Youth Leadership: Theory and Practice Course Handbook
(CSUS422, Section 740)

M.W. Everett

Table of Contents

Youth Leadership: Theory and Practice Course Handbook (CSUS422, Section 740)

Overview of the Course

Welcome to CSUS422, Youth Leadership: Theory and Practice! This hybrid course is self-paced, however there are structured due dates and the end date (June 30, 2016) is the last day in which assignments will be accepted. This course is designed to give students a better understanding of youth leadership from a practitioner perspective. This course is also designed for you to utilize your classroom or other educational location as an environment for learning from your students about youth leadership. Therefore, as part of this course you may survey, observe, or even interview students to better understand their knowledge and goals toward youth leadership (Assignment 5). Even though this is purely for educational purposes, you may need to refer to your organizations policy about gathering information and get appropriate permission.

This course is a hybrid format. What does that mean? It means that you will spend a large amount of time working on your own via the web-based, online learning platform called D2L. Additionally, you will attend culminating experiences near the end of the course (weeks 5 and 7) where you will meet with professionals who are currently working with youth in the context of youth leadership. The D2L link for the course can be found at: https://d2l.msu.edu/. D2L is reasonably intuitive, however if you do have problems or questions, the D2L 24-hour phone line is: 517-432-6200 or Toll Free at 844-678-6200.

As previously mentioned, all of the course materials can be found on the D2L Website in the course US16-CSUS-422-740. When you log on to D2L if you do not see this course, then you can type in the aforementioned naming convention (US16-CSUS-422-740) into the "search for courses" menu. When you go into the course on D2L you will find a series of folders. These folders are separated into Modules, Assignments, and Additional Readings and Resources.

Each of the Module folders represent one week. Within each of the modules you will find a Powerpoint file. The Powerpoint should be used as a guide for weekly objectives, readings, and assignments. Additionally, you may find different resources including readings, survey instruments, and questions to ponder. Finally, in many of the Modules you will find Blogs. These Blogs are designed to stimulate discussion between you and your fellow colleagues in the class as well as provide an opportunity to reflect on youth leadership as a practitioner and learner.

Each of the Assignment folders includes rubrics for the assignments and Dropboxes for you to upload your final product. Again, this should be reasonably intuitive, however if you have questions contact D2L and they can guide you through the process. Also, refer to the course syllabus below for specific due dates for all assignments.

Course Syllabus

CSUS 422
Youth Leadership: Theory and Practice

Hybrid, 3 Credits (5/16/16 to 6/30/16)

INSTRUCTOR:	Dr. Michael W. Everett Department of Community Sustainability Michigan State University, 480 Wilson Road 140 Natural Resources Building Telephone: 517-432-0292, Cell Phone: 517-581-5888 Email: everettm@msu.edu
OFFICE HOURS:	By Appointment
LOCATION:	Online with Field trips (TBD)
MEETING TIMES:	Online with additional field trip meeting dates
COURSE DESCRIPTION:	This course serves both formal and non-formal educators by understanding how youth develop and emerge as leaders in their families, schools, organizations and communities. Content will be derived from youth organizations at the local, state, national, and international level. This course will provide current and future youth educators and leaders with a foundation in youth leadership. This online course will include: discussions, readings, written assignments, blogging, guest speakers and relevant online work.
COURSE GOALS:	The goals of this course are to develop students' knowledge and skills of youth leadership. As such, the course builds upon current knowledge of youth leadership by participants. As a student in this course you will have the opportunity to:

- Describe key theories of youth leadership in formal and non-formal settings;
- Describe key factors associated with positive youth leadership;
- Identify leadership interactions among and between people, activities, and learning experiences;
- Plan, coordinate, and deliver instruction on leadership to youth using appropriate educational materials; and
- Evaluate youth leadership and the educational organizational programming that led to it and other instructional materials to assist in student learning.

Youth Leadership: Theory and Practice - Learning Outcomes

Students will be able to describe key theories of youth leadership by:
- Identifying the characteristics of an effective leaders;
- Explaining the meaning and values of symbols and traditions of youth organizations; and
- Describing the traits of different leadership and learning styles;

Students will be able to describe key factors associated with positive youth leadership development by:
- Identifying important theories related to youth leadership;
- Defining recent and relevant career/academic initiatives;
- Defining and apply core concepts of a youth organization including leadership, work-based learning, and
  experiential education; and
- Applying key factors of youth development to appropriate youth leadership groups.
- Applying theories in the context of youth leadership groups.

Students will be able to identify leadership interactions among and between people, activities, and learning experiences by:
- Facilitating meetings with students in an advisory capacity;
- Developing a Constitution for a youth organization (e.g., FFA, 4-H, BSA, etc.);
- Applying leadership interactions to community and business settings;
- Development of an Advisory Committee; and
- Development of an Alumni Chapter for youth organizational support.

Students will be able to plan, coordinate, and deliver instruction on leadership to youth using appropriate educational materials by:
- Developing a Program of Activities/Calendar of Events for an organization;
- Applying the use of experiential learning in the context of teaching and learning;
- Analyzing fundraising strategies for youth organization profit; and
- Applying leadership concepts to community and business settings.

Students will be able to evaluate youth leadership and organizational programming by:
- Comparing award recognition categories for youth organizations;
- Identifying service learning opportunities and resources at the local level;
- Conducting programmatic research about youth development and leadership;
- Reflecting on self as a leader and opportunities for student growth;
- Identifying appropriate instructional materials needed for youth development; and
- Evaluating programmatic development and leadership aspects of relevant youth organizations.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS422 – Youth Leadership: Theory and Practice

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni— who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES
CSUS422 – Youth Leadership: Theory and Practice

Critical thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability.

Initiative and practical skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

Ethics: Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

TEXTBOOKS:

Appleman, D. (2011). Developing Teen Leadership: A Practical Guide for Youth Group
     Advisors, Teachers and Parents. Desaware Publishing, San Jose, CA.

STYLE MANUAL:

American Psychological Association. (2010). *Publication manual of the American
     Psychological Association* (6th edition). Washington, DC: Author.

ADDITIONAL READINGS AND RESOURCES:

Bird, W. A., Martin, M. J., & Simonsen, J. C. (2013). Student Motivation for Involvement in Supervised
     Agricultural Experiences: An Historical Perspective. 54(1), 31-46. doi: 10.5032/jae.2013.01031.

Boyd, B. L., Herring, D. R., & G. E. Briers. (1992). Developing life skills in youth. *Journal of
     Extension*. 30(4), On website, http://www.joe.org/joe/1992winter/a4.php.

Gambone, M. A., Walker, K. C., & Walker, J. A. (2011). Special edition featuring 100 years of
     research in youth development. 6(3), 2011. On Website,
     https://nae4a.memberclicks.net/assets/documents/JYD_110603final.pdf#page=8.

Goldman, S., & Booker, A. (2008). Mixing the digital, social, and cultural: Learning, identity,
     and agency in youth participation. In Buckingham (ed.), The John D. and Catherine T. MacArthur Foundation
     Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 185-206. doi:
     10.1162/dmal.9780262524834.185. On Website,
     http://mitpress2.mit.edu/books/chapters/026202635Xchap9.pdf.

Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader
     development: Understanding the seeds of leadership. *The Leadership Quarterly*. 22, 459-470. On Website,
     http://www.sciencedirect.com/science/article/pii/S1048984311000452.

Phelps, K., Henry, A. L., & Bird, W. A. (2012) Factors influencing or discouraging secondary
     school students' FFA participation. *Journal of Agricultural Education*, 53(2), 70-86. On Website,
     http://files.eric.ed.gov/fulltext/EJ993275.pdf.

Phipps, L.J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural
     Education in Public Schools*. Interstate-Delmar Publishing. ISBN 13: 9781418039936,
     ISBN 10: 1418039934.

Ricketts, J. C., & Rudd, R. D. (2002). A Comprehensive leadership education model to train,
     teach, and develop leadership in youth. *Journal of Career and Technical Education*. 19(1). On Website,
     http://scholar.lib.vt.edu/ejournals/JCTE/v19n1/ricketts.html.

The National Council for Agricultural Education. (2016). National Quality Program Standards For Secondary
     (Grades 9-12) Agricultural Education. On Website,
     https://www.ffa.org/SiteCollectionDocuments/tc_national_quality_program_standards_revised.pdf.

