

COURSE SYLLABUS
TE408 (5 credits)
 Crafting Teaching Practices
 Agriscience and Natural Resources Section

Course Outline
 Spring, 2016

HX Standard 1.0 (Program Development Content Knowledge)

HX Standard 2.0 (Technical Content Knowledge)

HX Standard 3.0 (Instructional Material Content Knowledge)

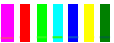
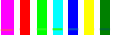

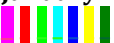
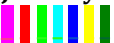
HX Standard 4.0 (Program Management Content Knowledge)

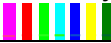

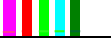
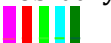
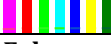
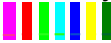
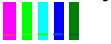


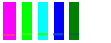
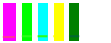

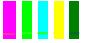


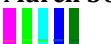
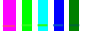
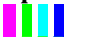
HX Standard 5.0 (Leadership Development Content Knowledge)


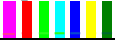
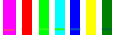



HX Standard 6.0 (Supervised Agricultural Experience Content Knowledge)

HX Standard 7.0 (Career Education Content Knowledge)

RECITATION TIME/LOCATION: 140 Natural Resources (M,W 8:00-9:50 a.m.)

Date	Course Topic/Objective(s)	Assignment(s) and Due Dates
January 11 	Course Logistics/Syllabus/Expectations Year in the life of an AFNR educator <i>Lesson 1/2</i>	REGIONAL UPDATE (6 to 9)
January 13 	Developing a course of Study	HAE Chapter 1 (pp. 1-22) Assignment – Develop a course of study that you will use as you begin your teaching career (Due April 25 th)
January 18	NO CLASSES MARTIN LUTHER KING DAY	Program of Study Assigned
January 20 	Program Design and Instruction – Curriculum & Program Design Proficiency Degree Scoring and AET (Understanding the process) NQPS Quality indicators 1, 2, 3, 4 <i>Lesson 3/4</i>	HAE Chapter 6 (pp. 95-109) PROFICIENCY DEGREE SCORING (January 20)
January 25 	Program Design and Instruction – Curriculum & Program Design Quality indicators 5, 6, 7	
January 27 	Program Design and Instruction – Curriculum & Program Design Quality indicators 8 <i>Lesson 5/6</i>	HAE Chapter 7 (pp. 111-121)

February 1 	Program Design and Instruction – Instruction Quality indicators 1, 2, 3, 4, 5	HAE Chapter 16 (pp. 259-274)
February 3 	Program Design and Instruction – Instruction Quality indicators 6, 7, 8, 9 <i>Lesson 7/8</i>	DISTRICT LEADERSHIP CONTESTS (February 3 or 4)
February 8 	Program Design and Instruction – Facilities and Equipment Quality indicators 1, 2, 3, 4, 5, 6	HAE Chapter 8 (pp. 123-137)
February 10 	Program Design and Instruction – Facilities and Equipment Quality indicators 7, 8, 9, 10, 11 <i>Lesson 9/10</i>	Course of Study Outline Due
February 15 	Program Design and Instruction – Assessment Quality indicators 1, 2, 3	HAE Chapter 17 (pp. 275-287)
February 17 	Micro-PDI Program Design and Instruction – Assessment Quality indicators 4, 5 <i>Lesson 11/12</i>	REGIONAL LEADERSHIP CONTESTS (February 17 or 18)
February 22 	Micro-PDI Leadership Development Quality indicators 1, 2, 3	HAE Chapter 23 (pp. 379-395)
February 24 	Micro-PDI Leadership Development Quality indicators 4, 5, 6 <i>Lesson 13/14</i>	HAE Chapter 24 (pp. 397-411)
February 29 	Micro-PDI Leadership Development Quality indicators 7, 8	HAE Chapter 25 (pp. 413-433)
March 2 	Micro-PDI Leadership Development Quality indicators 9, 10 <i>Lesson 15/16</i>	
March 7	Spring Break	STATE FFA CONVENTION (9 to 11)
March 9	Spring Break	STATE FFA CONVENTION (9 to 11)
March 14 	Experiential Learning Quality indicators 1, 2 <i>Lesson 16/17</i>	HAE Chapter 26 (pp. 437-451)
March 16 	Experiential Learning Quality indicators 3, 4	HAE Chapter 27 (pp. 453-466)
March 21 	Experiential Learning Quality indicators 5, 6 <i>Lesson 18/19</i>	HAE Chapter 28 (pp. 467-476)
March 23 	Experiential Learning Quality indicators 7	
March 28 	School and Community Partnerships Quality indicators 1, 2 <i>Lesson 20/21</i>	HAE Chapter 9 (pp. 139-150)
March 30 	School and Community Partnerships Quality indicators 3, 4	
April 4 	School and Community Partnerships Quality indicators 5, 6 <i>Lesson 22/23</i>	
April 6 	Marketing Quality indicators 1, 2, 3	HAE Chapter 10 (pp. 151-157)

April 11 	Marketing Quality indicators 4, 5, 6 <i>Lesson 24/25</i>	
April 13 	Certified Agriculture Teachers and Professional Growth Quality indicators 1, 2, 3, 4	HAE Chapter 22 (pp. 367-375)
April 18 	Certified Agriculture Teachers and Professional Growth Quality indicators 5, 6, 7, 8 <i>Lesson 26/27</i>	
April 20 	Certified Agriculture Teachers and Professional Growth Quality indicators 9, 10	MICHIGAN FFA CDE CONTESTS April 22
April 25 	Program Planning and Evaluation Quality indicators 1, 2, 3, 4 <i>Lesson 28</i>	Course of Study DUE HAE Chapter 11 (pp. 159-173)
April 27 	Program Planning and Evaluation Quality indicators 1, 2, 3, 4	Class Notebook, DUE
May 2	FINAL EXAM (7:45-9:45 a.m.)	Final Exam

LAB TIME/LOCATION: 140 NR (W, 4:10-6:00 p.m.)

Date	Course Topic/Objective(s)	Topic
January 11	LAB 1 (50 Points) – Classroom Assignments	Assigned Topics - 30 minute lesson – Life of a Gourd
January 20	LAB 2	Inclusive Education Module (D2L) PROFICIENCY AWARD SCORING (JANUARY 20)
January 27	LAB 3	Inclusive Education Module (D2L)
February 3	LAB 4 – District Leadership Contests	DISTRICT LEADERSHIP CONTESTS (February 3 or 4)
February 10	LAB 5	Resource Professional (Special Needs) – Schedule and interview a special needs teacher at a local AFNR school. Place critical importance on how AFNRE and Special Needs work together.
February 17	LAB 6 – Regional Leadership Contests	REGIONAL LEADERSHIP CONTESTS (February 17 or 18)
February 24	LAB 7 (50 Points) – Inclusive Education Lesson	30 minute lesson utilizing special needs teaching techniques
March 4	LAB 8 – Judging Arthur Berkey AFNRE Science Fair	Learning about and judging of the Arthur Berkey AFNRE Science Fair Develop a lesson to teach students about the incorporation of the AB AFNRE Science Fair into a program.
March 16	LAB 9 – English as Language Learners (ELL)	Explore how ELL may be an influence in AFNRE. Utilize information from current schools that use ELL in the classroom.
March 23	LAB 10 (50 Points) – ELL Lesson	30 minute lesson utilizing ELL teaching techniques

TE408 INSTRUCTOR: Dr. Michael W. Everett
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517-581-5888

OFFICE HOURS: By Appointment

**COURSE:
DESCRIPTION** Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings at the secondary level (7-12). Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

OBJECTIVES: Examination of the study and practice of what it means to understand subject matter. Engage in subject-specific strategies to promote student understanding. Study forms of classroom organization consistent with those strategies. Learn about content area literacy and address the technological requirement for teacher education students. A detailed list of the objectives are outlined within the following reference materials located below at the Secondary Team Website.
<http://education.msu.edu/te/secondary/>

REQUIRED TEXTBOOK:

National Quality Program Standards:

https://www.ffa.org/SiteCollectionDocuments/tc_national_quality_program_standards_revised.pdf

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

Mager, R.F. (1997). *Preparing Instructional Objectives* (3rd Edition). CEP Press, Atlanta, GA. (PIO)

Newcomb, L.H., J.D. McCracken, J.R. Warmbrod, and M.S. Whittington. (2003). *Methods of Teaching Agriculture (3rd Edition)*. Prentice-Hall. (MTA)

OTHER DOCUMENTS USED:

Secondary Team Website: <http://education.msu.edu/te/secondary/>

FFA Chapter Resource Guide. www.ffa.org.

FFA Advisor Handbook. www.ffa.org.

FFA Student Manual. www.ffa.org.

New Horizon, FFA Student Magazine. www.ffa.org.

Michigan Center for Career & Technical Education Website: <http://ctenavigator.org>

Note: Additional references may be assigned.

LABORATORY AND RECITATION GRADING:

The Field Laboratory Portion of the class will comprise 20% of your overall grade and the Recitation/Lab portion will comprise 80% of the overall grade. Below is a breakdown of the assignments.

300 Points

Course Development

Each student will develop a set of unit and lesson plans as well as teaching materials for an 18-week semester course. Examples may include: Botany/Plant Systems, Zoology/Animal Systems, Natural Resources, Food Science, Environmental Science, Agriculture Business. Note that this is not a complete list. If there is a course that you feel is important to the makeup of an AFNRE program and your skills match those goals please let us know. Each course will be comprised of complete lesson plans, unit plans, and copies of all materials needed to teach the course, including summative assessments. Lesson plans should also reference the appropriate segments. I encourage you to do this digitally, however I will accept hardcopies.

300 Points

Weekly Lesson Plans/Classroom Assignments/Lab Lesson (x3)

Over the course of the semester students are required to submit a weekly set of lesson plans. Lesson plans should be turned in weekly no later than beginning of week two. Lesson plans are due on Wednesday of class for the following week.

50 Points

Course of Study Outline

Each student will develop a "Course of Study Outline" to complement the Course Development assignment due at the end of the semester. This is similar to a pacing guide for your course of study. Please utilize various styles of pacing guides to help complete this assignment. The due date for this assignment is listed in the calendar above.

50 Points

Course Class Notebook

Each student will maintain a three-ring notebook containing all class materials. A collated, indexed notebook must be turned in with the final exam.

50 Points

Quizzes

Over the course of the semester there will be **5 UNANNOUNCED** quizzes. The quizzes will come directly from the readings, class discussions, and micro-teaching labs. **NO quiz grades will be dropped.**

50 Points

Final Exam

THE FINAL EXAM IS ...

200 Points

Field Journals

Field Journal Activities (60 hours)

Each activity will include a reflective journal writing or summary of events. These reflective journals must be kept on AET using a student profile that you create. At the end of the semester, save your AET reflective journal as a document and upload to D2L.

All Required:

- Creating a Program of activities – 6 hours
- SAE visits (x 3 visits at 3 different schools) – 6 hours
- Working with a leadership or skills team – 20 hours

Minimum of 2 Required:

- Regional Update – 4 hours
- Involvement at District Contest - 4 hours
- Involvement at Regional Contest – 4 hours
- Classroom 2-day lesson sequence on SAE and recordkeeping – 5 hours (x2)

Minimum of 3 Required:

- Advisory board meeting – 2 hours
- School board meeting - 2 hours
- FFA meeting – 2 hours
- Banquet – 2 hours
- Community Service Activity – 2 hours

Opportunities not Obligations:

- State Convention – 5 hours

Required hours – 60. With instructor approval the student may alter this plan.

Scale	Points
4.0	1000-921
3.5	920-876
3.0	875-832
2.5	820-766
2.0	765-711
1.5	710-656
1.0	655-600
0	below 599

All assignments are due in class on the date indicated. **Late assignments will NOT be accepted -- except under the extraordinary circumstances stipulated in university policies governing excused absences.**

IMPORTANT DATES:

January 18	No Classes (MLK Day)
March 2	Middle of Semester
May 2	Final (7:45 to 9:45 a.m.)

ACADEMIC HONESTY AND INTEGRITY:

As future educators, students in the teacher preparation program are expected to uphold the highest standard of academic honesty and integrity. We expect that the student is honest and that all coursework and examinations represent the student's own work. Violations of the university's policy on Integrity of Scholarship and Grades, such as cheating, plagiarism, selling course assignments, falsification of records or academic fraud are grounds for academic action and/or disciplinary sanction as described in the policy. Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations. For University regulations and procedures on academic dishonesty and plagiarism, refer to: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades> and <https://www.msu.edu/unit/ombud/academic-integrity/index.html>

On the other hand, there is a culture of sharing in teaching and we encourage you to be part of that culture, for example when designing lessons, and to make use of shared resources for teaching. It is imperative, however that you are extremely clear in indicating which ideas/language/materials are entirely your own, which ideas you modified based on others' work and which materials you are borrowing wholesale. Thus, when you hand in work that includes materials for teaching, please use the following language:

- If you took inspiration from another source or modified another source significantly to make it work for you, then include in your work "Adapted from:" with the full citation (book title, URL, etc.)
- If you took the entire piece from another source, then include "Taken from:" with the full citation.

