Course: AFE 573 Practicum in Teaching

Time: Online activities TBA  Field-Based Activities, ongoing


References: Family & Consumer Sciences Teachers Assn. of Texas www.fcstat.org
Vocational Agriculture Teachers Assn. of Texas www.vatat.org
Texas Education Agency CTE Resource Center https://www.txcte.org/

Student Learning Outcomes: Upon completion of the course the student will be able to:

1. Identify major areas of conflict within school environments.
2. Recognize differences in student learning styles.
3. Discuss ethical issues facing the AFNR/FCS teacher.
4. Demonstrate appropriate teaching techniques.
5. Manage classroom discipline.
6. Select and utilize teaching resources.
7. Collaborate with colleagues.
8. Recognize inappropriate teaching methods.
9. Identify resources for improving instruction.
10. Utilize instructional technology in the classroom.
11. Utilize online technology and social media for professional development.

Grade Determination:

Grades will be determined using the following: Possible Points

| Field Experience Performance (field observations- 2@100) | 200 |
| CTE Resource Center Activities | 100 |
| CTE/AFNR/FCS Social Media engagement | 100 |
| Electronic portfolio of professional activities for Fall semester | 100 |

Final Grade = Your total points earned = __________

Total Possible Points 500

(A = .90 or above,  B = .80-.89,  C = .70-.79,  D = .60-.69,  F = below .60)

Final decision and authority regarding students’ grades is the sole responsibility of the professor.

The professor 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.
Assignment Descriptions:

Field Experience Performance

Each student will be employed or volunteer as a secondary or postsecondary teacher in Agriculture, Family and Consumer Sciences, or another related subject (such as Career Portals or Career Preparation). In rare cases, portfolios of extensive work as a substitute teacher (or educational paraprofessional) or university graduate teaching assistant may be evaluated to determine applicability to the secondary-level field experience requirement. Each student is expected to submit an electronic portfolio (indexed/notebook format) that includes:

- Class schedule
- Course outlines/syllabi/TEKS
- Sample correspondence with parents
- 2-3 samples of lesson plans
- Sample handouts and exams
- Description or 2-3 lab activities
- Certificates (copies) for training
- Resume

The course professor (or approved designee) will conduct three field observations of the student’s teaching performance. Certified teachers who are enrolled in this course as part of a master’s degree program have less formal observations. One observation may be conducted at an FFA, TAFE, or FCCLA activity, which is reflective of the teacher’s added responsibility beyond the classroom. One observation may be by – student-prepared video of classroom or lab teaching. The observations will be similar to those used in teacher appraisal (PDAS or TxBESS).

CTE Resource Center Activities

Each student is expected complete the CTE Resource Center online workshop, CTE 101, as well as the TEA/CTE facilitated Facebook group for either AFNR or FCS teachers. Evidence of completion of CTE 101 and participation in the appropriate Facebook group should be provided in one section of the electronic portfolio.

CTE/AFNR/FCS Social Media

Each student is expected to register and participate in the TEA/CTE facilitated Facebook group for either Texas AFNR or FCS teachers. Evidence of participation in the appropriate Facebook group should be provided in one section of the electronic portfolio.

Electronic Portfolio (Fall Semester)

Each student is expected to prepare an indexed, electronic portfolio, which contains archived documents relevant to the fall semester teaching assignment. This is activity should be started early during the fall semester. It is discovery-based to allow for the student to inquire, investigate, and explore a variety of electronic platforms that may be shared with the professor, future employers, or other stakeholders in the student’s career/professional development. Be aware that the platform must allow access by the professor through a guest email link or password.

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Class Syllabus Addendum

Software Required
Microsoft Word, Adobe Acrobat Reader, and a web browser compatible with D2L are required. Note that while you may access some aspects of D2L via iPhone or iPad or other portable device, you may not be able to submit course assignments through that technology. You will also need some type of video recording/authoring software that is compatible with uploading to Facebook or Youtube. If you do not have a personal computer, you may use computers in the university’s Gee Library.

Professionalism
Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor’s guidelines may result in suspension from class for the remainder of the instruction.

Office Hours-Fall 2017
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, Wednesday, & Friday 8:30-9:30 a.m. or by appointment
Tuesday off campus
Thursday mornings by appointment and 2:00-4:00 p.m.
Friday by appointment

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 (6th 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 source:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/

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.

University Specific Procedures
Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

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