COURSE CALENDAR AND METHODOLOGY:

The course is structured utilizing a variety of teaching methods including online modules associated to learning. This course is based in the technique of problem solving; therefore students will need to become self-sufficient in how they solve assigned tasks and completed course outcomes. The tentative schedule is as follows:

Week #1 – Module 1 – Youth Leadership – Why is it important? (ONLINE – May 16 to May 20)
- Introductions, Information, and Syllabus Overview
- Youth leadership – Why is it important?
- Personal perspective (Blog 1)
- Characteristics of a youth leader (Blog 2)
- Traits of a leader
- How youth view youth leadership (Blog 3)

Week #2 – Module 2 – Factors involved in youth leadership and professional growth and management of a youth leadership program (ONLINE – May 23 to May 27)
- ASSIGNMENT 1 DUE (10%) – Teaching Leadership Philosophy Statement
- Micro-PDIs (Blog 4)
- Youth leadership theory (Ricketts & Rudd, 2002) (Blog 5)
- Developing Teen Leadership (Part I)

Week #3 – Module 3 – Management of a youth leadership program (ONLINE – May 30 to June 3)
- ASSIGNMENT 2 DUE (10%) – Professional growth plan
- Curriculum, technology, and leadership
- Micro-PDIs (Blog 6)
- Creating a Program of Activities/Calendar of Events
- Developing Life Skills/Benefits of youth leadership (Murphy and Johnson, 2011) (Blog 7)
- Developing Teen Leadership (Part II)

Week #4 – Module 4 – The support network of a youth leadership program (ONLINE – June 6 to June 10)
- ASSIGNMENT 3 DUE (10%) – Constitution and Calendar of Activities (CoAs)
- Micro-PDIs (Blog 8)
- Developing an Advisory Committee
- Alumni as a support system
- Factors Discouraging youth leadership (Phelps et al., 2012)
- Developing Teen Leadership (Part III)

Week #5 – Module 5 – Incorporating technology into youth leadership (IN-PERSON, June 17 @ LISD)
- Developing an Advisory Committee for youth leadership organizations
- Developing an Alumni Chapter for youth leadership organizations
- How can an Alumni Chapter help your program?
- ASSIGNMENT 4 DUE (10%) – Teaching youth leadership in the classroom (Engaging the Class)
- Micro-PDIs (In-person)
- Evaluation of technology and leadership (Goldman & Booker, 2008)
- Developing Teen Leadership (Part IV)

Week #6 – Module 6 – Combining classroom instruction and youth leadership (ONLINE – June 20 to June 24)
- Student Motivation for Involvement in SAE: An Historical Perspective (Bird et al., 2013)
- Developing Teen Leadership (Part V)
- Micro-PDIs (Blog 9)

Week #7 – Module 7 – Creating a package for your learning setting (IN-PERSON, June 29 @ TBD)
- Working with administrators to better understand youth leadership
- Professional growth plans and you
- The Michigan FFA Association
- Aspects of youth leadership from a programmatic perspective
- ASSIGNMENT 5 – Presentations (20%)
- ASSIGNMENT 5 DUE (10%) – Research Project Paper (Upload to D2L)
- NQPS Evaluation (Blog 10)
- Final Thoughts

All assigned papers must be typed, one-inch margins, 12-point font, and pages numbered (Times New Roman or Arial font). For questions regarding writing style, and reference citations, refer to the American Psychological Association (APA) manual and recent editions. **All assignments are due on the class date defined below. All assignments will be due by the end of the class period described in the calendar above. Further, there will be NO late assignments accepted.**

Course Activities and Assessments:
Attendance and Participation – 8% (80 Points)
Attendance and participation are an important component of the classroom experience. All students are expected to join in the educational mission of the class as both educators and learners.

Class Based Online Blog – 10% (200 Points)
Developed knowledge through online readings and blogging will be an important part of the learning experience. All students are expected to participate in blogging activities based on the readings and topics provided in the D2L blog. Additionally, four of your Micro-PDI Blogs are also part of your online blogging activity (See below for an explanation of Micro PDIs. Over the course of the first several Blogs (4, 6, 8, 9) you will upload your Micro-PDIs to the appropriate Blog location. You will also be provided with a prompt on certain blogs and asked to dialogue based on the prompt and associated literature from the course.

In Class Micro-PDI – 2% (20 Points)
The goal of this assignment is for students to develop individual educational experiences that help to inform others about youth leadership and present this experience in class. Micro-PDIs may include, however are not limited to: 1) engaging others in something new and unique, 2) teaching others about something you have a particular expertise, or 3) assisting colleagues in developing something that will help within the confines of youth development. Micro-PDIs will be uploaded to D2L during online class sessions in the interactive Micro-PDI Blog within each respective Module and presented in person during the in-class session.

