

AGSC Program Meeting Minutes

May 11, 2016 10:00 a.m., AGLS 200

Agenda

- I. Workgroup Leader Discussion/Determination/Developments/AGSC 405 Briers
 - Dr. Rayfield is formally leaving Texas A&M to move to Texas Tech with no current plan of replacing his position. Dr. Murphy will be the Accelerate Online contact for now.
 - Kasee Smith is graduating this month and will be departing for Idaho in June.
 - We currently do not have any doctoral students
 - Briers will remain workgroup leader and the topic will remain on the agenda.
 - If the AGSC group needs to hire adjuncts for the Fall semester the deadline to start the process is July 1, 2016.

- II. Fall 2016 Block PLACEMENTS/Coordination/Student Teacher Supervision Briers
 - Mariel Bing will be changing placement from Waller to College Station High School.
 - There is currently no plan for coordination.
 - Non-teaching option degree will be tabled until the next program meeting.

- III. College of Ed Meeting Review Norgaard
 - T-TESS (Texas Teacher Evaluation Support System) is a new TEA evaluation system currently piloted in ISD's with the possibility of approval. Programs need to make sure all graduates have been introduced to the website/guidebook/rubrics. It is not intended that programs spend a lot of time on this.
 - Review of College of Ed Impact Statement. The EHRD needs our program to submit the responses to questions along with highlight each statement that matches our program in the EHRD Impact Statement draft document.
 - Programs should know there is an online module for EC-6 students providing a Math endorsement from TAMU. This is offered to make TAMU graduates stand out and is not recognized by TEA. Other content areas are also available for endorsement.

- IV. AGED Academy Month Update Edney
 - Vet Med filled with 25 quickly and another section has been opened.
 - Hanagriff has almost 30 participants.
 - Case has 18 participants.
 - Ag Mech has 14 participants.

- V. AGSC 489 Mexico Study Abroad Update Cadena/Edney
 - Paperwork has been submitted.

- VI. Experiential Learning/Youth Initiative/Social Evaluation Center of Excellence Hanagriff/Briers
 - The group should continue to make progress toward making this happen, however, faculty request for this center has been put on hold at this time.

- VII. AGSC POA Murphy
 - Updates made. Please view Google Sheet for updates.

- VIII. Certificate Programs Offered at IMS Murphy
 - Keep on agenda for next meeting.

- IX. AGSC 425 Redesign Murphy
 - See attached documents.

X. Visit from Auburn

Cadenas/Briers

- A few students from Auburn will be coming to campus next week. Briers/Cadena are the contact for travel plans.

XI. Other

- Most recently approved syllabi and current syllabi for each course will be distributed in your mailboxes this week. Each course needs an exemplar syllabus aligned with the most recently approved syllabus. The exemplar syllabi will be stored in a central location to be used when adjuncts are hired.
- WEAVE Online deadline are earlier this year. All findings need to be sent to Jamie by July 1 and action plans sent to Jamie by August 1.
- Edney received HIE funding for CFFA state convention.

Next Meeting:

Attendees: Norgaard, Keppler, Moore, Hancock, Cadena, Briers, Edney, Hanagriff, Gallegos, Smith, Bagley, McCorkle, Rutherford, Murphy

DRAFT

Texas A&M College of Education and Human Development Priority Impacts

We commit to deliver high quality educational experiences built on the core Aggie values of leadership, excellence, integrity, loyalty, respect, and self-less service.

We commit to create a community of scholars with outstanding faculty and students who will significantly impact the world in our fields.

We commit to provide high impact educational experiences with emphasis on engagement with global initiatives and opportunities for transformative student research.

We commit to engage our students in innovative leadership opportunities in schools and communities that transform lives.

1) Achieve Equity in Education and Health Outcomes

Healthy children achieve better in school, and, thus, educational interventions are often understood as public health interventions. Differences in access to and quality of both health and educational opportunities persist from early childhood into adulthood. Supporting advancements in health and education is one of our highest national priorities; we commit to harnessing the power of research and higher education toward a more equitable America.

We believe all children, regardless of race, ethnicity, or socioeconomic status, deserve to attend schools with high quality leaders, effective teachers, digital equity, arts education, and access to second language support. We are committed to working proactively against overrepresentation of some ethnicities in special education, less academically rigorous educational pathways/ courses, and school disciplinary actions. We believe that resiliency and a love for learning can be fostered and supported in schools to meet the needs of all children.

We also seek to prevent health disparities and promote solutions to existing health disparities. These disparities manifest in increased rates of teenage pregnancy, low test scores, childhood obesity, adult on-set diabetes, alcoholism, high dropout rates, and low graduation rates. We believe that communities and schools can foster protective health behaviors that disrupt existing relations between socioeconomic status, ethnicity, and health equity.

Although our challenge is great, our commitment is to consistently educate and support teachers, school and community leaders, and community health experts who strive to achieve equity in education and health outcomes.

2) Improve Individual and Community Quality of Life

Quality of life includes not only health and activity, but also about mental and emotional health and access to transformative educational experiences. We commit to training professionals that work daily to improve individual and community quality of life.

Approximately 20% of the U.S. population resides in health professional shortage areas - usually poor urban or rural communities. Few of these communities - and especially the rural and urban schools within them - have a complete plan for coordinating community services that learners with disabilities or learners in high poverty areas need for a high quality of life. We believe that the health professionals we train provide invaluable support for schools and community centers. These health professionals play an important role in helping youth and adults establish and persistently engage in lifelong healthy habits, activities, and commitments to learning.

We believe quality of life is enhanced with transformative learning experiences at every age level. We commit to supporting teachers and educational leaders to create dynamic, energizing, and effective learning opportunities. We believe transformational learning experiences lead to

life-long learning. We are committed to supporting children and adults in life-long learning experiences that lead to physical, academic, emotional, and mental health.

3) Advance Teaching and Learning in High-Need Fields — AGSC

In 2015, the State of Texas declared teacher shortages in language and literacy education, special education, and all specializations within science, technology, engineering, and mathematics (STEM). We commit to address these shortages as a world leader in preparing passionate professionals who demonstrate leadership, promote equity, advance knowledge, and improve quality of life.

We commit that all our graduates enter the workforce prepared with a high-quality education -- whether they plan to be teach in the classroom, lead in the boardroom, research in the laboratory, organize in community centers, or direct in museums. We examine the instruction within our own classrooms and advance the scholarship surrounding effective teaching as we instill educators with the knowledge, skills, and dispositions necessary to be outstanding professionals.

Teaching is only half the equation; we also focus on learning. There are too few youth choosing to major in scientific fields or even take science-related or mathematics course work at the high school or university level. Our schools and communities need qualified educators and support structures to nurture skills and passions in high need fields at an early age. We are committed to developing programs to address these needs.

4) Develop Transformational Leaders Via Partnerships With Schools, Communities, and Organizations Across the World.

Creating transformational leaders starts with opportunities to address real-world problems. Partnering with organizations, communities, and schools leads to such opportunities and establishes committed relationships with respect and value.

As a tier-1 research and land-grant and sea-grant university, we are developing the leaders needed in Texas today. Whether in PK-20 leadership development, health and wellness, sport and rehabilitation, educational foundations, human resource development, or research leadership for the next generation of academicians, we are examining effective ways to support leaders through local, international, and interdisciplinary partnerships.

1. Describe your program, target audience, and number of teacher candidates prepared.

The teacher education program in the Department of Agricultural Leadership, Education, and Communications at Texas A&M University has prepared teachers in agriculture (formerly, “vocational agriculture” and currently “agricultural science and technology”) for a century—since before the passage of the federal legislation known as the Smith-Hughes Act of 1917. The program has been among the largest and most successful programs of its kind in the state and nation during its existence. Our target audience is multi-faceted: 1) We recruit and educate eager, ambitious teacher candidates to become teachers and leaders in the field of agriculture, in schools in which they teach, and in the profession in which they serve. 2) We strive to serve our graduates in continuing professional development as they grow and mature in their chosen profession. 4) We develop and evaluate curriculum and learning materials to improve instructional programs in agricultural science worldwide. 4) We prepare teacher educators for other programs of teacher education across the state and the nation. 5) To serve our field of study, we conduct research on dimensions of teacher education, including planning and needs assessment, curriculum development, instructional design, delivery strategies, teaching and learning, evaluation and assessment, and leadership development. 6) We recognize our own needs for professional development and continuous improvement and strive for personal growth and improvement in our role as teacher educators. Annually, we typically prepare 30 to 50 teacher candidates.

2. Write a goal statement for your program.

The teacher education program in ALEC strives to prepare competent, caring, collaborative, reflective practitioners who teach, lead, and learn. Concomitantly, we discover and assess new methods and materials to improve teachers, the students they serve, and the schools and other settings in which they serve.

3. List objectives for your program.

- 1) To prepare for teacher certification 30 new candidates annually.
- 2) To achieve passing rates of required certification exams of 90% by our program completers.
- 3) To assist in placement as teachers 60% of our program completers.
- 4) To provide curriculum and instructional resources to 70% of teachers of agricultural science and technology in Texas and to programs in 30 other states.
- 5) To serve our profession through leadership positions in AAEE.

4. Identify peer institutions for your program area.

University of Florida, The Ohio State University, Texas Tech University, Oklahoma State University, Penn State University, Purdue University, University of Missouri, and Iowa State University.

How is your program aligned with those?

We work collaboratively in designing, delivering, evaluating, and improving our programs of teacher education through our primary professional association, the American Association for Agricultural Education, *through the teacher-focused National Association of Agricultural Educators, through the Association for Career-Technical Education*, collaborative research projects, and through professional and personal relationships between and among teacher educators.

5. What are the strengths of your program?

The strengths of your program are our students, faculty in the program, faculty offering subject matter courses in agriculture in the College of Agriculture and Life Sciences, faculty offering courses in the College of Education and Human Development, cooperating teachers and cooperating centers/collaborating schools, external advisory committee for the program comprising teachers of agricultural science and technology and public school administrators, collaborative and sharing relationships among the 12 other universities in the state with programs for teacher education in agricultural science, and strong, supportive relationship with Texas Education Agency, Division of Career and Technical Education.

6. What steps are in place to meet objectives?

We recruit prospective students from high school and community colleges.

We provide new student services, orientation to the program, a specific academic advisor for candidates for teacher certification, peer advisors, and related academic services as students matriculate through the program.

We monitor academic progress to ensure that students can achieve academic standards necessary for admission to teacher education.

We provide rigorous and relevant courses designed to prepare students to become proficient teachers of agricultural science.

We solicit outstanding teachers, schools, and programs to serve as cooperating teachers and cooperating centers; we provide professional development for those cooperating teachers and we enlist their guidance and suggestions for program improvement.

We engage our external advisory committee in offering guidance, advice, support and suggestions for program improvement.

We seek and engage in professional development to improve ourselves as teacher educators.

We engage in research and discovery to improve program planning, curricula, delivery, and assessment and evaluation.

7. What is needed to strengthen program?

New facilities and appropriate equipment and supplies to improve our offerings of courses and experiences for our students in the areas of agricultural mechanization, structures, metal technologies, electrification and electrical controls, and STEM instruction.

Graduate students who desire to enter teacher education/the professoriate.

Replacement of faculty who have left our program of teacher education.

8. Are there "wish list" items you would like for your program? Do these tie in with the goal and objectives of program?

Yes. (Items on our "wish list" include a new STEM integration laboratory, replacement of retiring, exiting faculty, and additional graduate students interested in teacher education in agriculture.) Yes, they tie in with the goal and objectives. They will enable us to achieve our goal and objectives.

9. What types of connections does your program make with other programs in teacher preparation?

We have frequent contact, discussions, deliberations, and formal and informal meetings with others programs in Texas. A statewide wide meeting of all programs of teacher preparation in agriculture is held annually at the Professional Development Conference of Teachers of Agricultural Science. We meet in smaller settings at the planning meeting for the conference, at the Texas FFA Convention, and at state meetings and events of Texas FFA.

We connect with similar programs of teacher education in agriculture through professional development conferences at regional and national levels. We conduct joint projects of research and development.

10. What other information would be important to share about your program?

The program of teacher education in agriculture at Texas A&M University has consistently been among the largest providers of certified teachers in agriculture in the nation. Similarly, it has consistently been rated by peers nationally as among the top three programs of teacher education.

Proposed Modules

AGSC 425

<u>Week</u>	<u>Module</u>	<u>Objectives SWBAT...</u>	<u>Resources</u>	<u>Assignments</u>
1	Introduction to Student Teaching	<ul style="list-style-type: none"> - Explain student teaching expectations and assignments - Develop a schedule for student teaching assignments and activities 	<ul style="list-style-type: none"> - Student Teaching Basics presentation 	<ul style="list-style-type: none"> - Student teaching calendar
2	Obtaining Certification	<ul style="list-style-type: none"> - Complete the requirements to obtain certification through TAMU 	<ul style="list-style-type: none"> - CEHD Powerpoint - Guided Discussion - Tip Sheet Handout 	<ul style="list-style-type: none"> - Verification of certification status
3	Finding Instructional Materials	<ul style="list-style-type: none"> - Locate and evaluate teaching resources 	<ul style="list-style-type: none"> - Presentation on evaluating resources - Information about myIMS, iCEV, etc. 	<ul style="list-style-type: none"> - Resources list
4	Classroom Management	<ul style="list-style-type: none"> - Develop a plan for managing student behavior 	<ul style="list-style-type: none"> - Dealing with difficult students 	<ul style="list-style-type: none"> - Revised (from AGSC 384) Classroom management plan
5	Substitute Planning	<ul style="list-style-type: none"> - Develop detailed sub plans 	<ul style="list-style-type: none"> - How to create sub plans 	<ul style="list-style-type: none"> - Sub plans
6	Assessments	<ul style="list-style-type: none"> - Compare and contrast formative and summative assessments - Integrate formative assessment strategies into lessons - Create summative assessments based on unit objectives 	<ul style="list-style-type: none"> - Differences between formative and summative assessments - Non-traditional assessments 	<ul style="list-style-type: none"> - Lesson plan with formative assessment highlighted - Example summative assessment
7	Project-Based Instruction	<ul style="list-style-type: none"> - Prepare a project-based lesson - Teach an project-based lesson - Reflect upon project-based teaching 	<ul style="list-style-type: none"> - What is project-based learning 	<ul style="list-style-type: none"> - Lesson plan for project based lesson - Reflection on project-based delivery
8	Inquiry-Based Instruction	<ul style="list-style-type: none"> - Prepare an inquiry-based lesson - Teach an inquiry-based lesson 	<ul style="list-style-type: none"> - Types of inquiry-based instruction 	<ul style="list-style-type: none"> - Lesson plan for inquiry based lesson

		<ul style="list-style-type: none"> - Reflect upon inquiry-based teaching 		<ul style="list-style-type: none"> - Reflection on inquiry-based delivery
9	Teacher Liability	<ul style="list-style-type: none"> - Identify educator rights - Explain precautions for preventing legal actions against a teacher 		<ul style="list-style-type: none"> - Case study analyses
10	Differentiating Instruction	<ul style="list-style-type: none"> - Examine federal requirements for differentiating instruction - Demonstrate ability to accommodate a lesson to meet student needs 	<ul style="list-style-type: none"> - Differentiating instruction - Federal regulations 	<ul style="list-style-type: none"> - Accommodated lesson plan - Attend and reflect on an ARD
11	SAE Planning	<ul style="list-style-type: none"> - Identify the needs of students when conducting SAEs - Evaluate student SAE performance 	<ul style="list-style-type: none"> - SAE Visits 	<ul style="list-style-type: none"> - Verification of SAE visits
12	Role of Professional Organizations	<ul style="list-style-type: none"> - Describe the benefits of participation in professional organizations including VATAT, NAAE, and ACTE 	<ul style="list-style-type: none"> - Role of professional organizations 	<ul style="list-style-type: none"> - Completion of module quiz
13	Ag Teacher Experts	<ul style="list-style-type: none"> - Summarize expert ag teacher advice 	<ul style="list-style-type: none"> - What makes someone an expert? 	<ul style="list-style-type: none"> - Expert ag teacher interview
14	Getting and Keeping an Agricultural Science Teaching Position	<ul style="list-style-type: none"> - Evaluate procedures and policies for teachers - Analyze preparation for agricultural science teacher interviews 	<ul style="list-style-type: none"> - What do administrators expect? - Interviewing for an agricultural science position 	<ul style="list-style-type: none"> - Mock Interview - Resume and cover letter - Policy and procedure handbook review

TAMU AGSC Course Topics and Assignments - Courses Separated by Color

Topics in AGSC Courses

Course

Topic

301 What is Agricultural Education?
301 Characteristics of Successful Teachers
301 Why Be A Teacher?
301 Developing an Online Portfolio
301 Code of Ethics and Professionalism
301 Are rules different for teachers?
301 Philosophical Foundations of AGSC Programs
301 History of Agricultural Education
301 Organizaiton & Structure of AGSC Programs in Texas
301 The Agricultural Education Model: Classroom/Lab, SAE, FFA
301 Standards Based Teaching Materials
301 Curriculum: What classes can an AGSC Teacher Teach?
301 Organizing courses for Career pathways in Multi/Single Teacher Programs
301 Demographics of Schools in Texas
301 Diversity Issues in AGSC Programs
301 Development and Implementation of TEKS
301 Lesson Planning Basics
301 TEKS and Developing Objectives
301 Reverse Lesson Planning: Watch a Lesson and Write the Plan
301 Special Populations and Differentiated Instruction
301 Certification-Exams and Requirements
301 The Student Teaching Placement Process
301 Community Influences on AGSC Programs
301 Recording and Reflecting on Experiences to Promote Learning
301 School Visitation Reflections

373 General Lab Safety-PPEs
373 OSHA 10 HR Certification Lesson Objectives
373 General Lab Safety-Woodshop & Electricity
373 General lab Safety-Electricity
373 Archery Certification
373 Grading Skills for Safety
373 General Lab Safety-Grinders and Sanders
373 Private Pesticide Applicator-Training for Certification
373 Tractor, Truck, & Equipment Safety
373 Safety with Livestock
373 Horticulture/School Greenhouse Safety
373 First Aid/School Safety

383 Tools for Measurement
383 Safety in Ag Mechanics Lab
383 Lab Introduction

383 Shop Safety
383 Orientation Walkthrough
383 Tool ID
383 Measurement: Big Inch
383 Teaching Hand Tools
383 Project Planning
383 Drawing a Push Stick
383 Safety, Student Skills Demonstration: Push Stick
383 Teaching Power Tools
383 Blooms Taxonomy/Writing Instructional Objectives
383 Safety, Student Skills Demonstration: Tool Box
383 Lesson Planning
383 Project Based Learning
383 The Demonstration Method
383 Safety, Student Skills Demonstration: CNC Introduction
383 Integrating STEM
383 Teaching Oxy-Fuel
383 Safety, Student Skills Demonstration: Oxy Fuel Torch cutting of welding parts
383 Intro to Welding Theory
383 Teaching SMAW Welding
383 Safety, Student Skills Demonstration: Spatural Project
383 Teaching GMAW (MIG) Ag Mech
383 Safety, Student Skills Demonstration: Hammer Project
383 Evaluating Student Performance
383 Teaching Plasma/Theory
383 Preparing Ag Mech CDE Teams
383 Teaching GTAW
383 Evaluation of Students
383 Selected Student Skills
383 Safety, Student Skills Demonstration: Lamp
383 Managing Safety/Student Management
383 Recordkeeping
383 Managing Ag Program Budgets
383 Managing Ag Mechanics Supplies
383 Layout of Facilities and Organizing to Teach

384 Creating a Digital Portfolio
384 Professional Resume
384 Introduction to Professional Writing
384 Motivating & Engaging Students w/special needs
384 Understanding Diverse Students and Settings
384 Managing Students & Developing Classroom Management Plans
384 Designing Curricula
384 Facilities for AGSC Programs
384 Sources of Funding
384 Offering a Total Program of Agricultural Science
384 Reflecting & Evaluating Success and Improving

384 Celebrating Success and Looking Forward

- 402 Introduction to Microteaching Labs
- 402 Foundations of Effective Teaching
- 402 Developing Objectives and Domain of Learning
- 402 Principles and Process of Teaching and Learning
- 402 Planning for Instruction
- 402 Texas Essential Knowledge and Skills
- 402 Establishing Interest and Motivating Students
- 402 Positive Learning Environments
- 402 Career Pathways, Career Clusters, AGSC in Texas
- 402 Creating and Using Effective Visual Aids
- 402 Teaching Methods and Strategies
- 402 Using IMS Online and My IMS
- 402 Problem-Solving Teaching
- 402 Providing Relevant Practice
- 402 Lecture, Lecture and Discussion, Methods of Active Learning
- 402 Using Supervised Study
- 402 Selecting Instructional Materials
- 402 Questioning
- 402 Preparing and Registering for the Ag Content Exam
- 402 Community Resources
- 402 Field-Oriented Learning
- 402 Inquiry Based Learning
- 402 Concluding a Lesson
- 402 Teaching Using Demonstrations
- 402 Assessing Student Learning
- 402 Constructing Exams
- 402 Using Computers & Instructional Media
- 402 Teaching in Laboratory Settings
- 402 Identification and Characteristics of Dyslexia
- 402 Effective Multisensory Strategies for Teaching Students w/Dyslexia
- 402 Being a Reflective Teacher
- 402 Effectively Working with Students Revisited
- 402 Tying it All Together

- 405 Origins of Agricultural Education
- 405 Experiential Learning Activity
- 405 The Agricultural Education Model
- 405 Duties of an Agricultural Science Teacher
- 405 Introduction to AET; Programmatic Records
- 405 Student SAE Selection (Explore SAE)
- 405 Supervising SAEs

405 SAE Recordkeeping Basics
405 SAE Recordkeeping (Grading)
405 SAE Based Programs (FFA Degrees)
405 SAE Based Programs (Proficiency Award Lab)
405 Advising an FFA Chapter (Student Leaders)
405 Advising an FFA Chapter (Stakeholders)
405 Financial Management; SAE Records - AET
405 Advising an FFA Chapter (Funding and Fundraising)
405 SAE Records - AET
405 Advising an FFA Chapter (Student Travel)
405 Advising an FFA Chapter (Program Planning)
405 Collecting School and Community Data
405 Advising an FFA Chapter (Preparing for LDEs)
405 Advising an FFA Chapter (Preparing for CDEs)
405 CDE/LDE Lab
405 CDE & LDE Events
405 State and National FFA Resources
405 POA/Calendar of Events
405 Ethical Issues in SAE and FFA Management
405 Balancing the Ag Ed Model
405 Facilitating a Total Agricultural Education Program

Block Block Basics
Block Professional Pictures
Block Vet Science Curriculum
Block Working with Diverse Learners
Block Selecting Instructional Materials
Block Demonstrations and Simulations
Block Project Based Learning
Block Teacher Liability
Block Differentiated Instruction
Block ANSC 484-Beef
Block ANSC 484-Sheep & Goats
Block Ag Mech Workshops
Block ANSC 484-Poultry
Block Marketing Plan CDE
Block Review Game Lessons
Block Role of Professional Organizations
Block CEV Multimedia
Block Quality Counts
Block Obtaining Certification
Block Inquiry Based Instruction
Block Host Site Tour
Block Expert Ag Teacher Panel
Block Administrator Expectations
Block Return Travel and Activity
Block Dealing with Difficult Students

Block Agriscience Fair Presentations and Tips
Block Teacher Evaluation Systems
Block ANSC 484
Block PPR Prep
Block Teaching Activities with Darrin Bickham
Block Reflection Activity

489 Intro to Historical Aspects of SAE Programs
489 Intro to Programmatic Value & Essential Elements of an SAE
489 Explore SAE self-exploration
489 Developing Student SAE Plans & Reporting Results
489 Investment of Time in an SAE and Example Projects
489 Investment of Money in an SAE and Example Projects
489 Areas of Interest in SAE and Connections to AFNR Content and State Standards
489 Example SAE Management of Exploratory SAEs and Other Related SAE Projects
489 Example SAE Management of Placement (paid and unpaid) SAE Projects
489 Example SAE Management of Research SAE Projects
489 Introduction to Financial Management of SAE Projects
489 Managing Entrepreneurship SAEs
489 Summary of SAE Records and Record Book Reporting
489 Evaluating all SAE Projects and Developing FFA Awards

Assignments in AGSC Courses

Course

Assignment

301 Develop an online personal portfolio to demonstrate competencies learned in the course
301 Write an outline for a research paper to assess what works and what else is needed to change
301 Write a research paper over a topic about an issue in agricultural science
301 Research and present for 7-9 minutes over a given topic related to agricultural education
301 Observe an agricultural science teacher and write reflections; obtain information about

373 Complete Safety Tests for various activities in the ag mech laboratory
373 Complete ag mech projects (Framed wall, wiring wall, soldering exercise)
373 Skills Demonstration of how to safely and correctly utilize the following: multimeter, grid
373 Actively participate in the Private Pesticide Applicator Training
373 Complete the following certifications: Boat US Foundation Texas Boating, TPWD NASP A
373 Participate in the following Field Exercises: Private Pesticide Applicator, Livestock, Green
373 Develop a complete safety exam/quiz for teaching an aspect of safety from a published
373 Create a rubric to evaluate a student performing a laboratory activity
373 Complete a purchase order for supplies and a piece of laboratory equipment that would
373 Visit and examine two different high school ag science labs and present to the class

383 Complete Safety Tests for various power tools found in the ag mechanics laboratory
383 Tool and Materials ID-locate 75 examples from an assigned list and write a description of
383 Skills Demos: Practice teaching the skills of ag mechanics by learning to do them (Big In
383 Lamp Notebook: Create a notebook following the steps we must encourage students to
383 Design and draw a plan for the lamp project
383 Create a rubric to evaluate the final lamp project
383 Utilize the virtual welding simulator and reach a designated score before starting to utili
383 Develop a video of yourself teaching a skill related to agricultural mechanics
383 Create a CNC cut project using the Torchmate CNC cutting system

384 Write a Personal Profile including past, present, and goals for the future
384 Develop an Educational Profile including your educational history
384 Develop a Professional Profile including learning styles, strengths and weaknesses, perso
384 Create a professional resume
384 Reflection of Portfolio Section One
384 Interview a high school student and develop a personal profile and educational profile fo
384 Interview current high school agriculture teachers to gather their perspective on being a
384 Develop a Classroom Management Plan
384 Reflection of Portfolio Section Two
384 Observe agriculture teachers and write reflections (20 hours of classroom observation)
384 Observe non-agriculture teachers and write reflections (10 hours of classroom observati
384 Observe teachers teaching/coaching students and write reflections (5 hours of out of cla
384 Collect pictures of classroom observations
384 Write thank you emails to teachers being observed
384 Create/Add to Online Portfolio

384 Spend a day observing a high school student and write a narrative of your observation (c

402 Microteaching Lab 1-Interest Approach: Develop a lesson plan with all relevant material
402 Microteaching Lab 1-Interest Approach: Teach a micro lesson demonstrating an effective
402 Microteaching Lab 1-Interest Approach: Self-critique of the microteaching and revise the
402 Microteaching Lab 2-Lecture & Discussion: Develop a lesson plan with all relevant mater
402 Microteaching Lab 2-Lecture & Discussion: Teach a micro lesson demonstrating effective
402 Microteaching Lab 2-Lecture & Discussion: Self-critique of the microteaching and revise
402 Microteaching Lab 3-Demonstration & Relevant Practice: Develop a lesson plan with all
402 Microteaching Lab 3-Demonstration & Relevant Practice: Teach a micro lesson demonst
402 Develop a FFA Unit including a unit plan, lesson plants, instructional materials, alternativ

405 Develop a philosophy of agricultural education
405 Present the advisor's part from FFA opening ceremonies
405 Complete an AET recordbook from given student scenario
405 Create a profile of a school and community
405 Create a student travel plan
405 Observe a CDE/LDE Practice and write reflection
405 Create a training notebook for student CDE & LDE team
405 Present information on a CDE & LDE including rules, event format, and training tips
405 Observe a CDE/LDE Event and write reflection
405 Develop a chapter program of activities for a school year, including national chapter req

425 Complete the pre-block cooperating center checklist
425 Complete the pre-block cooperating center information and reflection
425 Create and present a demonstration lesson with lesson plan included
425 Complete two units of instruction with all necessary pieces included
425 Reflection of demonstration lesson
425 Create and present a project based learning lesson with lesson plan included
425 Reflection of project based learning lesson
425 Create a review game lesson with lesson plan included
425 Create and present an inquiry based lesson with lesson plan included
425 Reflection of inquiry based lesson

436 Create a Digital Educational Portfolio to include a resume, philosophy of ag ed, legacy pr
436 Curriculum Materials: Should include all materials for units taught while student teachin
436 Provide evaluations from cooperating teachers
436 Provide monthly feedback forms completed with the cooperating teacher
436 Complete a mock interview, provide the interview feedback form completed by the inte
436 Visit and observe a peer at their cooperating center, then write a report about each of y
436 Weekly Planning Calendars: Submit advanced weekly calendars to your supervisor
436 SAE Visit Documentation: Make at least three SAE visits with the cooperating teacher an
436 Submit the documentation of completion of the student teaching experience tasks
436 Submit weekly reports to university supervisor to inform them of progress.
436 Provide student evaluations of the student teacher's teaching performance
436 Evaluate the cooperating teacher using the provided form
436 Write the Final Report and Reflection of the student teaching experience using the provi

- 489 Assignment 1-Developing SAE plans for exploratory, placement, research, & entrepreneurship
- 489 Assignment 2-Investment of time in an SAE
- 489 Assignment 3-Investment of money in an SAE & managing personal income/expenses
- 489 Assignment 4-Areas of interest in SAE and connections to AFNR content and state standards
- 489 Assignment 5-SAE management exploratory SAEs
- 489 Assignment 6-SAE management of placement SAEs (paid and unpaid)
- 489 Assignment 7-SAE management of research SAEs
- 489 Assignment 8-Managing business based projects
- 489 Assignment 9-Managing market and breeding livestock projects and reports
- 489 Assignment 10-Evaluating all SAE projects and developing FFA awards

TAMU AGSC Course Topics and Assignments

Legend: Minor Overlap (similar topic in different context/course level/application)
 Moderate Overlap (similar in topic and content, may have different application)
 Significant Overlap (similar in topic, content, and perceived application)

Topics in AGSC Courses

Course	Topic
301	Characteristics of Successful Teachers
402	Foundations of Effective Teaching
301	Developing an Online Portfolio
384	Creating a Digital Portfolio
301	Code of Ethics and Professionalism
405	Ethical Issues in SAE and FFA Management
301	The Agricultural Education Model: Classroom/Lab, SAE, FFA
405	The Agricultural Education Model
384	Offering a Total Program of Agricultural Science
405	Balancing the Ag Ed Model
405	Facilitating a Total Agricultural Education Program
405	Origins of Agricultural Education
489	Intro to Historical Aspects of SAE Programs
301	History of Agricultural Education
301	What is Agricultural Education?
301	Organizing courses for Career pathways in Multi/Single Teacher Programs
402	Career Pathways, Career Clusters, AGSC in Texas
301	Demographics of Schools in Texas
405	Collecting School and Community Data
301	Diversity Issues in AGSC Programs
Block	Working with Diverse Learners
384	Understanding Diverse Students and Settings
301	Development and Implementation of TEKS
301	TEKS and Developing Objectives
402	Texas Essential Knowledge and Skills
383	Lesson Planning
301	Lesson Planning Basics
402	Planning for Instruction
402	Developing Objectives and Domain of Learning
301	TEKS and Developing Objectives
383	Blooms Taxonomy/Writing Instructional Objectives
301	Special Populations and Differentiated Instruction
384	Motivating & Engaging Students w/special needs
Block	Differentiated Instruction
301	Certification-Exams and Requirements
Block	Obtaining Certification
402	Preparing and Registering for the Ag Content Exam

301 Recording and Reflecting on Experiences to Promote Learning
384 Reflecting & Evaluating Success and Improving
402 Being a Reflective Teacher

405 Advising an FFA Chapter (Preparing for CDEs)
383 Preparing Ag Mech CDE Teams

373 General Lab Safety-PPEs
373 General Lab Safety-Woodshop & Electricity
373 General Lab Safety-Electricity
373 General Lab Safety-Grinders and Sanders
373 Tractor, Truck, & Equipment Safety
373 Safety with Livestock
373 Horticulture/School Greenhouse Safety
373 First Aid/School Safety
383 Safety in Ag Mechanics Lab
383 Shop Safety
383 Managing Safety/Student Management

383 Evaluating Student Performance
383 Evaluation of Students

383 Safety, Student Skills Demonstration: Push Stick
383 Safety, Student Skills Demonstration: Tool Box
383 Safety, Student Skills Demonstration: CNC Introduction
383 Safety, Student Skills Demonstration: Oxy Fuel Torch cutting of welding parts
383 Safety, Student Skills Demonstration: Spatural Project
383 Safety, Student Skills Demonstration: Hammer Project
383 Selected Student Skills
383 Safety, Student Skills Demonstration: Lamp

383 Project Based Learning

Block Project Based Learning

405 SAE Recordkeeping Basics
405 SAE Recordkeeping (Grading)
383 Recordkeeping

383 Layout of Facilities and Organizing to Teach
384 Facilities for AGSC Programs

384 Managing Students & Developing Classroom Management Plans

Block Dealing with Difficult Students

384 Sources of Funding
405 Advising an FFA Chapter (Funding and Fundraising)

384 Designing Curricula-->currently geared toward selecting materials
402 Selecting Instructional Materials
301 Standards Based Teaching Materials
301 Curriculum: What classes can an AGSC Teacher Teach?

Block Selecting Instructional Materials

402 Using IMS Online and My IMS

402 Inquiry Based Learning

Block Inquiry Based Instruction

405 Student SAE Selection (Explore SAE)

489 Explore SAE self-exploration

489 Introduction to Financial Management of SAE Projects

405 Financial Management; SAE Records - AET

Remaining Topics Below

- 301 Why Be A Teacher?
- 301 Are rules different for teachers?
- 301 Philosophical Foundations of AGSC Programs
- 301 Organizational & Structure of AGSC Programs in Texas
- 301 Standards Based Teaching Materials
- 301 Curriculum: What classes can an AGSC Teacher Teach?
- 301 Reverse Lesson Planning: Watch a Lesson and Write the Plan
- 301 The Student Teaching Placement Process
- 301 Community Influences on AGSC Programs
- 301 School Visitation Reflections
- 373 OSHA 10 HR Certification Lesson Objectives
- 373 Archery Certification
- 373 Grading Skills for Safety
- 373 Private Pesticide Applicator-Training for Certification
- 383 Tools for Measurement
- 383 Lab Introduction
- 383 Orientation Walkthrough
- 383 Tool ID
- 383 Measurement: Big Inch
- 383 Teaching Hand Tools
- 383 Project Planning
- 383 Drawing a Push Stick
- 383 Teaching Power Tools
- 383 The Demonstration Method
- 383 Integrating STEM
- 383 Teaching Oxy-Fuel
- 383 Intro to Welding Theory
- 383 Teaching SMAW Welding
- 383 Teaching GMAW (MIG) Ag Mech
- 383 Teaching Plasma/Theory
- 383 Teaching GTAW
- 383 Managing Ag Program Budgets
- 383 Managing Ag Mechanics Supplies
- 384 Professional Resume
- 384 Introduction to Professional Writing
- 384 Celebrating Success and Looking Forward
- 402 Introduction to Microteaching Labs
- 402 Principles and Process of Teaching and Learning
- 402 Establishing Interest and Motivating Students
- 402 Positive Learning Environments
- 402 Creating and Using Effective Visual Aids

402 Teaching Methods and Strategies
402 Problem-Solving Teaching
402 Providing Relevant Practice
402 Lecture, Lecture and Discussion, Methods of Active Learning
402 Using Supervised Study
402 Questioning
402 Community Resources
402 Field-Oriented Learning
402 Concluding a Lesson
402 Teaching Using Demonstrations
402 Assessing Student Learning
402 Constructing Exams
402 Using Computers & Instructional Media
402 Teaching in Laboratory Settings
402 Identification and Characteristics of Dyslexia
402 Effective Multisensory Strategies for Teaching Students w/Dyslexia
402 Effectively Working with Students Revisited
402 Tying it All Together
405 Experiential Learning Activity
405 Duties of an Agricultural Science Teacher
405 Introduction to AET; Programmatic Records
405 Supervising SAEs
405 SAE Based Programs (FFA Degrees)
405 SAE Based Programs (Proficiency Award Lab)
405 Advising an FFA Chapter (Student Leaders)
405 Advising an FFA Chapter (Stakeholders)
405 SAE Records - AET
405 Advising an FFA Chapter (Student Travel)
405 Advising an FFA Chapter (Program Planning)
405 Advising an FFA Chapter (Preparing for LDEs)
405 CDE/LDE Lab
405 CDE & LDE Events
405 State and National FFA Resources
405 POA/Calendar of Events

Block Block Basics
Block Professional Pictures
Block Vet Science Curriculum
Block Demonstrations and Simulations
Block Teacher Liability
Block ANSC 484-Beef
Block ANSC 484-Sheep & Goats
Block Ag Mech Workshops
Block ANSC 484-Poultry
Block Marketing Plan CDE
Block Review Game Lessons
Block Role of Professional Organizations
Block CEV Multimedia

- Block Quality Counts
- Block Host Site Tour
- Block Expert Ag Teacher Panel
- Block Administrator Expectations
- Block Return Travel and Activity
- Block Agriscience Fair Presentations and Tips
- Block Teacher Evaluation Systems
- Block ANSC 484
- Block PPR Prep
- Block Teaching Activities with Darrin Bickham
- Block Reflection Activity

- 489 Intro to Programmatic Value & Essential Elements of an SAE
- 489 Developing Student SAE Plans & Reporting Results
- 489 Investment of Time in an SAE and Example Projects
- 489 Investment of Money in an SAE and Example Projects
- 489 Areas of Interest in SAE and Connections to AFNR Content and State Standards
- 489 Example SAE Management of Exploratory SAEs and Other Related SAE Projects
- 489 Example SAE Management of Placement (paid and unpaid) SAE Projects
- 489 Example SAE Management of Research SAE Projects
- 489 Managing Entrepreneurship SAEs
- 489 Summary of SAE Records and Record Book Reporting
- 489 Evaluating all SAE Projects and Developing FFA Awards

Assignments in AGSC Courses

Course	Assignment
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301	Develop an online personal portfolio to demonstrate competencies learned in the course
384	Create/Add to Online Portfolio
436	Create a Digital Educational Portfolio to include a resume, philosophy of ag ed, legacy project,

301	Observe an agricultural science teacher and write reflections; obtain information about the sc
384	Observe agriculture teachers and write reflections (20 hours of classroom observation)
384	Observe non-agriculture teachers and write reflections (10 hours of classroom observation)
384	Observe teachers teaching/coaching students and write reflections (5 hours of out of class ob:

373	Complete Safety Tests for various activities in the ag mech laboratory
383	Complete Safety Tests for various power tools found in the ag mechanics laboratory

373	Skills Demonstration of how to safely and correctly utilize the following: multimeter, grinders
383	Skills Demos: Practice teaching the skills of ag mechanics by learning to do them (Big Inch, Pus

383	Create a rubric to evaluate the final lamp project
373	Create a rubric to evaluate a student performing a laboratory activity

402	Develop a FFA Unit including a unit plan, lesson plans, instructional materials, alternative assi
425	Complete two units of instruction with all necessary pieces included

Remaining Assignments Below

301 Write an outline for a research paper to assess what works and what else is needed to comple

301 Write a research paper over a topic about an issue in agricultural science

301 Research and present for 7-9 minutes over a given topic related to agricultural education

373 Complete ag mech projects (Framed wall, wiring wall, soldering exercise)

373 Actively participate in the Private Pesticide Applicator Training

373 Complete the following certifications: Boat US Foundation Texas Boating, TPWD NASP Archery

373 Participate in the following Field Exercises: Private Pesticide Applicator, Livestock, Greenhou

373 Develop a complete safety exam/quiz for teaching an aspect of safety from a published AFNF

373 Complete a purchase order for supplies and a piece of laboratory equipment that would be us

373 Visit and examine two different high school ag science labs and present to the class potential :

383 Tool and Materials ID-locate 75 examples from an assigned list and write a description of how

383 Lamp Notebook: Create a notebook following the steps we must encourage students to comp

383 Design and draw a plan for the lamp project

383 Utilize the virtual welding simulator and reach a designated score before starting to utilize rea

383 Develop a video of yourself teaching a skill related to agricultural mechanics

- 383 Create a CNC cut project using the Torchmate CNC cutting system
- 384 Write a Personal Profile including past, present, and goals for the future
- 384 Develop an Educational Profile including your educational history
- 384 Develop a Professional Profile including learning styles, strengths and weaknesses, personality
- 384 Create a professional resume
- 384 Reflection of Portfolio Section One
- 384 Interview a high school student and develop a personal profile and educational profile for the student
- 384 Interview current high school agriculture teachers to gather their perspective on being an agriculture teacher
- 384 Develop a Classroom Management Plan
- 384 Reflection of Portfolio Section Two
- 384 Collect pictures of classroom observations
- 384 Write thank you emails to teachers being observed
- 384 Spend a day observing a high school student and write a narrative of your observation (option 384)
- 402 Microteaching Lab 1-Interest Approach: Develop a lesson plan with all relevant materials including a lesson plan, materials, and a rubric
- 402 Microteaching Lab 1-Interest Approach: Teach a micro lesson demonstrating an effective interest approach
- 402 Microteaching Lab 1-Interest Approach: Self-critique of the microteaching and revise the plan
- 402 Microteaching Lab 2-Lecture & Discussion: Develop a lesson plan with all relevant materials including a lesson plan, materials, and a rubric
- 402 Microteaching Lab 2-Lecture & Discussion: Teach a micro lesson demonstrating effective lecture and discussion
- 402 Microteaching Lab 2-Lecture & Discussion: Self-critique of the microteaching and revise the plan
- 402 Microteaching Lab 3-Demonstration & Relevant Practice: Develop a lesson plan with all relevant materials including a lesson plan, materials, and a rubric
- 402 Microteaching Lab 3-Demonstration & Relevant Practice: Teach a micro lesson demonstrating effective demonstration and relevant practice
- 405 Develop a philosophy of agricultural education
- 405 Present the advisor's part from FFA opening ceremonies
- 405 Complete an AET recordbook from given student scenario
- 405 Create a profile of a school and community
- 405 Create a student travel plan
- 405 Observe a CDE/LDE Practice and write reflection
- 405 Create a training notebook for student CDE & LDE team
- 405 Present information on a CDE & LDE including rules, event format, and training tips
- 405 Observe a CDE/LDE Event and write reflection
- 405 Develop a chapter program of activities for a school year, including national chapter requirements
- 425 Complete the pre-block cooperating center checklist
- 425 Complete the pre-block cooperating center information and reflection
- 425 Create and present a demonstration lesson with lesson plan included
- 425 Reflection of demonstration lesson
- 425 Create and present a project based learning lesson with lesson plan included
- 425 Reflection of project based learning lesson
- 425 Create a review game lesson with lesson plan included
- 425 Create and present an inquiry based lesson with lesson plan included
- 425 Reflection of inquiry based lesson
- 436 Curriculum Materials: Should include all materials for units taught while student teaching
- 436 Provide evaluations from cooperating teachers
- 436 Provide monthly feedback forms completed with the cooperating teacher
- 436 Complete a mock interview, provide the interview feedback form completed by the interviewee
- 436 Visit and observe a peer at their cooperating center, then write a report about each of your experiences
- 436 Weekly Planning Calendars: Submit advanced weekly calendars to your supervisor
- 436 SAE Visit Documentation: Make at least three SAE visits with the cooperating teacher and complete documentation

- 436 Submit the documentation of completion of the student teaching experience tasks
- 436 Submit weekly reports to university supervisor to inform them of progress.
- 436 Provide student evaluations of the student teacher's teaching performance
- 436 Evaluate the cooperating teacher using the provided form
- 436 Write the Final Report and Reflection of the student teaching experience using the provided h
- 489 Assignment 1-Developing SAE plans for exploratory, placement, research, & entrepreneurshi
- 489 Assignment 2-Investment of time in an SAE
- 489 Assignment 3-Investment of money in an SAE & managing personal income/expenses
- 489 Assignment 4-Areas of interest in SAE and connections to AFNR content and state standards
- 489 Assignment 5-SAE management exploratory SAEs
- 489 Assignment 6-SAE management of placement SAEs (paid and unpaid)
- 489 Assignment 7-SAE management of research SAEs
- 489 Assignment 8-Managing business based projects
- 489 Assignment 9-Managing market and breeding livestock projects and reports
- 489 Assignment 10-Evaluating all SAE projects and developing FFA awards