

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. develop a sequential instructional unit and appropriate teaching calendars;
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. know and understand different classroom management strategies.

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!

Equal Opportunities Statement:

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online

at: http://www.wiu.edu/equal_opportunity_and_access/report.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Discrimination, Harassment, and Sexual Misconduct Policy is available at: <http://www.wiu.edu/policies/dhsm.php>.

Military/Veteran Support Statement:

As a military-friendly institution, and in accordance with federal regulations and Illinois statutes, Western Illinois University has established policies and procedures to accommodate military service students. In addition to the supports available at WIU's Veterans Resource Center (www.wiu.edu/student_success/veterans / 309-298-3505), veterans, members of the National Guard or Reserves, and active-duty military personnel with military obligations (e.g., deployments, trainings, drill) are encouraged to communicate these, in advance whenever possible, to the instructor. The Military Service Policy can be found at <http://www.wiu.edu/policies/military.php>

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>

Disability Resources:

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact Disability Resources in the Student Development and Success Center at 309-298-1884, disability@wiu.edu, or in 125 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

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 lesson plans (maximum 4 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 you 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 total. 10 pts on-time, 20 pts 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 (30 pts): We will create an Agricultural Education SAE recordbook using AET.

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 (5 @ 60 pts each)	300
Midterm (100 pts)	100
Final (100 pts)	100
Program Handbook (100 pts)	100
SAE Problem using AET (30 pts)	30
Personal & Program Philosophies (30 pts)	30
<hr/> Total Points	<hr/> 1500

Course Outline

- August 20:** Course overview & Course Requirements
Assign: Think about what your classroom and program will be like!
Due:
- August 22:** Personal & Program Philosophies
Assign: Personal & Program Philosophies
Due:
- August 27:** Getting your classroom set up & Teaching Methodologies
Assign: Ag Ed readings (Ag Ed magazine)
Due:

August 29: Classroom Discipline and Classroom policies
Assign:
Due: **Personal & Program Philosophies (30 pts)**

September 3: Weed Id (45-min), (intro to weeds slides 4-17), (slides 18-34)
Assign: **McKayla & Brooke B.**
Due: **Lesson Plans**

September 5: Weed Id (45-min), (35-50), (slides 51-66)
Assign: **Avery & Brooke D.**
Due: **Lesson Plans**

September 10: Electrical Wiring Id (45-min) (Boxes) & (Receptacles)
Assign: **McKayla & Brooke B.**
Due: **Lesson Plans**

September 12: Electrical Wiring Id (45-min) (Switches) & (Conduit & Cable)
Assign: **Avery & Brooke D.**
Due: **Lesson Plans & Taskstream submissions 4 & 5**

September 17: Authentic Lesson plan (your choice) 90 minutes
Assign: **McKayla**
Due: **Lesson Plan**

September 19: Authentic Lesson plan (your choice) 90 minutes
Assign: **Brook B.**
Due: **Lesson Plan**

September 24: Authentic Lesson plan (your choice) 90 minutes
Assign: **Avery**
Due: **Lesson Plan**

September 26: Authentic Lesson plan (your choice) 90 minutes & SAE set-up
Assign: **Brooke D.**
Due: **Lesson Plan & Bring Laptops**

October 1: SAE Practice Problem
Assign:
Due: **Bring Laptops & Reflection Papers #1 (Weeds) & #2 (Elec)**

October 3: NC-AAAE conference (no-class)
Assign:

October 8: SAE Practice Problem
Assign:
Due: **Bring Laptops & Authentic Reflection Paper**

October 10: Pre-Vet -using Hog model (90 minutes)
Assign: **McKayla Jennings**
Due: **Lesson plan**

October 15: Pre-Vet -using Cattle model (90 minutes)
Assign: **Brooke Benhoff**
Due: **Lesson plan & Taskstream submissions 6 & 7**

October 17: Pre-Vet -using Chicken model (90 minutes)
Assign: **Avery Isringhausen**
Due: **Lesson plan**

October 22: Pre-Vet -using Horse model (90 minutes)
Assign: **Brooke Dawson**
Due: **Lesson plan**

October 24: **No class (National FFA Convention)**
Assign:

October 29: Work Day for field experience
Assign:
Due: **Taskstream submissions 8 & 9**

October 31: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans**

November 5: **No Class (General Election Day)**
Assign:

November 7: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans & Reflection paper #3 (AA)**

November 12: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans**

November 14: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans & Taskstream submissions 10 & 11**

November 19: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans**

November 21: Teaching a high school lesson at West Prairie
Assign:
Due: **Lesson Plans**

November 26: Fall Break (no class)
Assign:

November 28: Fall Break (no class)
Assign:

December 3: Ag Ed Readings (Ag Ed Magazine) & edTPA/Student teaching requirements
Assign:
Due: **Article presentation**

December 5: **Book Review & Program Handbook & Sequential Unit & SAE Problem**
Assign:
Due: **Reflection Papers West Prairie Experience (#'s 4 & 5 your choice)**

December 10: **Final (100 pts) Tuesday Dec. 10th @ 8:00 am**
Assign: