



**Vocational Education Methods
Education 439
(Agriculture)
Fall 2020 "Subject to Change"**

Instructors: Dr. Andy Baker
Email: AJ-Baker@wiu.edu

Office: KH 145 Phone #: 298-1080
Office Hours: By appointment

Class Time: Tues & Thurs 8:00 to 10:00 am KB 201

Required Text: Illinois Agricultural Education Website(www.agriculturaleducation.org)
"The Energy Bus" by Jon Gordon **ISBN-13:** 9780470100288

Illinois Professional Teaching Standards: (addressed in this course)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

KI: 1F

PI: 1I, 1J, 1K, 1L

Standard 2 - Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

KI: 2A, 2B, 2C, 2D, 2F

PI: 2J, 2L, 2M, 2N, 2O, 2P, 2Q

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

KI: 3B, 3C, 3D, 3E, 3F

PI: 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3P, 3Q

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy,

positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

KI: 4A, 4C, 4D, 4E

PI: 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

KI: 5A, 5B, 5C, 5D, 5E, 5F, 5H

PI: 5I, 5J, 5K, 5N, 5O, 5P, 5Q, 5R, 5S

Standard 6 - Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

KI: 6A, 6B

PI: 6P, 6Q, 6R

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

KI: 7A, 7B, 7I

PI: 7J, 7K, 7O, 7P, 7Q

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

KI: 8F, 8G

PI: 8J, 8K, 8M, 8N

Standard 9 - Professionalism, Leadership, and Advocacy - The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

KI: 9A

PI: 9I, 9K, 9M, 9N, 9O, 9P

Course Objectives: At the completion of this course, the student will be able to;

1. know and understand the Principles of Teaching and Learning;
2. develop a personal teaching and program philosophy;
3. present several lesson plans using a variety of teaching strategies;
4. organize and construct a variety of lesson plans appropriate for student population;
5. understand how to construct work sample/edTPA requirement;
6. develop and construct a Program Handbook;

7. know and understand professional liability;
8. design instruction around students' special needs;
9. develop curriculum centered around student interests;
10. develop teaching calendars.

Attendance: ATTENDANCE IS A MUST!!!!!!! We are professionals! Students must be prepared to interact, analyze, and discuss topics relating to course assignments. Absenteeism will impede your success on assessments and course assignments. Professional dress is a must every time you present a lesson plan.

Late assignments will be deducted 5 points a day starting at the end of the class period for which it was due. Assignments will **not** be hand written unless instructed otherwise! Assignments will be written using 12 point font and 1" margins. Spelling and grammar are critical.

Please turn off or silence cellular phones and no texting during class time or the instructor may ask for it to be returned to the student after the class period!

Student Rights & Responsibilities: <http://www.wiu.edu/provost/students.php>

Conceptual Framework for Teacher Education Program:
<http://www.wiu.edu/coehs/tpep/overview/framework.php>

TPEP Vision & Mission Statements: www.wiu.edu/tpep

Disruptive Student Behavior: <http://www.wiu.edu/vpas/policies/disrupst.php>

ADA Compliance:

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.”

Academic Dishonesty: <http://www.wiu.edu/policies/acintegrity.php>

Any violation of the Academic Dishonesty Policy in Student Handbook will result in an automatic failure in the course. Plagiarism and cheating are areas of concern for this course. This course is designed to enhance your writing skills within your academic area, not the ability to copy other's thoughts and ideas.

Grading Scale: Please review the plus/minus grading scale on western on-line. It is also important to note that any unexcused missed assessment, the student will be able to retake the assessment, but only 85% of the score will count.

Absences: If at any time you have a family emergency, funeral, or just not feeling well, please use the OARS system to report your absence (www.wiu.edu/oars). I will need the email generated from this system prior to class and not after. If I receive the email after class has ended then the late grade policies come into effect.

Attention Education Majors:

The changes within the state teaching license require all education majors to receive a grade of a "C-" or better in this course in order to meet Illinois teaching license requirements. With the university +/- grading system, receiving a "D+" or below will require you to retake this course or find a substitute course to meet School of Agriculture graduation requirements.

In case we revert back to remote learning: My expectations are that they continue to meet remotely at the scheduled time and days of this course. I expect you to login at the designated time and days with your video on and are dressed appropriately, like you would, if you were attending class. If you are presenting that day, dress in a professional manner (polo and dress pants, no jeans)

Assignments: (all assignments will be uploaded to your shared drive)

Sequential Teaching Unit (100 pts): All the necessary lessons to teach a Unit of a particular topic (e.g. animal reproduction, soil fertility, plant reproduction, power tools, safety, etc.). A minimum of 5 lessons are be included in the Unit.

Micro-Teachings Lesson Plans (50 pts. each): 5 lessons plans (minimum 3 pages) will be developed and presented throughout the duration of the course. Professional Dress Required During Presentation!

Reflection Papers (50 pts each): 5 reflection papers (minimum 2 pages) will be submitted a week after each micro-teaching relating to the 13 Principles of Teaching & Learning. Students will review each taped micro-teaching to construct paper.

