

YDAE 441
Field Experiences in Agricultural Science and Business Programs
Spring 2009

Purpose

The present teacher certification standards in Indiana require all prospective teachers to have "early and continuing field experience." The purpose of these experiences is to provide the education students with a realistic view of the duties and responsibilities of teachers. In the past, the field experiences were not required of teacher education students. Because of this, many students made decisions to enter teacher education with unrealistic views of teachers. During their student teaching semester (their first contact with public schools in a number of years) the students would become disenchanted with teaching but it was too late to change. The field experience program is planned to help alleviate this problem, and also provide you with the necessary background to help make your education courses more relevant and interesting.

In agricultural education, our "early" field experiences consist of the school visits performed during Blocks 1 and 2 (EDCI 205/285, and EDCI 235/265). These experiences are designed for the sophomore year. During these courses students spend one morning per week for the entire semester with an agricultural science and business teacher. The student observes the classes and participates in various activities planned cooperatively by the student and teacher. In addition, the on campus courses provide for discussion of the observations, school organization, and teaching in general. The primary purpose of the experience is to help students decide if they wish to pursue a career in teaching.

The "continuing" aspect of the field experience is YDAE 441. This experience should be completed during the junior year. In this course the student is required to spend five (5) full days with an agricultural science and business teacher. The five days should be during the Purdue spring break, while the public schools are in regular session. Only with special permission, may it be after Purdue dismisses in the spring, but while the public schools are in session. There will be a single formal class meeting for YDAE 441. One hour of credit is awarded for each week of field experience up to a maximum of 3 credits. One credit is required. For a second or third credit, one or two weeks in a second school will be required. This experience should provide the student a good background for the education courses taken during the senior year.

Course Objectives

By the end of this course the student will be able to:

1. List the current curriculum taught by their proposed student teaching site, including the scope and sequence.
2. Identify and collect four lesson plans used by the cooperating teacher to incorporate into their own planning for use in YDAE 440 *Methods of Teaching Agricultural Education*.

3. Conduct and document on-site review of facilities, equipment, supplies and basic procedures used by the local Agricultural Science and Business program at the proposed student teaching site.
4. Identify and document the scope and sequence of the local chapter of the National FFA Organization as integrated into the proposed student teaching site.
5. Identify and document the scope and sequence of Supervised Agricultural Experiences as integrated into the proposed student teaching site.
6. Identify the existence and document the inclusion of adult programs in agricultural education (if they exist).
7. Compile a portfolio of information related to the local secondary agricultural science and business program from objectives 1-6 above that is helpful in preparing for potentially student teaching at the location selected for this experience.

Procedures

1. Sign up for YDAE 441 and meet with the group at the single class meeting to learn all details and procedures. The professor will make the official contact with the school necessary to start arrangements for your field experience. **You do not contact the school until this step is completed.** The student normally signs up for 441 and 319 the same semester. In many cases, the experience will be at the school where you will do your student teaching. In exceptional cases, 441 may be completed under different conditions. Instructor permission is required.
2. Turn in the required assignments so that a grade can be determined. You should plan to turn in the report within **two weeks of completion**. In all cases, the completed report is due one week before the end of classes. In many cases, delay in this step has cost a letter grade because the observation is not as sharp due to time passage before the report is written.

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

Assignments and Grading

Requirements for a grade of "A":

- A. Obtain a letter from your cooperating teacher stating that you did indeed participate for five full days.
- B. Fill out the YDAE 441 observation sheet (attached). (You may provide the information on typing paper to improve appearance, etc.) However, all parts must be included or they will be treated as blank.
- C. Write a **quality summary** of your experience describing in detail what you did each class period. **A period by period format is required.**

- D. Complete the assignments *SAE Census* and for your local community and school.

Requirements for a grade of "B":

1. Complete items A, B, C and D from above. The assignments need not be as complete, neat, or as carefully done as those that qualify for an "A."

Requirements for a grade of "C":

1. Complete items A and B from above.

Requirements for a grade of "D":

1. Complete item A from above.

These assignments are to be neat and carefully done, and reflect quality work.

If you are registered for YDAE 441 and hand in no evidence of your experience, you will receive an "F." All assignments are due one week before the end of classes in the semester in which you are enrolled for YDAE 441. **Turn in two copies of everything you submit! This includes your written summary, observation sheet, handbooks you receive, programs of activities, etc. One copy will be returned to you and one copy will be kept in a file for that school.** Assignments should be given to the professor in charge of YDAE 441 who will place the material in your departmental file folder after evaluation. It is highly recommended that you hand in your assignments as soon as you finish your participation. As all papers stay with the section, you should copy any originals you wish to keep.

