

Purdue University
Spring Semester 2006
YDAE 319
Program Planning in Agricultural Science and Business Programs

Course: YDAE 319
Program Planning in Agricultural Science and Business Programs

Credits: 2

Time and Location: Spring Semester 2006
January 9 – May 6, 2006
1:30-2:45 p.m.
PFEND 103

Professor: B. Allen Talbert, Associate Professor
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Course Description:

EDCI 319 is an undergraduate course in program planning and instructional development in agricultural education. The emphasis in this course is on planning at the local level through the development and implementation of courses of study, instructional materials, specific programmatic thrusts, program activities, summer programs, and advisory committees in agricultural education - based on individual needs, employment opportunities, and community resources.

Introduction:

EDCI 319 is a comprehensive course in planning and organizing for teaching agricultural education in the public schools in Indiana. It is intended to provide information and practice in putting together the courses and activities of a typical agricultural education program in Indiana.

Text:

Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc.

References:

The Agricultural Education Magazine (many issues). American Association for Agricultural Education.

Finch, C. R., & Crunkilton, J. R. Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation (5th Edition). Allyn and Bacon, 1999.

Foster, B. "Desert Roses". Online: Web Newsletter for Women in Agricultural Education. Available: <http://ag.arizona.edu/desert_roses> (January 2006).

Mager, R. F. Preparing Instructional Objectives, 2nd Edition. Fearon Publishers, 1975.

Understanding Agriculture - New Directions for Education. (1988). Committee on Agricultural Education in Secondary Schools, Board of Agriculture, National Research Council. Washington, D.C.: National Academy Press.

General Objectives of the Course:

Upon completion of the course, the student should be able to:

1. Plan and organize a course of study including: school and community descriptions, course descriptions, course outlines, units, and problem areas.
2. Select the most feasible and efficient pedagogical strategies (as identified in class), including the use of Supervised Agricultural Experience programs and the National FFA Organization, to implement the course of study.
3. Identify factors useful for establishing and maintaining an effective Agricultural Science and Business advisory committee
4. Develop and be able to express in writing a personal philosophy of agricultural education, particularly as it relates to the role of the agricultural education teacher as a community change agent.
5. Plan and organize a summer program for an agricultural education department.
6. Synthesize total program planning strategies into an informational presentation and deliver the presentation to class members.
7. Plan, develop, and deliver a lesson to a Middle School/Junior High School class.
8. Plan and organize other activities associated with a local program.

Course Requirements:

Class attendance is factored into the grade for each student. Students are expected to be at each class session. Guest lecturers are invited for special presentations to the class for your benefit. In case you need to miss a class, contact the instructor before missing the class (if possible) to make other arrangements.

Papers are due at the beginning of the class period on the due date. Late papers incur a grade penalty and absence from class does not excuse these due dates. Ten points per day will be deducted for late assignments.

The Purdue Electronic Portfolio (PEP) Artifact from this course is the **Philosophy Statement**. College of Education Themes and INTASC (Interstate New Teacher Assessment and Support Consortium) Principles addressed by this artifact is:

COE Theme #3: Commitment to Professional Growth.

INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Grading Basis and Procedure:

Students will be evaluated on an individualized basis. Assignments will be graded on professionalism, spelling, grammar, completeness, and how well they address the objectives of the assignment. Unless otherwise stated, all assignments are to be computer generated or typed. A mastery learning approach will be used when possible. Each assignment will be collected, evaluated, and returned to the student. Assignments may be corrected and returned to the instructor until acceptable mastery is accomplished.

However, the due date for resubmitting papers under the mastery learning approach will be two weeks from the date the assignment is returned to the class. Note: Ten points per day will be deducted for late assignments.

A = 800 - 900 points

B = 700 - 799 points

C = 600 - 699 points

Below 70% represents unacceptable performance in the course.

If you have a disability that requires academic adjustments, please make an appointment with me to discuss your needs as soon as possible.

Class Evaluation:

Assignment	Points	Due Date	
		Individual	Team
1. Philosophy statement	100	1/26	
2. Middle School/Junior High Lesson Plan/Observation	50	TBA	TBA
3. Middle School/Junior High Lesson Delivery	50	TBA	TBA
4. Course Outline	100	2/23	
5. Organizing the Summer Program	50	4/6	
6. Description of your student teaching community with school information	100	4/13	
7. Unit tests (2)	100/ea	2/9 & 3/9	
8. Pen Pal Assignment – (2)	25/ea	TBA	TBA
9. Final Exam	100	TBA	
10. Attendance & Participation in Class	100		
<hr/>			
TOTAL POINTS POSSIBLE	900		

COURSE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>
Jan 10	Course Philosophy and Expectations Agricultural Education and Vocational Education in Public Schools: Legislative history – Smith-Hughes Act: Help or Hindrance?
Jan 12	Agricultural and Vocational Education in Public Schools: Developing a Contemporary Philosophy of Agricultural Education
Jan 17	Developing a Contemporary Philosophy of Agricultural Education
Jan 19	Funding the Local Program: Methods of funding Agricultural Science and Business programs Strategies for funding classroom activities and the local program
Jan 24	Enhancing the Local Program Teaching Agricultural Science and Business in Indiana Guest Speaker: Mr. Tom Wallace; ASB Instructor, Owen Valley High School, Spencer, IN; 812-829-2266, ext. 247, trwallace@sucs.k12.in.us
Jan 26	Agricultural and Vocational Education in Public Schools: Developing school and community needs assessment and writing a description of the school and community (Philosophy Due)
Jan 31	Designing, implementing, and evaluating instruction for the current Agricultural Education delivery system: Developing a Course of Study - Developing a Course Outline Schedule Options in Indiana Schools Writing objectives and establishing local program goals Competency/Performance based learning
Feb 2	Designing, implementing, and evaluating instruction for the current Agricultural Education delivery system (cont.):
Feb 7	Enhancing the Local Program Teaching Agricultural Science and Business in Indiana Guest Speaker: Mrs. Charity Keffaber; ASB Instructor, Hamilton Southeastern High School, Fishers, IN; 317-594-4190, ckeffaber@hse.k12.in.us

- Feb 9 Agricultural Education and Vocational Education in Public Schools:
Indiana Department of Education, Core 40, High School Graduation
Requirements, APC and Federal funding, Agricultural Science and
Business in Indiana
Guest Speaker: Mr. Bob Juncker; Program Specialist, Agricultural
Education; Indianapolis, IN, 317-232-9176
- Feb 14 **Test #1**
- Feb 16 Designing the Local Program:
Organizing and utilizing advisory committees
- Feb 21 Organizing Advisory Committees cont. (**Course Outline Due**)
- Feb 23 Enhancing the Local Program
Video Link-up with Mr. Leon Troyer - Tecumseh Middle School,
Lafayette, IN
Teaching Middle School Students
- Feb 28 **No Class** - Indiana Agricultural Education In-service, State Degree and
Proficiency Scoring – Indiana FFA Leadership Center, Trafalgar, Indiana;
- Mar 2 Enhancing the Local Program
Teaching Middle School students;
Guest Speaker: Mr. Leon Troyer, Middle School Science Teacher;
Tecumseh Middle School, Lafayette, IN; 765-772-4750
- Mar 7 Developing summer program goals and objectives
- Mar 9 **Test #2**
- Mar 14 **SPRING BREAK**
- Mar 16 **SPRING BREAK**
- Mar 21 Developing and implementing student recruitment and retention activities
Advantages to communicating with prospective students
- Mar 23 Designing the Local Program:
Developing a public relations program and utilizing other local resources

Mar 28	Professionalism: Being a Professional in Agricultural Science and Business Guest Speaker: Mr. David Reese ; President, Indiana Association of Agricultural Educators (IAAE); Mt. Vernon High School, Mt. Vernon, IN; 812-833-5927, reesede@msdmv.k12.in.us (Presentation Project Due)
Mar 30	Open
Apr 4	Enhancing the Local Program Agricultural Education and the Indiana Farm Bureau Guest Speaker: Mr. Greg Bohlander ; Indiana Farm Bureau Inc.; 317-695-4902, gbohlander@infarmbureau.org
Apr 6	Funding the Local Program: Identifying facilities of an agricultural science and business program, Understanding budgets, Creating a long-range plan for indoor and outdoor facilities; Strategies for funding classroom activities (Summer Program Due)
Apr 11	Enhancing Classroom Instruction: Student assessment: grading systems, portfolios, standardized tests, etc
Apr 13	Working with your area Career and Technical Education Director Guest Speaker: Ms. Lora Wood , Asst. Career and Technical Education Director; Area #30 Career Center, Greencastle, IN; 765-653-3515 (Description of Student Teaching Comm. Due)
Apr 18	Enhancing Classroom Instruction: Being a member of the school faculty and local community and working with administration
Apr 20	Open
Apr 25	Designing the Total Agricultural Science and Business Program Field Trip: Chicago High School for the Agricultural Sciences Chicago, IL (Date to be determined)
Apr 27	Final class meeting and course wrap-up
May	Final Examination: TBA

(Title of assignment)

by

(Your Name)

An (assignment name)

Submitted as Partial Fulfillment of
Requirements for the Completion of
(Course name and number)

to

Dr. B. Allen Talbert
Agricultural Education
Purdue University

(Date)

PHILOSOPHY STATEMENT ASSIGNMENT

The Purdue Electronic Portfolio (PEP) Artifact from this course is the **Philosophy Statement** . College of Education Themes and INTASC (Interstate New Teacher Assessment and Support Consortium) Principles addressed by this artifact is:

COE Theme #3: Commitment to Professional Growth.

INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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INTASC Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

This assignment is designed to help you develop your own philosophy for an agricultural education program. Your philosophy should address major components of a local agricultural education program and communicate the mission of the agricultural education program to the general public. The paper will be evaluated as follows:

Point Value		Points Assigned
20	Mission for local agricultural education program -- What we are doing and why we are doing it.	_____
20	Supervised Agricultural Experience -- Basis for SAE's	_____
20	The FFA -- Why we have FFA	_____
20	Classroom instruction -- Explain why we conduct classroom instruction and describe the type of instruction that you believe best facilitates learning.	_____
20	Tie it all together. Explain how major components relate to each other and to the mission of the program.	_____
100	TOTAL	_____

Note: The evaluation format is not necessarily in the order in which you should write your philosophy.

Sample philosophy statement

**Agricultural Education:
A Statement of Philosophy**

Our nation has a rich heritage in agriculture. This heritage is a result of men and women who have dedicated themselves to feeding this country and many parts of the world. This dedication came from farmers, ranchers, scientists, researchers, lobbyists, teachers and many more. One thing all of these people had in common was their knowledge of agriculture. Today, at the beginning of the twenty-first century, that luxury does not exist. A need exists to ensure the people of this nation are well informed about their food supply.

Agricultural education must meet the needs of the clients. Whether the level of the client is elementary, secondary, post secondary or adult, agricultural education must provide information that is useful and relevant to the individual consumer. It might come in the form of the origin of meat, milk and eggs for youngsters, or it could be in the form of job retraining for adults. All levels of agricultural education are needed for citizens to make wise consumer decisions.

Secondary agricultural education should be a training ground for basic agricultural skills development. An effective agricultural education program should utilize the developmental process to build upon basic skills by providing knowledge and attitudes necessary for individuals to secure employment, be productive, and advance in agriculture and related occupations. The curriculum should place an emphasis on the intellectual process, academic concepts, and the acquisition of practical skills.

Agricultural education should be an integral part of the entire educational experience. Through effective integration and collaboration efforts, agriculture education can play a key role in enhancing traditional academic courses while providing students with significant opportunities to apply their knowledge in occupational settings. Students enrolled in a secondary agricultural education program are expected to have an approved Supervised Agricultural Experience (SAE) program. All students, with the help of the instructor and their parents, shall select a production agriculture, entrepreneurial, work experience or approved applied agricultural activities program.

Effective agricultural education programs should provide leadership training and opportunities to practice leadership skills through involvement in the student organization, the National FFA Organization. All students can benefit from the advantage that leadership training offers and students should be expected to participate in activities such as public speaking, parliamentary procedure, committee work and community service activities.

Agricultural education should be available to all students regardless of sex, race, creed, religion, geographic location or disadvantage/handicap. The strengths of an agricultural program come from the variety of people and interests involved. All segments of the population, regardless of intent, should have access to the information contained in an agricultural education program.

Planning, Developing, and Delivering a Lesson to the Middle School/Junior High School Audience

This assignment is designed to allow you exposure to the Middle School/Junior High School student. Prior to this course you should have experienced high school students during Block1. Additionally, you will gain further exposure to high school students in YDAE 441 (Early Field Experience in Agricultural Science and Business programs) and during your student teaching semester (EDCI 498E).

This will be an opportunity for you to compare and contrast middle school students with those in high school. This exercise is not intended to make you proficient in teaching Middle School/Junior High School students, but rather to allow you the opportunity to experience this developmental level of students from the teacher’s perspective.

Point Value	Assignment Description	Points Assigned
25	Observation of the Middle School/Junior High School Classroom <ul style="list-style-type: none"> • Observation Sheet to be Turned In 	_____
25	Lesson Plan for Middle School/Junior High School Lesson <ul style="list-style-type: none"> • Complete with all components of a lesson plan 	_____
50	Delivery of a Lesson to the Middle School/Junior High School Audience <ul style="list-style-type: none"> • Formal presentation of a lesson to an 7th/8th grade student group 	_____
100	Total Points	_____

Organizing the Summer Program

Summer can be a busy time for Agricultural Science and Business instructors. If planned properly it can be a time that allows an instructor to engage in activities that otherwise cannot be completed due to a rigorous daily class schedule during the school year. The challenge for Agricultural Science and Business instructors is identifying the necessary activities to be involved in and then prioritizing those activities. This assignment will help you design a summer program.

You should turn this assignment in as if you were turning in the proposed schedule of your summer to your administrator. The project will be evaluated as follows:

Point Value	Description	Points assigned
10	Scope of activities – are all activities included? Have activities been left out that are necessary?	_____
10	Has priority been established for all activities? Indicate the priority listed for each item by listing numbers 1, 2, 3, etc. beside each item as it was entered on the summer program.	_____
10	Has time been clearly allocated for personal and/or vacation time?	_____ _____
10	Has appropriate communication for how to contact the Agricultural Science and Business instructor, for both working and non-working days, been included? How will you communicate with your students? Parents? Administrators? Please include samples.	_____
10	Is the proposed summer calendar realistic?	_____
50	TOTAL	_____

Situation: You have just been hired for your first teaching job at a one-teacher Agricultural Science and Business department. Your contract begins on June 1. You have been given a 30 day extended contract with the promise that the number of summer days will increase as your enrollment increases. You currently have 45 students enrolled in the Agricultural Science and Business program. Your administration has told you that they expect you to be involved in professional development as well as to be involved with students. They have stressed that communication is the priority.

You have several responsibilities to meet this summer. Among them, but not all of them, are the following:

- State FFA Convention
- Indiana Agricultural Science and Business Teachers Workshops at Purdue
- FFA Leadership Camp (there are currently 4 students signed up)
- State fair
- County fair
- Indiana Assoc. for Career and Technical Education (I-ACTE) Conference in Indianapolis
- Meeting students and their parents
- Recruitment and Retention activities
- FFA activities including a summer cookout
- Supervise SAEs
- Establish and meet with advisory committee
- Curriculum development
- Facilities upkeep and repair
- Ordering of Supplies and Equipment for the upcoming school year
- Personal time for you and your family
- Other duties and projects

Your principal has given you a calendar to plan your daily activities. Make sure you plan accordingly. School starts on Tuesday, August 15 and there is a teacher in-service on the 14th.

YDAE 319- Program Planning in Agricultural Science and Business Programs
JUNE 2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

YDAE 319- Program Planning in Agricultural Science and Business Programs
JULY 2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

YDAE 319- Program Planning in Agricultural Science and Business Programs
AUGUST 2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

COMMUNITY DESCRIPTION ASSIGNMENT

The information that you compile in this assignment will assist you in developing a working knowledge of essential community facts and resources. It will enable you to perform your student teaching responsibilities with a greater degree of competence.

When this assignment is completed you will have a useful ready reference on the following aspects of the community. The paper will be evaluated as follows:

Point Value		Points Assigned
10	Demographics of the Community to include total population; ethnic breakdown; type of local government; types and numbers of businesses and industry; average income; percent who work in community/outside; number below poverty; land area of county; other	_____
10	Agricultural description to include types and number of farms; description of land, water, etc.; agricultural government offices in community; ranking of agricultural commodities in the county with state comparisons; other	_____
10	Agricultural resources in the community to include lending agencies; ag-related businesses; non-traditional ag opportunities; ag organizations, clubs, etc. in the community; other; include names, contacts, addresses telephone numbers, etc. Table format preferred.	_____
5	Annual and long-range community plans for agriculture and community development	_____
5	Social, Economic, Recreational Aspects of the community to include transportation; utilities; social services; recreational opportunities; points of interest; other	_____
40	TOTAL	_____

COMMUNITY DESCRIPTION ASSIGNMENT (Continued)

Suggested sources of information to complete this workbook are:

Current agricultural and population census reports

Annual reports available through the Cooperative Extension Service

Cooperative Extension program plans

Regional Planning Commissions

Chamber of Commerce

Social Services directory

Agricultural education instructors

Area consultants

Agribusiness employees and employees

Telephone books

Materials compiled in YDAE 318

Indiana Agricultural Statistics Service at Purdue. Please use the World Wide Web address rather than going to the office in AGAD. The Indiana address is:

<http://info.aes.purdue.edu/agstat/nass.html>

Other possibly helpful WWW sites are:

USDA Economic Research Service at <http://www.econ.ag.gov/>

USDA home page at <http://www.usda.gov/>

National Agriculture Census

SIFT Document – Status of Indiana Families Today - Extension Bulletin

SCHOOL INFORMATION ASSIGNMENT

This assignment is designed to help you discover school information that affects an agricultural education program. The information you collect should provide you with an understanding of the current situation at the school where you may complete your student teaching. Also, this information will assist you in investigating school corporations that have agricultural education openings upon your graduation. The paper will be evaluated as follows:

Point Value		Points Assigned
5	Number of students in School Corp.: K-12, K-6, 7-12 Students per Teacher, Graduation rate, # Vocational students	_____
5	School Administration: Superintendent (name), Principal (name), # of Assistants (names)	_____
5	Community Involvement, Community governance: Number of School Board Members, Trustees, Others	_____
5	Finances *: Average % salary increase and ave. salary Comparison to another state and state average, Amount of money spent on Agricultural education	_____
5	Faculty *: # of licensed faculty, Minimum salary B.S., M.S.	_____
10	School Description Minimum: Type of community Rural/urban, athletic classification, team name, tax base, # of students in adult programs, and size and description of school district	_____
10	Administration Minimum: Administrative structure (who reports to whom), Financial Status of School	_____
15	Agricultural Education Program Minimum: Facilities (classroom, shop, land laboratory, approximate sizes and equipment), other responsibilities of teacher (bus driver, chaperone, and coach), services expected of program, policies regarding participation in activities away from school.	_____
<u>Bonus:</u>	Policies: submit a copy of the faculty/student handbook(s) 5 pts	_____
60	TOTAL	_____

References: School Statistical Report - Indiana Farm Bureau; IDEANET (see next page)

ACCESSING IDEANET

Community, school, and teacher information can be obtained through the computer network for Indiana called Ideanet. Information is organized into “universes” which can be search by county, school corporation, or individual teacher. The procedure for accessing Ideanet is as follows:

Ideanet can be accessed through the World Wide Web using Netscape. The URL is:
<http://ideanet.doe.state.in.us/>

The Teacher Universe Information is available over the World Wide Web:

<http://dew4.doe.state.in.us/LIC/teachu.html>

You can then look up Teacher Inquiry by Name-Teacher License Information or Teacher Employment Statistics by Subject. There are dozens of other links to additional information.

The Corporation Universe Information is available over the World Wide Web:

<http://dew4.doe.state.in.us/SCHLSTATS/schlstats1.html>

COURSE OUTLINE ASSIGNMENT

The outline that you develop for this assignment is designed to help you become a more organized teacher. It will enable you to perform your student teaching responsibilities with a greater degree of competence.

When this assignment is completed you will have a useful ready reference for one of the 11 Indiana approved courses. Use the form on the following page to complete the assignment. Course descriptions can be accessed from the Indiana Department of Education web site http://ideanet.doe.state.in.us/publications/pdf_curriculum/courses99_2u.pdf. The assignment will be evaluated as follows:

Point Value		Points Assigned
40	Scope of topics: Are all units included? Are major objectives/content included? Is the time allotted appropriate for the content? If applicable, are FFA and SAE instruction included? Have you included time for guest speakers? Field trips?	_____
40	Sequence of topics: Are units/lessons in a logical order? Is there a variety in instruction? Are special days considered? Has the school calendar been considered? Parent Teacher Conferences?	_____
10	Header information: Course information, teacher, school, date, etc.	_____
10	Accuracy, grammar, spelling, page layout, cover page, etc.	_____
100	TOTAL	_____

Please photocopy the unit outline for the curriculum area that you select with the lesson objectives and hand in with your assignment. Curricular guides are located in 1) the TRC, 2) each Agricultural Science and Business program in Indiana, 3) Department of Education, or 4) from individual faculty members and staff in Agricultural Education at Purdue University.

AGRICULTURAL SCIENCE AND BUSINESS
COURSE TEACHING OUTLINE (Sample format)

TEACHER _____

SCHOOL _____

COURSE _____

YEAR _____

COURSE LENGTH _____

CLASS PERIOD LENGTH _____

<u>MONTH</u>	<u>EST. # DAYS</u>	<u>UNIT</u>	<u>MAJOR OBJECTIVES/CONTENT</u>

Program Planning Lesson #1

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: Legislative History

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Describe the historical context of vocational and agricultural education.
2. Compare and contrast the influential legislation affecting vocational and agricultural education.
3. Discuss the current status of career and technical education (vocational) and agricultural education as it relates to their historical contexts.

IV. Questions to consider:

1. How was vocational education conducted before the 19th century?
2. Who are the important people in the development of modern Career and Technical Education?
3. What legislation has shaped agricultural education?
4. What is the current status of career and technical education and agricultural education?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 4, 5

Reference: Program Planning Guide for AgriScience and Technology, Jasper S. Lee, 2nd edition, Interstate Printers and Publishers. Chapter 1

Program Planning Lesson #2

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: Developing a Contemporary Philosophy of Agricultural Education.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Describe the basic tenets of the most common educational philosophies.
2. Determine the relevant subject matter of a philosophy statement.
3. Examine the values that assist in the formation of a mission/philosophical statement.

IV. Questions to Consider:

1. What is a philosophy statement?
2. What should a philosophy statement answer?
3. What should be included in a mission statement?
4. What are the basic rules in writing a philosophy/mission statement?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 3

Seven Habits of Highly Effective People by Stephen Covey

Foundations of Vocational/Agricultural Education: A Synopsis

Prosser's 16 Theorems for Vocational Education *

1. The training environment is the working environment itself or a replica of it.
2. The training jobs are carried on in the same way as in the occupation itself.
3. The trainee is trained specifically in the manipulative habits and thinking habits required in the occupation itself.
4. The training helps the trainee to capitalize his/her interests and abilities to the highest possible degree.
5. The training is given to those who need it, want it, and are able to profit by it.
6. Adequate repetitive training in experiences from the occupation fixes right habits of doing and thinking to the degree necessary for employment.
7. The instructor is master of the skills and knowledge he/she teaches.
8. Training is carried to the point where it gives the trainee a productive ability with which he/she can secure employment or hold employment.
9. Training meets the market demands for labor whatever these may be in any given occupation.
10. Training is given on actual jobs and not in exercises or pseudo jobs.
11. The content of the training, which is taught, is obtained from masters of the occupation, not theorists.
12. This teaching content applies so directly and specifically to the occupation that it has functional value for this occupation only.
13. The training needs of any group are met at the time they most require help and in the way that gives the most help.
14. The particular characteristics of those it serves are considered--both in methods of instruction and in personal relations with learners.
15. The administration is elastic and fluid.
16. The funds expended on training are at least sufficient to permit good training to be done.

* Prosser, Charles A. & Thomas H. Quigley. Vocational Education in a Democracy. Chicago: American Technical Society, 1949, pp. 234-235.

Principles of Vocational Education *

1. All vocational education programs should be open to everyone.
2. Much of the instruction must be individual rather than group.
3. Vocational education should produce skilled workers who possess the necessary theoretical knowledge and as much practical knowledge as possible.
4. Vocational education should compliment general education.
5. Federal aid and encouragement are essential to vocational education.
6. Vocational education must be provided where demand is sufficient.
7. Instructors should have extensive and current experience in what they teach.
8. Vocational education is a public necessity; therefore, it should be a public function.
9. Representatives of labor and management should serve on boards of directors of schools that conduct vocational education programs.
10. Vocational education is not designed to promote class distinction, but rather to eliminate it.

* Barlow, Melvin L. Principles of Vocational Education: A Review of the Historical Background with a Focus on the Present. Washington, D.C.: American Vocational Association, ca 1970.

Principles of Vocational Education in the 1980s

1. Vocational education includes assessment, guidance, counseling, and evaluation.
2. Vocational education has a responsibility to each student completing the program.
3. Vocational education is designed specifically to improve the efficiency of an individual in a specific occupation or cluster of occupations.
4. Vocational education is of more value to persons who will or are pursuing a specific occupation.
5. Vocational education is concerned with the total individual.
6. Vocational education develops work attitudes, saleable skills, and useable knowledge.
7. Vocational education provides opportunities for individuals to discover and develop their vocational interests and abilities.
8. Vocational education should be provided to all those who need it, want it, and are able to profit from it, at the time they most require it.
9. Vocational education is carried to the point where it gives the student the ability to secure and hold employment or seek further education.
10. The educational environment is the work environment itself or a replica.
11. The curriculum should be based on systematic assessment of social, economic, and employment needs of the individual and the country.

12. The subject matter must relate directly to the functions of the occupational area.
13. Vocational education should assist in making the content of education more relevant and applicable.
14. Vocational education should provide transferable skills and knowledge.

* Albert J. Pautler, Jr. & Ralph Bregman, Occasional Papers of the Western New York Educational Service Council, University of New York, Buffalo, New York.

Cardinal Principles of Secondary Education *

1. Sound health, knowledge, and habits.
2. Command of the fundamental processes (reading, writing, arithmetical computation, and oral and written expression).
3. Worthy home membership.
4. Education for a vocation.
5. Education for good citizenship.
6. Worthy use of leisure.
7. Ethical character.

* Commission of the Reorganization of Secondary Education, Cardinal Principles of Secondary Education. Washington, D.C.: U.S. Office of Education. 1918, p. 10.

Program Planning Lesson #3

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: The organization, funding, emphases, and methodology of vocational and agricultural education.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify the organizational structure of vocational and agricultural education in Indiana.
2. Describe how vocational and agricultural education is funded.
3. Discuss the most important emphases and methodologies of vocational and agricultural education.

IV. Questions to Consider:

1. What are the positions, departments, and personnel in the Indiana Department of Education?
2. How can I find this information? (What are the sources?)
3. How is agricultural education funded in Indiana?
4. What issues and problems affect agricultural education in Indiana?

Assignment: None

Guest Speaker:

Bob Juncker, Program Specialist for Agricultural Education, Department of Education

Understanding Agriculture: New Directions for Education

Conclusions and Recommendations

- The success of reform in agricultural education relies on state and national leadership.
- Major revisions are needed within vocational agriculture.
- The quality of vocational agriculture programs must be enhanced.
- Specialized magnet high schools for the agricultural sciences should be established in major urban and suburban areas.
- Teachers should seek out and use high-quality computer software.
- All students enrolled in agriculture programs should participate in [SAEs].
- The FFA should change its name and revise its symbols, rituals, contests, etc.

The Strategic Plan for Agricultural Education

Goals

- To update instruction **in** agriculture and expand programs **about** agriculture.
- To serve all groups equally and without discrimination.
- To educate the whole person: leadership, personal, and interpersonal skills.
- To respond to trends and demands of the marketplace.
- To foster free enterprise, entrepreneurship, and innovation.
- To provide leadership and cultivate strong partnerships in the total educational system.
- To extend standards of excellence in classroom, laboratory, SAE, and FFA.

The Strategic Agricultural Education Plan for the State of Indiana

- Citizen Awareness and Understanding
- Professional Education
- Leadership Development
- Educator Development
- Educational Program Planning and Evaluation

Indiana Plan - 1995

- Establish the Indiana Council for Food, Agricultural, and Natural Resource Education.
- Increase emphasis on mass media for education.
- Better integrate agricultural education into the existing curricula.
- Update secondary and higher education agriculture programs.
- Promote Cooperative Extension Education programs.

A New Era in Agriculture: Reinventing Agricultural Education for the Year 2020

(1999)

- An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide agriculture, food, fiber, and natural resources systems education
- All students have access to seamless, lifelong instruction in agriculture, food, fiber, and natural resources systems through a wide variety of delivery systems and educational settings
- All students are conversationally literate in agriculture, food, fiber, and natural resources systems
- Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems

Program Planning Lesson #4

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: Developing school and community needs assessment and writing a description of the school and community.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. To list all the possible community resources that could assist in carrying out the mission of the local agricultural education program.
2. To determine relevant community data needed to operate an agricultural education program.
3. To accurately describe the community where I will probably do my student teaching.
4. To accurately describe the school where I will probably do my student teaching.
5. Determine how community resources can be used as an instructional tool in a local agricultural science and business program.

IV. Questions to Consider:

1. What categories of information (broadly conceived) do we need to obtain to describe and identify resources in local communities?
2. How can I find this information? (What are the sources?)
3. How can this information help me teach agricultural science and business courses?
4. How can this information assist me outside the classroom?

Reference: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 6

PEOPLE:

DATA:

THINGS:

Program Planning Lesson #5

ANNOUNCEMENTS

I. Unit: Developing a Course of Study

II. Lesson: The basics of designing, implementing, and evaluating instruction for our current agricultural education delivery system.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Anticipate what to teach in an agricultural science and business program.
2. Organize courses of instruction.
3. Develop a course outline.
4. Determine what factors are important to evaluate in regard to course and classroom instruction.

IV. Questions to Consider:

1. What are the levels of instruction?
2. What should be considered when anticipating what to teach?
3. How are courses of instruction organized?
4. How is course content organized?
4. How are courses evaluated?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 8

Case Study

You are the new agricultural science and business instructor at West Albany High School in Albany, Indiana. You see a need to develop an evaluation plan for the individual classes and courses. You know that this effort will yield substantial returns as you begin to transform an old fashioned program into one that meets the needs of the students and the community while teaching more contemporary subject content.

Questions to consider:

1. How would you begin to evaluate the curriculum?
2. Who should be involved in the process?
3. What kinds of questions should be asked?
4. When should the evaluation be conducted?
5. What items should be evaluated for a class or a course?

Instructional Materials For Use In Teaching

Fundamentals of Agricultural Science and Business

Curriculum outline

Unit A: Careers

Problem Areas

Students shall examine the scope of career opportunities in and the importance of agriculture to the economy. A1-23

Unit B: Leadership Skills

Problem Areas

Students shall acquire and practice leadership skills. B1-37

Unit C: Supervised Agricultural Experience Program (SAEP)

Problem Areas

Students shall investigate the necessity and identify the procedures for developing a Supervised Agricultural Experience Program (SAEP). C1-9

Unit D: Plant and Soil Science

Problem Areas

Students shall investigate the necessity and pertinence of plant and soil science as a component of agriculture. D1-13

Unit E: Natural Resources

Problem Areas

Students shall recognize the importance of preserving and replenishing our natural resources through natural resource management. E1-6

Unit F: Horticulture and Landscape Management

Problem Areas

Students shall investigate the necessity and pertinence of horticulture and landscape management as a component of agriculture. F1-23

Unit G: Animal Science

Problem Areas

Students shall investigate the necessity for and importance of the modern animal science industry. G1-13

Unit H: Agribusiness and Farm Management

Problem Areas

Students shall investigate the basic economic principles which are used in agribusiness and farm management. H1-4

Unit I: Food Science

Problem Areas

Students shall investigate the necessity and pertinence of the various aspects of the food science industry. I1-24

Unit J: Agricultural Mechanics and Physical Science

Problem Areas

Students shall develop and demonstrate a basic knowledge of agricultural mechanics and physical science. J1-26

COURSE: Fundamentals of Agricultural Science and Business

Unit: Careers

Problem Area: Students shall examine the scope of career opportunities in and the importance of agriculture to the economy.

Student Learning Objectives:

1. Discuss agriculture and agribusiness and their role in the economy.
2. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for an agriculture production occupation.
3. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for an agriculture supplies and services occupation.
4. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for an agriculture mechanization occupation.
5. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for an agriculture processing and marketing occupation.
6. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for an ornamental horticulture occupation.
7. Evaluate the career opportunities in and the criteria to achieve in order to satisfy the requirements for a forestry and natural resources occupation.
8. Compare and contrast the opportunities in agricultural production and non-traditional/non-production employment.
9. Describe the role that agriculture plays in determining the overall economic situation of the American economy.
10. Describe the international impact of agriculture on the world economy.

COURSE: Fundamentals of Agricultural Science and Business

Unit: Careers

Problem Area: Students shall examine the scope of career opportunities in, and the importance of, agriculture to the economy.

Problems and Questions for Study:

1. Define agribusiness and identify the major divisions.
2. How do agriculture and agribusiness effect the economy?
3. How big is agribusiness?
4. What types of employment opportunities are available in agriculture?
5. What are the prospects for employment and advancement in agriculture production? Agricultural supplies and services? Agricultural mechanics? Agricultural processing and markets? Ornamental horticulture? Forestry and natural resources?
6. What kind of work would a person do if they were employed in an agriculture production occupation? Agricultural supplies and services? Agricultural mechanics? Agricultural processing and markets? Ornamental horticulture? Forestry and natural resources?
7. What are the academic requirements for a career in agriculture production? Agricultural supplies and services? Agricultural mechanics? Agricultural processing and markets? Ornamental horticulture? Forestry and natural resources?
8. What types of job opportunities exist in farm versus off-farm jobs?
9. What type of resource people are available to contact for more information?
10. What effect does agriculture have on the world economy?
11. What kinds of careers are available in international agriculture?
12. What type of academic preparations is needed for a career in international agriculture?

COURSE: Fundamentals of Agricultural Science and Business

Unit: Careers

Problem Area: Students shall examine the scope of career opportunities in, and the importance of, agriculture to the economy.

Suggested Teaching Activities and Procedures:

1. View career oriented videos/films, such as "Be All You Can Dream" or "Ya' Gotta Have Goals."
2. Develop a bulletin board featuring the many different types of jobs available in agriculture.
3. Have students identify the major divisions and then list several jobs under each which would be interesting to them.
4. Have students then research and write a report about one job from their list. Have them include educational requirements, working conditions, advantages, disadvantages, and salary.
5. Have a college recruiter talk to the students about post secondary education.
6. Have professionals from various areas participate in a panel discussion or forum.
7. Play a game with the students about careers. An example is in the laboratory manual of AgriScience.
8. Video past graduates while interviewing them about their careers. Students can conduct the interviews and the material used in class.

COURSE: Fundamentals of Agricultural Science and Business

Unit: Careers

Problem Area: Students shall examine the scope of career opportunities in and the importance of agriculture to the economy.