Assignment #1 – Teaching Leadership Philosophy Statement (100 Points)

As a way to stimulate growth and learning in the classroom, students will develop a philosophy statement about leadership. This may be in the context of a developed teaching philosophy that is framed from a teaching perspective or some other philosophy that is grounded in leadership.

Assignment #2 – Professional Growth Plan (100 Points)

Instructor professional development and growth is critical to the success of formal and non-formal educators in Michigan. Development of a 5-year professional growth plan is important to the longevity of educators. Students will develop a 5-year professional growth plan that includes relevant aspects of youth leadership organizations. Relevant aspects include: Academic coursework and/or degree for certification, professional development at the local, regional, state, and national level. Additionally, how these experiences relate specifically to youth leadership and your program. Finally, planning about life experiences and career demands that are instrumental of professionals.

Assignment #3 – Constitution and Calendar of Activities (100 Points)

Having a Constitution and annual Program of Activities or Calendar of Activities that underpins a youth leadership organization is critical to the success of that group. Students will develop a working Constitution or seek advise in revising and updating their current Constitution. Additionally, students will also develop the framework for an annual Program of Activities (PoA) or other similar Calendar of Activities (CoA). The PoA or CoA should be relevant to the group or organization of a particular student.

Assignment #4 – Teaching youth leadership – Engaging the Class (100 Points)

Teaching leadership as a component of the class is critical to having young people develop a working knowledge of their youth leadership organization. Students will develop a 20-minute youth leadership-centered lesson that engages the class. Students will provide a lesson plan and all relevant materials to the instructor prior to teaching the lesson. Students will then disseminate their lesson to their colleagues. Each presenter should provide copies of materials for other students in the class. Presentation will be during class #5.

Assignment #5 – Research Paper (100 Points) and Research Poster or Presentation (200 Points)

Students will assess youth leadership in their program or a program in an effort to better understand student needs, goals, and young people as leaders and future leaders. Students will utilize the scientific method protocol to complete the activity. This includes: a review of the research, methods, results, and conclusions. The overarching leadership question should be something important to you and your program in an effort to better inform you, colleagues, administrators, parents, students and other stakeholders where you are at. Ideally the poster or research paper should be something you can use with your students or other group.

Awarding of Points

- Attendance and Participation (Online and In-person)   80 (8%)
- Class-based Online Blogging   200 (20%)
- In Class Micro-PDI   20 (2%)
- Assignment 1 – Teaching Leadership Philosophy Statement   100 (10%)
- Assignment 2 – Professional growth plan   100 (10%)
- Assignment 3 – Constitution and CoA/PoA   100 (10%)
- Assignment 4 – Teaching youth leadership   100 (10%)
- Assignment 5 – Research Paper (100 Points)
  Research Presentation or Poster (200 Points)   300 (30%)

TOTAL POINTS   **1000**

Grading Scale

909.1 – 1000	4.0
849.1 – 909	3.5
789.1 – 849	3.0
729.1 – 789	2.5
679.1 – 729	2.0
629.1 – 679	1.5
589.1 – 629	1.0
< 589	0.0

ACADEMIC MISCONDUCT:

Article 2.III.B.2 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and

grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

(See also https://www.msu.edu/~ombud/academic-integrity/index.html). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense**.

ACCOMODATIONS:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

BEREAVEMENT:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the "Grief Absence Request" web form no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

DROPS AND ADDS:

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is _____ The last day to drop this course with no refund and no grade reported is _____. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZED LECTURE NOTES:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

DISRUPTIVE BEHAVIOR:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

E-LEARNING POLICIES:

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at http://lct.msu.edu/guidelines-policies/aup/.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett will answer email about:
  o Questions arising from difficulty in understanding course content.
  o Requests for feedback about graded assignments.
  o Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett will NOT answer email which:
  o Poses questions answered in the course information sections of the course D2L site
  o Poses questions answered in the course syllabus.
  o Lacks a subject line clearly stating the purpose of the email and the course number (CSUS422).
  o Raises an inappropriate subject.
- Dr. Everett will answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.
- CSUS422 - Turnitin Policy

  - Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

  - Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

APPENDIX A – Assignment 1 Rubric (Teaching Leadership Philosophy Statement)

	Excellent	Needs Work	Weak
Goals for youth leadership: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning-leadership process?	Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor's discipline. They are concise but not exhaustive. (20 Points)	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change. (15 Points)	Articulation of goals is unfocused, incomplete, or missing. (10 or less Points)
Enactment of goals (teaching-leadership methods): What teaching-leadership methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale about teaching-leadership methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given. (20 Points)	Description of teaching methods not clearly connected to goals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor's use of the methods within the discipline is communicated. (15 Points)	Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective. (10 or less Points)
Assessment of goals (measuring student learning): How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, journals, rubrics for speeches), and why? How do assessments contribute to student learning?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type. (20 Points)	Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline. (15 Points)	Assessment of goals is not articulated or mentioned only in passing. (10 or less Points)

Creating an inclusive learning environment, addressing one or more of the following questions: • How do your own and your students' identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? • How do you account for diverse learning styles? • How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline. (20 Points)	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching. (15 Points)	Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices. (10 or less Points)
Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structure?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor's disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct. (20 Points)	The statement has a structure and/or theme that are not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.	No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision. (10 or less Points)

APPENDIX B – Assignment 2 Rubric (Professional Growth Plan)

	Excellent	Needs Work	Weak
Goals as a teacher/advisor: What are my 5-year goals for the future as an Agriculture, Food and Natural Resources Educator?	Goals are clearly articulated and specific and go beyond the knowledge level, including goals that are specific, measureable, attainable, relevant, and timed (SMART) appropriately. Goals are concise but not exhaustive. (20 Points)	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring SMART processes. (15 Points)	Articulation of goals is unfocused, incomplete, or missing. (10 or less Points)
Background – Developing as a teacher/advisor: How did you get to where you are today? What are the unique aspects of your AFNR program that set you apart from other AFNR programs?	Descriptions of practices are complete. Specific examples are provided that enlighten the reader to the teacher-advisor processes. (20 Points)	Descriptions of practices are connected to goals. Methods are described but generically, no examples of the instructor's practices are explained within the context of AFNR Education. (15 Points)	Descriptions of practices are not connected to goals. If there is an attempt at articulating description of practices, it is basic and unreflective. (10 or less Points)
Strengths, weaknesses and goals: What are the strengths and weaknesses of background and program and what are the goals you would like to accomplish in the way of youth leadership for the next 5 years?	Specific examples of strengths and weaknesses reflect challenges of the AFNR teaching environment. Articulated goals relate to the weaknesses in the areas of classroom learning and youth leadership. (20 Points)	Strengths and weaknesses are described, but not in connection to goals and classroom teaching/youth leadership methods. Description is too general, with no reference to the motivation behind the goals for improvement. There is no clear connection between the goals and priorities for improving programmatic practices. (15 Points)	Goals are improvement are not articulated or mentioned only in passing. (10 or less Points)

Action Plan: Based on the goals articulated above, what actions will you take to achieve these goals? What is the time line for achieving these goals	The action plan provides a detailed, coherent definition of each of the goals for professional improvement. Demonstrates SMART processes to achieve success in the goals. (20 Points)	Action plan is addressed but in a cursory manner or in a way that isolates it from the rest of the PGP. (15 Points)	Action plan lacks clarity and there is no connection to PGP. (10 or less Points)
Resources, Grammar, and APA Style: What resources did you use to develop your action plan (works cited)?	Resources are appropriate to goals of the professional growth plan (PGP). No grammatical issues with the PGP. PGP is consistent with APA style (See syllabus for APA resource). (20 Points)	Resources are included, however do not relate to the overall PGP. There are grammatical errors in the PGP, however are not significant to the overall readability of the document. APA style is not adhered.	No resources are included. Grammatical challenges with the PGP make the document difficult to understand. No APA style is adhered to in the development of the PGP. (10 or less Points)

APPENDIX C – Assignment 3 Rubric (Constitution and Calendar of Activities)

	Excellent	Needs Work	Weak
Constitution Articles: The Articles of the constitution are relevant for the respective youth leadership group or organization.	Articles are clearly articulated based on the needs community and school/organization with respect to the youth leadership group. (20 Points)	Constitution Articles are not articulated in a way that students and adults alike understand the framework of the organization. (15 Points)	Articulation of Constitution Articles is unfocused, incomplete, or missing. (10 or less Points)
Bylaws: The Bylaws include duties of the officers of the respective organization.	Bylaws are clear and articulate the positions found within the youth leadership organization. (20 Points)	Bylaws do not clearly articulate the appropriate information about the youth organization leadership. (15 Points)	Articulation of Bylaws is not connected to goals. (10 or less Points)
Calendar of Activities (Leadership and Committees): Leadership and Committees are defined for the current year. Committees include activity, goals, and date of completion.	Leadership and Committees are clearly defined based on the needs of the youth leadership organization (20 Points)	Leadership and Committees are not for the current year and do not reflect the goals of the youth leadership organization. (15 Points)	Leadership and Committees are not articulated or mentioned in the document. (10 or less Points)
Calendar of Events: The Calendar of Activities (CoA) is a current years set of events that includes activities that are relevant for the community and program.	The CoA includes relevant activities that have specific dates in each of the calendar months to show consistent activities by the youth organization. (20 Points)	The CoA does not address relevant and calendar related activities for the youth leadership organization. (15 Points)	There is no systematic use of a CoA for the respective youth leadership organization. (10 or less Points)

Grammar, Spelling, and Punctuation: What resources did you use to develop your action plan (works cited)?	Resources are appropriate to goals of the Constitution, Bylaws, and CoA. No grammatical issues with the documents. (20 Points)	There are grammatical errors in the documents, however are not significant to the overall readability of the document. (15 Points)	Grammatical challenges make the document difficult to understand. (10 or less Points)

APPENDIX D – Assignment 4 (Sample Lesson Plan)

Course Number
Course Title
Semester/Trimester Year
Lecture # or Date

Title of Lesson: *Make it active (verb ending with ing or in question format)*

Situation: *2 parts – first class composition, second specific to the lesson*

Housekeeping: *Announcements, attendance, reminders, etc.*

Objective(s): *Performance objectives with Condition, Performance and Criteria*

CTE Standards: *AFRNE standards*

Core Standards: *Any academic standards (e.g. biology) that are also taught*

Materials: *What is needed and quantity*

References: *Specific texts, web sites etc. (so you can find it)*

Interest Approach: *Introduction or the problem*

Student/Teacher Planning: *What is the Problem?*

Why is it important we solve it?

How should we solve it?

Problem Solution: *Where you teach the solution to the problem – how you teach it and what you teach*

Applying Solutions: *How they practice what you taught*

Evaluation: *How you assess what they learn*

APPENDIX E – Assignment 5 Rubric (Research Project Paper)

Criteria	Possible	Comments/Score

Introduction and Objectives
  Was thoroughly addressed
  Mostly addressed
  Some what addressed
  Briefly addressed
  Not addressed
	20
	16
	14
	12
	0	

Review of Literature
  Extensive research-based support
  Had some research-based support
  Presented support of unsure quality
  Little support at all
  No factual support
	20
	16
	14
	12
	0	

Methods
  Was thoroughly addressed
  Mostly addressed
  Some what addressed
  Briefly addressed
  Not addressed
	20
	16
	14
	12
	0	

Results and Conclusions
  Was thoroughly addressed
  Mostly addressed
  Some what addressed
  Briefly addressed
  Not addressed
	20
	16
	14
	12
	0	

Writing and Mechanics
  Well written/few to no errors
  Lacking in an area/some errors
  Superficial/errors are distracting
  Serious weaknesses
  Exceeding instructor threshold
	20
	16
	14
	12
	0	

Total	**100**	

Additional Comments:

APPENDIX F – Assignment 5 Rubric (Research Project Paper)

Objective/Criteria	Not Acceptable		Passing Grade		Inspiring	Out of
Clear focus, main points were evident, compelling argument, strong opening and closing, utilized all time and materials available	0		34		48	/24
Spoke clearly, made eye contact, appropriately enthusiastic, no distracting mannerisms (24 Points) Appropriate visual aids, easy to see and understand, provided additional information, were helpful and not distracting (24 Points)	0		34		48	/24
Provided a solid conceptual foundation of the research project, introduction, materials, methods, assessment tool	0		28		40	/20
Provided appropriate summary of results, metrics, and recommendations for the others' interested in this area	0		45		64	/32
Total						/200