Suggestions for YDAE 441

The purpose of YDAE 441 is experience. The letter to the agricultural science and business teacher suggests that he/she involve you in the agricultural education classes to the extent possible, and utilize you as a full-time assistant. We caution them that you are not yet fully ready for student teaching since you have not had the teaching methods course. However, we do want you to **try teaching and/or assisting in the instruction of four lessons during your YDAE 441 experience.**

Gain all the experience you can and find out what areas you are likely to be teaching the following spring as a student teacher. In addition, you can start preparing for student teaching by becoming familiar with the references and teaching aids available in the department and school.

YDAE 441 Observation Sheet

1. The Curriculum: In Indiana, the state Agricultural Science and Business curriculum is located in each agricultural education program. These materials will be used as resource and reference materials for designing classes offered in the local agricultural education program. Using the following chart, describe the Agricultural Education curriculum in your YDAE 441 School. If additional space is needed, diagram the chart on the back of

this page and continue. You may staple a copy of your school's curriculum instead of this sheet or you can supply it as a separate page or pages representing the required information.

Agricultural Education Curriculum Chart

Name of Course	Length of Course (ex.-1 year, 1 sem.)	Intended Grade Level	Major Topics Included in the Course
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2. Identify four lessons that you will teach during the student teaching semester based upon the courses offered in the curriculum and the time of the semester you will be present. List the lesson titles and gather information that would be helpful to you as you prepare the lessons in YDAE 440 methods class. (Assume the school you are conducting this field experience at will be the same as your student teaching site).
3. How many students are enrolled in agriculture education classes?
4. Are students expected to conduct supervised agricultural experience programs? How many students have active SAEs? What is the percentage of total students with an SAE? What is the breakdown of SAEs by type (Production, Placement, Exploratory, and Research)? How are SAE visits conducted?
5. How many students are FFA members?
How many out of school members?
What is the percentage of total students who are FFA members?
How are students encouraged to participate in FFA activities? Point system? Reward trip?
6. What are the major FFA activities in which this school participates?
(Use additional space as needed or attach an annotated P.O.A.)
7. Diagram all facilities of the Agricultural Education Department. Include classroom, shop, greenhouse, aquaculture facilities, land laboratory, computer facilities, etc. Be sure to locate instructional equipment that could be used during your student teaching experience. Provide photographs (either digital or print) of facilities you have access to.

8. What are the safety procedures for the Agricultural Science and Business program? Include procedures for facilities including Agricultural Mechanization lab, Greenhouse, Aquaculture facility, etc. Include fire drill, tornado drill, bomb threat, lockdown procedures, etc.
9. What procedures are used to secure supplies and equipment for the Agricultural Education Department?
10. What are the procedures for student discipline in the Agricultural Science and Business program and in this school corporation?
11. List the professional organizations to which your 441 teacher belongs.
12. Describe the adult or young farmer program(s) (*if one or more exist*).
13. What technology exists in the classroom setting to assist in instructional delivery? Computers, projectors, Internet access, audio/video access, etc.
14. Please collect and submit a Program of Activities for the FFA Chapter (if one exists), a Banquet Script (if one exists), a Student Handbook (mortar board) for the students of the school, and a copy of the Teacher's Master Contract.
15. What facet of this Agricultural Education Program has made the greatest impact on you?
Please explain.

SAE Census

The information that you compile in this assignment will assist you in developing a working knowledge of possible SAEs in your student teaching community. It will enable you to more completely realize the potential for diversity and quality of SAE's at the local level.

When this assignment is completed you will have a description of SAE programs. This will be useful in determining how you can integrate classroom instruction and the FFA with student's SAEs. The assignment should be written in narrative form.

Directions: Identify the local Indiana Agricultural Science and Business program. During your Early Field Experience gather the following information. Please feel free to add additional information as well:

How many students are enrolled in Agricultural Education?

How many students have active SAE programs?

How do student SAE's related to the curriculum and/or student interest?

What percentage of students have Livestock SAEs, Crop SAEs, or Placement SAEs?

What percentage have more than one of the above SAE categories? What percentage have active SAEs that are not included in the above categories? If any students have exploratory or experimental SAEs, describe them. Do any students have unique or unconventional SAE's?

What is the teacher's philosophy concerning SAE's? Are they required? Optional? Not needed?

How are SAE's "taught" at the school? Are they integrated into the curriculum of every class? Are they taught as a separate class? Independent study?

What are some new possibilities for SAEs in that school district?

How many proficiency awards were submitted at the District level last year? What were they? How many proficiency areas will the school compete in next year?

What is your reaction/reflection on the way that SAE's are utilized at this school? Please be thorough in your answer.