Lesson Plan Presentation (60 pts each): Each time that your present a lesson plan you will be evaluated on the effectiveness of the lesson. I will use a standardized format!

Midterm (100 pts): This evaluation will assess all topics covered to this point. Essay!

Final (100 pts): This evaluation will assess all topics covered in the course as a whole. It is a comprehensive evaluation in an essay form.

Taskstream Submissions (240 pts): 8 submissions @ 30 pts a piece. 10 pts on-time, 20pts graded

Program Handbook (100 pts): This document is a portfolio of the assignments completed in this course. This handbook will include the following items: personal teaching philosophy, program

philosophy, grading scale, teaching calendars, summer calendars, 2 year course outline, lesson plans, classroom rules, and other pertinent information regarding your program.

Personal & Program Philosophies (30 pts): A written documentation of your beliefs and values towards the teaching profession and towards your program.

SAE Problem (100 pts): You will create a sample SAE record book with 5 entries (receipts or expenses) per month for 12 months utilizing AET. You will have at least 7 activities per month for 12 months in the experience pages. This will contain all of the monthly and annual forms. You will receive an individual grade for this exercise.

Sequential Teaching Unit (100 pts)	100
Taskstream (240 pts)	240
Micro-Teachings Lesson Plans (5 @ 50 pts. each)	250
Reflection Papers (5 @ 50 pts each)	250
Lesson Plan Presentation (3 @ 60 pts each)	180
Midterm (100 pts)	100
Final (100 pts)	100
Program Handbook (100 pts)	100
SAE Problem using AET (100 pts)	100
Personal & Program Philosophies (30 pts)	30
Total Points	1450

Course Outline

August 25: Course overview & Course Requirements
Assign: Think about what your classroom and program will be like!

Due:
August 27: Personal & Program Philosophies
Assign: Personal & Program Philosophies

Due:
September 1: mycaert & other curriculum resources

Assign:
Due:
September 3: Getting your classroom set up
Assign: Ag Ed readings (Ag Ed magazine)
Due: Personal & Program Philosophies (30 pts)

September 8: Classroom Discipline and Classroom policies
Assign:

September 10: Weed Identification Intro (50 min class period), (slides 4-11), (12-22)
Assign: Alicia & Daniela
Due: Lesson Plans

September 15: Weed Identification (slides 23-33), (34-44)
Assign: Sydney & Courtney
Due: Lesson Plans

September 17: Weed Identification (slides 45-55), (56-66) Electrical Wiring Id (Receptacles)

Assign: Rachel & Matt

Due: Lesson Plans & Taskstream submissions 4 & 5

September 22: Electrical Wiring Id (Cable), (Conduit)

Assign: Alicia & Daniela

Due: Lesson Plans

September 24: Electrical Wiring Id (Switches), (Boxes)

Assign: Sydney & Courtney

Due: Lesson Plans

September 29: Electrical Wiring Id (Cords & Covers), (Connectors & Couplings)

Assign: Rachel & Matt

Due: Lesson Plans

October 1: Authentic Assessment Activity

Assign: Alicia & Daniela

Due: Lesson plans

October 6: Authentic Assessment Activity

Assign: Sydney & Courtney

Due: Lesson plans Reflection Papers #1 (Weeds) & #2 (Elec)

October 8: Authentic Assessment Activity

Assign: Rachel & Matt

Due: Lesson plans

October 13: Ag Ed Readings (Ag Ed Magazine)

Assign: Bring Laptops

Due: Taskstream submissions 6 & 7

October 15: SAE Practice Problem

Assign:

Due: Bring laptops

October 20: SAE Practice Problem

Assign:

Due: Bring laptops

October 22: SAE Practice Problem

Assign:

Due: Bring laptops

October 27: PSAA Lesson! (Force & Loads), (Boyle's Law)

Assign: Alicia & Daniela

Due: Lesson Plans & Reflection paper #3 (AA)

October 29: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans

November 3: Election Day (no class)

Assign:

Due: Taskstream submissions 8 & 9

November 5: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans

November 10: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans

November 12: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans

November 17: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans

November 19: Teaching a high school lesson remotely with West Prairie

Assign:

Due: Lesson Plans Taskstream submissions 10 & 11

November 24: Fall Break (no class)

Assign:

November 26: Fall Break (no class)

Assign:

December 1: PSAA Lesson! (Resistance), (Psychrometric)

Assign: Sydney & Courtney

Due: Lesson Plans

December 3: BSAA Lesson! (Pasteurizing), (Fluid Rheology)

Assign: Rachel & Matt

Due: Lesson Plans

December 8: edTPA

Assign:

Due:

December 10: Book Review & Program Handbook & Sequential Unit & SAE Problem

Assign:

Due: Reflection Papers West Prairie Experience (#'s 4 & 5 your choice)

December 10: Tuesday Final (100 pts) 8:00 am

Assign: