the end of residency. The Portfolio (and grade determination %) will include the following:

Documentation of ongoing lesson planning, delivery, and assessment (based on collected lesson plans, handouts, exams, etc.)	___	(20%)
Visit to a school other than where you attended or are student teaching	___	(10%)
Documentation of FFA Field Experiences	___	(30%)
FFA Advisor Responsibilities (at least 3)		
___ Stock Show		
___ District Degree Check/SAE Review		
___ Chapter Banquet, Project Show, or Auction		
___ Train team for CDE		
___ Other relevant activity as approved		

Career Development Activities (at least one)	_____	(10%)
___ Job Interview		
___ Teacher Job Fair		
___ Acceptance to Graduate School		
Observation Records from course instructor/clinical faculty. (based on observations by instructor using PDAS model)	_____	(20%)
Mentor report(s)	_____	(10%)

Adjunct/Clinical Faculty: It is possible that one or more course components, or an entire course, may be taught by adjunct/clinical (part-time) faculty. Such faculty will meet all accreditation requirements for agricultural teacher education and work under the coordination of Dr. Williams.

Residency-Related Seminars Last day of Residency is May 1st, 2015.

On-campus seminars related to Agricultural Education courses and activities will be held on the dates below in room AGIT 141. Students are expected to attend all seminars.

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| 1. A&M-Commerce Teacher Job Fair | _____ , _____ |
| 2. Area FFA Career Development Events | _____ , _____ |
| 3. School Visit (Other than Partnership School) | Complete by April 24 th |
| 4. Follow-up from School Visits/Re-cap of Field Experience | Monday, May 4 th |

FFA Travel

Student teachers should anticipate travel to at least one major stock show, Area Career Development Event, local and/or county show, district degree & scholarship check, and district and area banquet/convention. It is customary for the school district/FFA chapter to assist with the expenses for student teacher travel. However, the student teacher should be prepared to assume some of the expense such as meal costs. *The student teacher should not be expected to attend overnight activities* if the district/chapter is not helping to cover lodging.

Problems

Any problems related to major disciplinary action of one of your students, or conflicts that need immediate attention should be reported to Dr. LaVergne, immediately.

Professional Appearance, Attitude, and Conduct

The student teacher should dress appropriately for each school day and/or activity. Appropriate dress should be determined based on the recommendations of the mentor teacher and/or guidelines in the faculty handbook for your assigned campus. The use of tobacco or alcohol products at school or school activities is strictly prohibited. Students who drive school-owned vehicles may be subject to drug/alcohol testing.

Reasonable Accommodations

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

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

Residency-Related Orientation Issues

Observation Record of Field Experience during Residency

The **Professional Development Appraisal System** (PDAS) will be used to evaluate the overall student teacher experience. This system evaluates instruction, communication, and conduct related to the profession. It is the system of teacher evaluation used most often in Texas school districts. An overview and training documents for the PDAS may be found at the following web site.

<http://www5.esc13.net/pdas/>

The student teacher's conduct and performance should be guided by the **Code of Ethics and Standard Practices for Texas Educators** which is available online at:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Professional Practice and Organizations

Student teachers will also adhere to the Agricultural Science Teacher Code of Ethics as outlined in the Vocational Agriculture Teachers Association of Texas (VATAT) pocket diary, which is presented to all members, including student members. It is highly recommended that each student join VATAT as a student member (\$15) and pay the additional \$12.50 for professional liability insurance (<http://secure.vatat.org/application.php>). Student membership (\$10) in the National Association of Agricultural Educators (NAAE) is mandatory because it includes minimal professional liability insurance coverage. This membership is sponsored by Collegiate FFA, of which all student teachers must be members.

Serving as Substitutes and/or Other Employment

Since the Spring of 2002, student teachers have been eligible for compensation as substitute teachers when serving in this capacity *in absence of the mentor teacher*. Many districts hire a substitute when the mentor teacher is absent from duty, even if the student teacher delivers the lesson. The Department of Agricultural Sciences' position is that if a substitute is going to be paid, why not pay the student teacher for this service? However, the district may choose to authorize the student teacher to substitute in the absence of the mentor teacher without compensation. Questions regarding the use of student teachers as substitutes should be directed to Dr. Bob Williams at 903/886-5350 or Bob.Williams@tamuc.edu. Student teachers are encouraged to obtain their Commercial Driver's License and bus driving credential during the internship/residency. They may be compensated for driving a bus per district policy of the partnership school as long as these responsibilities do not take away from the overall professional development as a teacher of Agricultural Science and Technology.

Routine weekend and evening employment is discouraged during residency due to the likelihood of schedule conflicts with major FFA activities. However, temporary or flexible scheduled work is permitted as long as it does not conflict with the residency.