Resources and References:

Agriculture in Our Lives. Alfred H. Krebs. The Interstate Printers & Publishers, Inc., 510 North Vermillion Street, P. O. Box 50, Danville, IL 61834-0050. 1-800-843-4774.

Agriculture's New Professional. (V-19-89). National FFA Supply Service, National FFA Center, 5632 Mt. Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309-0160. 703-360-3600. (\$9.95). (Free loan from Vernard Films, Ltd., Box 1332, Peoria, IL 61654, 309-699-3511).

Agriscience: Fundamentals & Applications. Cooper. Delmar Publications, Inc., Two Computer Drive West, Box 15-015, Albany, NY 12212.

Be All You Can Dream. (BAYCD - 1/2 V). National FFA Supply Service, National FFA Center, 5632 Mt. Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309-0160. 703-360-3600. (\$20.00).

Careers I. Instructional Materials Laboratory, University of Missouri-Columbia, 2316 Industrial Drive, Columbia, MO 65202. 1-800-669-2465. (10-9110-I, Instructors Packet, \$5.50 and 10-9110-S, Student Reference, \$1.50).

Careers in Agribusiness and Industry. Smith, Underwood, & Bullman. Interstate Publishers, Inc., 510 North Vermillion Street, P. O. Box 50, Danville, IL 61834-0050. 1-800-843-4774.

Careers in Agriculture. Vocational Agriculture Service, College of Agriculture, University of Illinois, 1401 South Maryland Drive, Urbana, IL 61801. 217-333-3871. (\$33.70 for Slide film, MF 1008; \$52.75 for Slide Set, MS 1008).

Careers in Range Management and Ecology. (8880-A). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.50).

Careers in Recreation Management. (8989-B). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Careers in the Horse Industry. (8904). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.50).

Careers in Wildlife Management. (8989-A). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.50).

Employment Opportunities for College Graduates in Food and Agricultural Sciences. Jane Coulter, Marge Stanton, & Allen Goecker. USDA, Washington, DC 20251.

Energize the Green Machine. Ohio Agricultural Education Curriculum Materials Service, Room 354, 2120 Fyffe Road, Columbus, OH 43210-1010. 614-292-4848. (\$18.00).

Exploring Career Opportunities in Agriculture Handbook. (1050). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$18.00).

Exploring Career Opportunities in Agriculture. (2902). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (Transparencies, \$55.00).

Exploring Careers in Agricultural Communications. (8373-I). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Exploring Careers in Agricultural Finance. (8375-E). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Exploring Careers in Agricultural Research and Development. (8370-H). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Exploring Careers in Environmental Systems. (8368-F). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Exploring Careers in the Food and Fiber Industry. (8369-F). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Exploring Careers in World Agriculture Policy and Trade. (8367-C). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Farm Facts. American Farm Bureau Federation, 225 Touhy Avenue, Park Ridge, IL 60068.

Identifying the Reasons for World Trade. (8367-A). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Identifying the Scope of Agriculture. (8365-B). Instructional Materials Service, Texas A&M University, F. E. Box 2588, College Station, TX 77843-2588. 409-845-6601. (\$0.30).

Think About It. Publication from Monsanto. Write to: Public Relations, Monsanto Agricultural Company, 800 North Lindbergh Blvd., St. Louis, MO 63167. 314-694-3605.

What is Agriscience. (ss-WIA). National FFA Supply Service, National FFA Center, 5632 Mt. Vernon Memorial Highway, P. O. Box 15160, Alexandria, VA 22309-0160. 703-360-3600. (\$156.95).

Ya' Gotta Have Goals. Zig Ziglar Corporation, 3330 Earhart Drive, Suite 204, Carrollton, TX 75006-5026.

INSTRUCTIONAL RESOURCES

These resources are intended for use by the teacher in planning and teaching the problem area and may be adapted to fit the teaching method(s) used.

INFORMATION SHEET #1 - Explanation of Career Areas

INFORMATION SHEET #2 - Purdue University School of Agricultural - Typical Freshman Year

INFORMATION SHEET #3 - Indiana High School Graduation Requirements

TRANSPARENCY MASTER #1 - Careers in Agriscience Production

TRANSPARENCY MASTER #2 - Careers in Agriscience Processing and Distribution

TRANSPARENCY MASTER #3 - Careers in Horticulture

TRANSPARENCY MASTER #4 - Careers in Forestry

TRANSPARENCY MASTER #5 - Careers in Agricultural Supplies and Services

TRANSPARENCY MASTER #6 - Careers in Renewable Natural Resources

TRANSPARENCY MASTER #7 - Careers in Agriscience Mechanics

TRANSPARENCY MASTER #8 - Careers as Agriscience Professionals

TRANSPARENCY MASTER #9 - Employment in the Agricultural Industry

TRANSPARENCY MASTER #10 - Scope of the Agricultural Industry

TRANSPARENCY MASTER #11 - Occupational Areas in the Agricultural Industry

STUDENT WORKSHEET #1 - Occupational Classification Characteristics

STUDENT WORKSHEET #2 - Job Profile Outline

Program Planning Lesson #6

ANNOUNCEMENTS

I. Unit: Developing a Course of Study

II. Lesson: Writing Objectives in Competency/Performance Based Learning.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Describe the functions of objectives in the educational process.
2. Identify the major categories of educational objectives.
3. Write behavioral objectives for each of the three major objectives.
4. Identify the components of a course of study (curriculum).
5. Identify the processes in developing a program of study.

IV. Questions to Consider:

1. Why are objectives important?
2. What does a behavioral objective accomplish?
3. What part do objectives play in the educational process?
4. How are behavioral objectives derived?
5. What are the three basic categories of behavioral objectives?
6. What are the components of a program of study?
7. What process should be followed in developing a course of study?
8. What educational purposes should the course seek to attain?
9. How can Learning experiences be selected which are likely to be useful in attaining these objectives?
10. How can learning experiences be organized for effective instruction?
11. How can the effectiveness of learning experiences be evaluated?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 13

**USEFUL WORDS FOR EXPRESSING OBJECTIVES IN BEHAVIORAL TERMS
(taken from Phipps & Osborne; Handbook of Agricultural Education in Public Schools; 5th edition, 1988)**

The phrase preceding all these verbs is "After completing all the work associated with this chapter, the student should be able to...."

		Knowledge	
Cite	List	Recognize	State
Count	Name	Record	Tabulate
Define	Point	Relate	Tell
Draw	Quote	Repeat	Trace
Identify	Read	Select	Write
Indicate	Recite		
		Comprehension	
Associate	Differentiate	Express	Predict
Classify	Discuss	Extrapolate	Report
Compare	Distinguish	Interpolate	Restate
Compute	Estimate	Interpret	Review
Contrast	Explain	Locate	Translate
Describe			
		Application	
Apply	Illustrate	Practice	Schedule
Calculate	Interpolate	Predict	Sketch
Complete	Interpret	Relate	Solve
Demonstrate	Locate	Report	Translate
Dramatize	Operate	Restate	Use
Employ	Order	Review	Utilize
Examine			
		Synthesis	
Arrange	Create	Integrate	Prescribe
Assemble	Design	Manage	Produce
Collect	Detect	Organize	Propose
Compose	Formulate	Plan	Specify
Construct	Generalize	Prepare	
		Analysis	
Analyze	Debate	Distinguish	Inventory
Appraise	Detect	Experiment	Question
Contract	Diagram	Infer	Separate
Criticize	Differentiate	Inspect	Summarize
		Evaluation	
Appraise	Estimate	Measure	Revise
Assess	Evaluate	Rank	Score
Choose	Grade	Rate	Select
Critique	Judge	Recommend	Test
Determine			

Components of a program of study

1. Course goals
2. Course title and description

Course Outline

3. Units of Study
4. Lesson plan
5. Objectives
6. Time required to complete lesson (weekly teaching calendar).

Process to be followed.

1. Select contemporary course titles
2. Make list of units and lesson plans
Consider:
FFA / Record books / Agricultural Occupations
3. Determine the number of days for each unit
4. Divide units into problem areas
5. Estimate the number of days for each lesson
6. Arrange the units and problem areas in each course in the order they will be taught.
7. Review lists to develop description of course

CASE STUDY

Hoosier High School's FFA feels it needs to improve its Chapter Safety Program. The members have voted to improve their program by certifying every member in CPR and First Aid. As their advisor, you have agreed to become certified as an instructor and work with the local hospital to implement the program.

Assignment: Below are major goals for a CPR and First Aid Program. From these major goals, write an educational objective that fits under each of the three major objective categories (cognitive, psychomotor, affective). Note: Program expertise in the content areas is not required to write objectives for this activity. A final outcome of this exercise will be to share the objectives developed by your group with the other groups in class.

MAJOR GOALS OF CPR AND FIRST AID COURSES

Upon Completion Of The Courses, The Participant Will Be Able To:

1. Competently Administer CPR To Adults And Children.
2. Competently Perform The Heimlich Maneuver To Dislodge An Obstruction In The Airway.
3. Competently Administer First Aid To Persons Needing First Aid Assistance.

Program Planning Lesson #7

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Organizing and utilizing advisory committees.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify the state requirements and functions of a local advisory committee.
2. Determine the benefits of an advisory committee.
3. Explain how an advisory committee should be organized.

IV. Questions to Consider:

1. Why have an advisory committee (council)?
2. What is an advisory committee?
3. How are members selected and appointed?
4. How would the advisory group be organized and who serves as the chairperson?
5. What are some do's and don'ts regarding advisory committees?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 7

TILLAMOOK SCHOOL DISTRICT NO. 9
Tillamook, Oregon 97141

AGRICULTURAL EDUCATION ADVISORY COMMITTEE

BYLAWS

NAME

The official name of this body shall be the Tillamook School District Agricultural Education Advisory Committee.

PURPOSE AND DUTIES

The purpose and duties of the Committee shall be:

1. To assist with the establishment of standards for agricultural facilities and equipment, including the reviewing of program curriculum.
2. To advise and assist the District to develop and operate high quality, high access, and cost feasible agricultural science education programs.
3. To assist in the review of agricultural science programs to assure that they are meeting labor market demands and student needs.
4. To serve as an avenue of communication between the District and the community.
5. To assist in the development of and to make recommendations for the long-range plans and goals for operation of Agricultural Science Education programs and Career Education.
6. To assist with other activities as agreed upon by the Committee such as identification of community resources, and assistance with youth organizations.

MEMBERSHIP

1. The Committee shall consist of at least nine members representing a cross section of business and industry, labor, sex, race, cultural and ethnic background and homemakers.
2. Appointments to the Committee shall be made by the Superintendent and Board of Directors of Tillamook School District in consultation with members of the Committee.

3. The term of appointment shall be for three years. A system of retirement shall be practiced so that one-third of the membership will be appointed or reappointed each year.
4. A member will automatically lose membership on the Committee if he/she fails to attend three consecutive meetings without presenting in advance reason for his/her absence.
5. Ex officio members will be appointed to the Committee by the Agricultural Science Instructor and the Superintendent. They will be non-voting members of the Committee.
6. A student currently enrolled in Agricultural Science shall serve on the Committee for one year. The student will be appointed at the beginning of each school year.

OFFICERS AND THEIR DUTIES

1. The officers of the Committee shall be Chairperson and Assistant Chairperson. They shall serve for one-year terms. An officer shall not serve for more than two consecutive years in a specific office.
2. The officers shall be nominated from the floor and elected by a majority vote of the members present at the May meeting. They will assume their duties in July.
3. The Chairperson shall be elected from among Committee members who have served on the Committee for at least one year. His/her duties shall be:
 - a. To preside at the meetings of the committee.
 - b. To appoint special committees which may include persons other than Committee members.
 - c. To work closely with the Agricultural Science Instructor in preparing agendas, annual reports, and other information as deemed appropriate.
 - d. To represent the Committee when appropriate.
4. The Assistant Chairperson's duties shall be:
 - a. To assist the Chairperson.
 - b. To be responsible for the operation of sub-committees of the main Advisory Committee.
 - c. To be prepared to take over the duties and responsibilities of the Chairperson and preside over meetings in the absence of the Chairperson.

5. The Agricultural Science Instructor will be the Executive Secretary to the Committee. The position will be ex officio and non-voting. Duties of the Executive Secretary shall be:
 - a. To keep records of the attendance of members at meetings and all communications.
 - b. To keep a record of discussions and recommendations.
 - c. To maintain a permanent record file of Committee activities.
 - d. To develop with the Chairperson the annual report of the committee's activities.
 - e. To distribute minutes of committee meetings and copies of other documents to Committee members, administrators and counselors.
 - f. To develop the agenda with the Chairperson before each meeting and send it to the Committee members.
 - g. To serve as the official School District liaison between the Committee and Tillamook School District.
6. The Executive Committee of the Advisory Committee shall be comprised of the Chairperson, Assistant Chairperson, immediate Past Chairperson and Executive Secretary. The function of the Executive Committee shall be:
 - a. To act on behalf of the full Committee between committee meetings.
 - b. To draft the agenda for each meeting of the Committee.
 - c. To recommend new members to the Committee.

MEETINGS

1. Regular meetings of the committee shall be scheduled at the beginning of each school year and will be held bi-monthly. Meeting dates will be scheduled by Committee consensus.
2. Notices of Committee meetings and agendas shall be mailed to all members at least ten days prior to the meeting.
3. Meetings will last no longer than two hours, unless a majority of the Committee members vote to continue a particular meeting for more than two hours.
4. All meetings will be open to the public.

GENERAL OPERATIONAL RULES

1. Roberts' Rules of Order shall prevail.
2. The Committee shall serve in an advisory capacity only.
3. The Committee shall only advise the District in the areas of Agricultural Education and Career Education.
4. Only the Committee as a whole may officially advise the District Administration and Board of Directors of Tillamook School District, but shall allow a minority report to be presented.
5. In accepting membership on the Committee, a member agrees to attend meetings regularly and to take part in group studies and deliberations for the improvement of Agricultural Education and Career Education in Tillamook School District.
6. The Committee shall report its deliberations to the Board of Directors of Tillamook School District when deemed important and necessary by either the Committee or Board of Directors.

ANNUAL REPORT TO THE BOARD OF DIRECTORS

The Committee shall annually make a report of its past year's activities to the Board of Directors of Tillamook School District in May.

ANNUAL PROGRAM OF WORK

The Program of Work of the Committee shall be drafted by the Executive Committee and at least two additional members during the months of May and June and presented to the full Committee for approval. This Program of Work will also indicate the regular meetings to be held each year.

RESOURCES AND SERVICES

1. The Board of Directors of Tillamook School District shall provide for the proper and effective operation of the Committee, within the limits of the board's resources.
2. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the Committee.
3. All financial activities associated with the functioning of the Committee shall be in accordance with the policies of the Board of Directors of Tillamook School District.

AMENDMENTS

These rules of operation may be amended by a two-thirds vote of the appointed members of the Committee present at a regularly scheduled meeting listing the rules change as an agenda item. Any rule change must be consistent with the by-laws establishing the Committee.

These bylaws were voted on and adopted at the July 19, 1989 Agricultural Education Advisory Committee meeting.

Do's and Don'ts

Do's

- Know Community
- Set achievable goals
- Get members involved
- Build community influence
- Stay flexible
- Be honest and neutral source of information
- Emphasize group collaboration
- Recognize members' achievements

Don'ts

- Take on more activities than committee can handle
- Become dominated by a single person or interest
- Get involved in turf battles
- Overstep advisory role
- Be a fault-finder

Other points

1. Have a handbook
2. Rotate members
3. Limit term of members

CHOOSING YOUR ADVISORY COMMITTEE

Situation: You have been hired to coordinate the Agricultural Science and Business Program at Hoosier Central. The last teacher-coordinator did not use or organize the advisory committee. Subsequently, one of your first duties is to organize an advisory committee.

Task: You want this committee to play an active role in improving the Agricultural Science and Business Program at Hoosier Central. Your task is to select **7** individuals to serve as advisory committee members. Which of your selections would make the best chairperson? Why?

The Candidates

1. John

John is married and has 4 boys. Each of the boys is, or has been, involved in the Agricultural Science and Business Program. John appreciates the program for what it has provided the boys. John is extremely busy with his bricklaying business. John usually follows through with his community assignments. He often gets hung up on his own agenda, which involves his discontent with the existing school administration.

2. Anne

Anne is married and has 5 children. All of her kids have enrolled in vocational education programs but none of them have enrolled in the Agricultural Science and Business Program. The kids have all been officers in vocational clubs and have participated in state and national club activities. If Anne takes on a commitment, you can be assured she will do an excellent job. Anne assists her husband in running their family dairy farm. She is quick to open her mouth before considering the consequences.

3. Dave

Dave manages a grain elevator and feed business in the county. He is involved in various community activities. Dave is a certified Agricultural Science and Business instructor but has never taught. His business has hired a number of Agricultural Science and Business students with moderate success. He demands only the best students, which has resulted in their quitting when they leave home to attend college. Understandably, Dave has his own concerns regarding the Agricultural Science and Business Program.

4. Marilyn

Marilyn is single and owns a local clothing store. She has never hired an Agricultural Science and Business student. Marilyn is the president-elect of the local businesspersons organization. Local businesses and the community respect her for her leadership in attracting new businesses to the community. Marilyn is academically oriented and likes to hire college students.

5. Dan

Dan is a local banker. He attended the local Catholic High School and never enrolled in a vocational class. The bank he represents makes sizable loans to businesses that use Agricultural Science and Business students. His children are in elementary school. His sister is an Ivy Tech College Director. He understands the value of vocational education but has some reservations regarding allowing students to leave school to "work".

6. Kim

Kim was one of the first female graduates of the Agricultural Science and Business Program. She is a nurse at the local hospital. Kim has been involved in other community activities but has rubbed some people the wrong way. She is a strong supporter of the program because of her past experience in the program.

7. Mae Anne

Mae Anne is married to a local doctor. She is an active member of the country club and knows everyone in town. Mae Anne has a Master's Degree in Psychology from Notre Dame. One of her five children is an at-risk student who has already quit school once before. She heard about the program through one of her children.

8. Laurie

Laurie owns the local bakery. She has hired a few Agricultural Science and Business students in the past. Reports indicate that students do not like to be placed at her business because of the early morning hours and demanding pace. Laurie cannot understand why more kids do not want to work for her.

9. Steve

Steve is an attorney for the school district. He has had little contact with the Hoosier Central school system since his children attend the local Catholic School. He has been impressed with the work habits of the recent Co-Op (Cooperative Education or ICE) students working as clerks at his law office. Although he has used Co-Op students in his program, he is concerned that a Co-Op program hinders their academic preparation.

10. Jerry

Jerry is a local dairy farmer. He is a past president of the entire vocational advisory committee. Jerry is very close to retirement. Jerry has recently inquired about the possibility of placing one of the Agricultural Science and Business students on his dairy. He has previously asked for help but the teacher-coordinator failed to place a student on his farm. Your administrator has informed you that Jerry and the Superintendent do not see "eye to eye" regarding a number of school issues.

Directions: Individually rank the 10 candidates. Share your results with your team and arrive at a consensus. Report your results to the class.

Advisory Committee
Candidates

Individual Ranking

Team Ranking

1. John

2. Anne

3. Dave

4. Marilyn

5. Dan

6. Kim

7. Mae Anne

8. Laurie

9. Steve

10. Jerry

Program Planning Lesson #8

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Developing summer program goals and objectives.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. To identify and provide a rationale for summer activities that an agricultural science and business instructor engages in.
2. To design a strategy for completing a summer calendar.
3. To develop a visitation procedure for supervised agricultural experience programs.

IV. Questions to Consider:

1. Why are agricultural education instructors on an extended summer contract?
2. What activities do agricultural education instructors participate in over the summer?
3. What should be considered when developing a summer calendar?
4. How can we distribute time needed for each activity that we participate in?
5. How do we schedule students for supervised agricultural experience visits?
6. What procedures should be followed when making a supervised agricultural experience visit?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 22

Program Planning Lesson #9

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Developing and implementing student recruitment and retention activities.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify the need for a comprehensive recruitment plan for Agricultural Science and Business programs.
2. List appropriate recruitment practices for raising awareness of the local Agricultural Science and Business Program among potential students
3. List the individuals who are involved in influencing the decision of students to participate in an Agricultural Science and Business Program, and describe their involvement.
4. Identify appropriate practices for retaining students in the local Agricultural Science and Business Program as located in the National FFA CD-ROM Local Program Success

IV. Questions to Consider:

1. Why does an agricultural science and business program need to recruit students?
2. How is an effective recruitment strategy developed?
3. How can all student populations be involved in the program?
4. Why does an agricultural science and business program need to retain students?
5. How is an effective retention strategy developed?
6. How are recruitment and retention strategies evaluated?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 9

Program Planning Lesson #10

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Developing a Public Relations Program.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Develop a definition of Public Relations.
2. Identify benefits of a good Public Relations program.
3. List examples of Public Relations activities.
4. Identify resources available to develop a program (LPS).
5. Identify key personnel important for positive PR at the building level.

IV. Questions to Consider:

1. What are public relations?
2. Why are public relations important for an agricultural science and business program?
3. What are some typical and some unique public relations activities?
4. What public relations outlets are available and what resources for assistance are available?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 24

Program Planning Lesson #11

ANNOUNCEMENTS

- I. Unit: Designing the Local Program
- II. Lesson: Planning Facilities for the Agricultural Science and Business Program
- III. Objectives:

Upon completion of this lesson, students will be able to:

- 1. Identify necessary facilities in order to provide students a quality education in Agricultural Science and Business
- 2. Define the appropriate size of ASB facilities according to the Indiana Standards and Quality Indicators for ASB Program Improvement Guide
- 3. List the major equipment and supplies that should be considered when planning the layout of facilities for the local ASB program
- 4. Critically evaluate the facilities at the students' EDCI 441 site or the site of a program the students are familiar with

IV. Questions to Consider:

- 1. What needs to be considered when designing ASB facilities?
- 2. What references can be used to support facilities improvement in ASB programs?
- 3. What factors influence facility needs?
- 4. How do facilities affect the way teachers supervise students? How do they affect safety? How do they affect student behavior?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 10, 21

Program Planning Lesson #12

ANNOUNCEMENTS

I. Unit: Funding the Local Program

II. Lesson: Strategies for funding classroom activities and the local program
Identifying physical needs and creating a long-range plan.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Develop a rationale for program funding; How are budgets justified?
2. Compare Agricultural Science and Business program needs to other high school programs
3. Identify sources for obtaining needed supplies and equipment
4. Identify opportunities for internal and external funding of the local program
5. Understand the significance of a Long Range Plan for physical program needs such as equipment, supplies, buildings, textbooks, and other curricular materials

IV. Questions to Consider:

1. What facilities are needed for an agricultural science and business program?
2. What equipment is needed for an agricultural science and business program?
3. How is a budget constructed for an agricultural science and business program?
4. How is an inventory constructed for an agricultural science and business program?
5. What internal and external funding opportunities exist?
6. What methods are employed for fundraising for FFA and YF activities?
7. What equipment suppliers are used?
8. What textbook and curriculum materials suppliers are used?
9. What consumables are used in a typical program?

References:

Curriculum

Name	Address	Phone Number	Products	Other
Interstate Publishers, Inc.	PO Box 50 Danville, IL 61834	1-800-843-4774	Videos, books, everything	Agriscience, vegetable, stockman's handbook
Delmar Publishers	PO Box 15015 Albany, NY 12212-5015	1-800-347-7707	Text books, videos	animal science, leadership, agriscience, ag mech., ag. lit., env. science, small animal care management, floriculture, safety management
Insight Media	121 West 85th Street New York NY 10024	212-721-6316 Fax: 212-799-5309	Videos	classroom management, principles and practices, social psychology, teaching thinking skills, diversity, spec. ed., ed. reform, parenting child care
Creative Education Video	120 S E Loop 289 Lubbock, TX 79404	1-800-922-9965	Videos and kits	Judging, equine science, aquaculture
Human Resource Development Press	Department 1112 22 Amherst Road Amherst, MA 01002-9980	1-800-822-2801 Fax: 413-253-3490	3 ring binders, booklet, complete board games, video, paperback	Human and cultural diversity, sexual harassment, work force diversity
AAVIM	220 Smithsonian Road Winterville, GA 30683	1-800-228-4689	Videos, software, text	

YDAE 319- Program Planning in Agricultural Science and Business Programs

Instructional Materials Laboratory	University of Missouri-Columbia 2316 Industrial Drive Columbia, MI 65202	1-800-669-2465 Fax: 314-882-1992	Text
University of Wisconsin-Madison Publications Unit. Dept. A	964 Educational Service Bldg 1025 W. Johnson Madison, WI 53706	800-446-0399	Software, videos
John Deere Service Publication	John Deere Rd Moline, IL 61265	1-800-522-7448 Fax: 1-309-765-2965	Mechanical, farm mgmt.
Instructional Materials Service- Texas A & M University	FE Box 2588 College Station, TX 77843-2588	409-845-6601 Fax: 409-845-6608	Text materials, computer stuff, teaching aids
Highest Profit Corporation	10933 Seaglades Drive Pensacola, FL 32507-1927	Fax: 904-492-2070	Book and video
Curriculum and Instructional Materials Center (CIMC)	1500 West Seventh Ave Stillwater, OK 74074-4364	1-800-654-4502 Fax: 1-202-743-5011	Videos, text
Greenwood Publishing Group Inc.	88 Post Rd West PO Box 5007 Westport, CT 06881-5007	Fax: 203-222-1502	Books
MAVCC	1500 W Seventh Ave Stillwater, OK 74074-4364	1-800-654-3988	Textbooks
NIMCO	PO Box 9	1-800-962-6662	Videos, software

YDAE 319- Program Planning in Agricultural Science and Business Programs

	102 Hwy 81 North Calhoun, KY 42327- 0009		
Technonic Publishing Co.	851 New Holland Ave Box 3535 Lancaster, PA 17604	1-800-233-9936	Books, journals
Shopware	Shopware Ed Systems Department KL-6 101 Hill Rd Aberdeen, WA 98520- 7302	1-800-487-3392	Software
Richard C Owen Pub Inc.	PO Box 585 Katonah, NY 10536	1-800-336-5588	Texts
Southeastern Instructional Materials Center	PO Box 70158 Tuscaloosa, AL 35407	205-759-5448	Teaching aids
Partners in Learning Programs, Inc. Center for Creative Learning	16464 Via Esprillo San Diego, CA 92127	1-800-544-0844	Youth power, banners
National Food and Energy Council	409 Vandiver West- Suite 202 Columbia, Missouri 65202	314-875-7155	Newsletter and wiring- electrical supplies
Longman Publishing Group	10 Bank Street White Plains, NY 10606-1951	914-993-5000 Fax: 914-997-8115	Teacher improvement, books

YDAE 319- Program Planning in Agricultural Science and Business Programs

Vocational Agriculture Service News and Notes	1401 South Maryland Drive Urbana, IL 61801	217-333-3871 Fax: 217-333-0005	Filmstrips, slides	
T-TECS	Southern Association of Colleges and Schools 1866 Southern Lane Decatur, GA 30033	800-248-7701 or 404- 679-4501 ext 543	Analytical instructional, management and assessment tools	
Kluwer Academic Publishers	101 Philip Dr Norwell, Mass 02061	617-871-6600	Books and journals in science and biology	
Lawrence Erlbaum Association	10 Industrial Avenue Mahwah, NJ 07434	201-236-9500	Books for sale	
San Luis Video Publishing	PO Box 6715 Los Osos, CA 93412	805-528-8322	Ag/hort training video	Fax: 805-528-7227
St. Lucie Press	100 E Linton Blvd Suite 403B Delray Beach, FL 33483	407-274-9906	Text books	Fax: 407-274-9927
Agricultural Education Materials Service	Department of Agricultural Education & Studies 217 Curtiss Hall Ames, IA 50011	515-294-5872	Curriculum materials, software, video	
Council for Agricultural Science and Technology	4420 West Lincoln Way Ames, IA 50014-3447	515-292-2125	Supplements for teaching	
Purdue University Cooperative Extension Service Field and Staff	1140 Agricultural Admin. Bldg. West Lafayette, IN	765-494-8489	Directories	

Directory 47907-1140

Tools, Equipment, Safety Supplies

Name	Address	Phone Number	Products	Other
Dell Marketing L.D.	2214 W. Baker Ln. Bldg. 3 Austin, TX 78758-4053	1-800-509-3355	Computer Stuff	
Nasco	901 Jonesville Ave P.O. Box 901 Fort Atkinson, WI 53538-0901	1-800-558-9595	Tools, Awards, Learning Aids, Livestock Equipment, video tapes, horticulture and forestry record keeping, small animal	Fax: 414-563-8296
Paxton/Patterson Graves-Humphreys	5719 W 65th Chicago, IL 60638	1-800-323-8484	Shop tools (wood and auto), drafting materials, furniture	Fax: 1-708-594-7270
Carolina Science Materials	2700 York Rd Burlington, NC 27215	1-800-334-5551	Biology teaching supplies, computer stuff, maps, elementary teaching aids	Fax: 1-800-222-7112
Hobar Publications	1234 Tiller Lane St. Paul, MN 55112	1-612-633-3170	Tools, Videos, Books, ID sets	Fax: 612-633-2020 Very good Ag. Specific
MFASCO	Box 386 Roseville, MI 48066-0386	1-800-221-922	Safety, first aid, welding	Fax: 810-774-2760
Gempler's	P.O. Box 270 211 Blue Mounds Rd Mt. Horeb, WI 53572	1-800-382-8473	Safety books, signs	Fax: 800-551-1128 Accepts credit cards

YDAE 319- Program Planning in Agricultural Science and Business Programs

CBW Computer Centers Inc.	1020 E. Lake Cook Rd Buffalo Grove, IL 60089	1-800-454-4cbw	Hardware	
Micro Warehouse	1720 Oak Street PO Box 3014 Lakewood, NJ 08701-3014	1-800-367-7080	Curriculum	
Software Spectrum	2140 Merritt Drive Garland, TX 75041	1-800-787-1166	Curriculum	Fax: 1-800-959-0066
Learning Tree International	1805 Library Street Reston, VA 22090-9919	1-800-THE-TREE	Curriculum	
Wisconsin Fast Plants University of Wisconsin-Madison	Dept. of Plant Pathology 1630 Linden Drive Madison, WI 53706	1-800-462-7417	Plant information	Fax: 608-263-2626

Program Planning Lesson #13

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Working with your area Career and Technical Education Director

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Discuss what a Career and Technical Education Director does.
2. Describe how a Career and Technical Education Director and agriculture instructors should cooperate.

IV. Questions to Consider:

1. What are the Career and Technical Education Director subject areas in Indiana?
2. How is the Career and Technical Education Director system implemented in Indiana?
3. What is the role of the area Career and Technical Education Director?
4. What working relationship should an agricultural science and business teacher have with the area Career and Technical Education Director?
5. What reports are due to the area Career and Technical Education Director and to the state and when?
6. What funding sources and other opportunities are available through the area Career and Technical Education Director?

References:

Guest Speaker

Program Planning Lesson #14

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Student assessment – portfolios, standardized tests, grading systems

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify various methods of assessing student achievement.
2. Discuss statewide methods of assessment.
3. Compare and contrast academic and vocational preparation and discuss the role of agricultural education in both.
4. Explain why students' work should be graded and what should be graded.
5. Develop a grading system.

IV. Questions to Consider:

1. Why should students be assessed?
2. What different assessment systems exist?
3. What should be graded and how should grades be assigned?
4. What factors influence student performance?
5. How does agricultural science and business compare and contrast to other vocational and academic areas?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapters 12, 13, 19

Program Planning Lesson #15

ANNOUNCEMENTS

I. Unit: Being a Professional

II. Lesson: Being a member of the school faculty and local community and developing good relations with administration.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Describe “outside of the classroom” expectations for public school teachers.
2. Describe the administrative structure of a typical Indiana high school.
3. Identify methods of effective communication with administrators.
4. Identify various “unwritten” expectations of high school teachers.

IV. Questions to Consider:

1. What roles in the school does an agriculture teacher play?
2. What roles in the community does an agriculture teacher play?
3. What are the written and unwritten expectations for a public school teacher?
4. What activities should a beginning teacher be involved with?
5. What “at school” opportunities exist for a teacher?
6. What “outside of school” opportunities exist for a teacher?
7. What is the administrative structure of a typical Indiana high school?
8. What is the system for administrators and teachers to work together?
9. What are the “written” and “unwritten” expectations of a high school teacher?
10. What is a good, average, and bad day like for a high school administrator?

References: Foundations of Agriculture Education (2005) Talbert, B.A., Vaughn, R, Croom, D., B., Professional Educators Publications, Inc. Chapter 1, 2

References: Program Planning Guide for AgriScience and Technology, Jasper S. Lee, 2nd edition, Interstate Printers and Publishers. Chapter 1

Program Planning Lesson #16

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Indiana Farm Bureau

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Describe the Indiana Farm Bureau Inc.
2. Identify the relationship between the Indiana Farm Bureau and the local Agricultural Science and Business program
3. Identify ways the Indiana Farm Bureau program can support the local Agricultural Science and Business program

IV. Questions to Consider:

References: Indiana Farm Bureau Handouts

Guest Speaker

, Field Representative, Indiana Farm Bureau Inc.

Program Planning Lesson #17

ANNOUNCEMENTS

I. Unit: Being a Professional

II. Lesson: Be a member of the profession, school, and community.

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify agricultural, vocational, and educational professional organizations.
2. Discuss the roles an agricultural science and business teacher has within the school.
3. Discuss the roles an agricultural science and business teacher has within the community.

IV. Questions to Consider:

1. Why should an agricultural science and business teacher belong to professional organizations?
2. What professional organizations are available?
3. What roles in the school does an agricultural science and business teacher play?
4. What community roles do an agricultural science and business teacher play?

References: Program Planning Guide for AgriScience and Technology, Jasper S. Lee, 2nd edition, Interstate Printers and Publishers. Chapter 1

Guest Speaker

IAAE President

Western Kentucky University The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the. electives selected. SAMPLE - 4 Year Plan. Fall Semester.Â

AGRO 110 â€“ Introduction to Plant Science. 1. COMM 145 â€“ Business and Professional Speaking (F-OC). AGMC 170/171- Introduction to. 1 Agriculture Mechanization (with a.Â Fall Semester. AGED 250 â€“ Introduction to Teacher Education in Agriculture. ENG 300 â€“ Writing in the Disciplines (F-W2) Three hour Animal Science elective -ANSC 338 â€“ Live Animal Evaluation CHEM 105/106 â€“ Fundamentals of Chemistry (with a Lab) (E-NS, SL). HIST 101 or 102 II (F-SB). AGRI 291 â€“ Intro. to Data Analysis. Palgrave Studies in Agricultural Economics and Food Policy. ISBN 978-3-319-65258-0. ISBN 978-3-319-65259-7 (eBook). <https://doi.org/10.1007/978-3-319-65259-7>. Library of Congress Control Number: 2017950561.Â Barrett (2010) in a science paper places this discussion in the current hierarchy of food security discussions. Government has a prominent role if small commercial farmer dominated agriculture is to grow rapidly.Â Those chapters will emphasize critical areas that must receive priority in planning and implementation. But there are many essential functions of govern-ment with respect to a modern agriculture that are too mundane and detailed for attention in a grand strategy and in this exposition.