NOTE: This applies to materials used in teaching (teaching labs, field teaching assignments, and similar work). This does NOT include reflection, analysis (list assignments – student case studies, work on content, etc.) Standard procedures for referencing and avoiding plagiarism apply here.

ACCOMMODATIONS:

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.

ATTENDANCE:

You are expected to be present and on time for your professional commitments. If you are unable to attend a class session due to illness or an emergency, you must call or email the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to meet a field visit commitment. You must also contact your field partner(s) if any. Do not rely on your peers to relay messages—make sure you communicate directly with those affected by your absence as soon as possible. You will make up all field absences.

Attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the program. Any absence during a semester from on-campus courses or pre-internship field placements is cause for concern and may affect your grade. In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course. Recurring absences or tardiness will put your recommendation for continuation in the program in jeopardy.

The MSU Teacher Preparation Program's Professional Conduct Policy is available at <http://education.msu.edu/academics/undergraduate/professional-conduct.asp>. It is your responsibility to familiarize yourself with the information in that policy, as well as the Reliability and Responsibility criteria

for progression to the internship at <http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp> and the MSU Teacher Preparation Program Standards at http://education.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf.

BEREAVEMENT:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

CAMPUS EMERGENCIES:

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu).

COMMERCIALIZED LECTURE NOTES:

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

CONFIDENTIALITY:

In the course of their work, educators make use of information about students that is protected by federal law (Family Educational Rights and Privacy Act, FERPA: see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). In accordance with the Teacher Preparation Program's Professional Conduct Policy, always take care to protect the identities of children, adults and institutions in all media formats, including your spoken word. Do not discuss classroom experiences in public settings like restaurants or hallways, or on social media sites. It is your responsibility to familiarize yourself with the Professional Conduct Policy at <http://education.msu.edu/academics/undergraduate/professional-conduct.asp> regarding confidentiality in course discussions and assignments.

COUNSELING CENTER:

Normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to manage by themselves. The Teacher Preparation Program instructors or coordinators might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building. Website: <http://www.counseling.msu.edu/>

CRITERIA FOR PROGRESSION TO THE INTERNSHIP:

<http://education.msu.edu/te/secondary/> Teacher Education Council has approved a document that spells out specific criteria for progression to the internship. It applies to juniors entering the Teacher Preparation Program and extends through the senior year. The LAET requests that TE 301, 401 and 402 course instructors familiarize themselves with this policy and provide information to Coordination Personnel when it is requested. Although this policy is part of the materials distributed in the Student Handbook by the College of Education, it is a good safeguard to include (or at least refer to) the policy in course syllabi as well.

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 **February 5** The last day to drop this course with no refund and no grade reported is **March 2**. You should immediately make a copy of your amended schedule to verify you have added or dropped 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:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (TE408).
 - 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.

GRADING:

All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including those assignments related to your field placement.

INTERNET:

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

LIMITS OF CONFIDENTIALITY:

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

In your work in schools with children, you may have occasion to learn about similar kinds of information from the children with whom you work. If a child shares any information with you that lead you to suspect the child is the victim of abuse or neglect of any kind, or that the child may be considering harming himself or others, do the following:

1. Do NOT attempt to solicit additional information from the child.
2. Immediately tell your mentor teacher. Your mentor teacher is a "mandatory reporter" and will have a protocol to follow. Explain to the mentor teacher that you are also obligated by MSU policy to tell your program coordinator about the information you received.
3. As soon as possible, notify your coordinator. Do not disclose the identity of the child in your notification.

MSU Coordinators are mandatory reporters as well and will have a reporting protocol to follow. MSU teacher candidates are not mandatory reporters, in the sense that they are not legally required to report suspected abuse or neglect. However, MSU teacher candidates, MSU program personnel and school personnel share both obligations and commitments to keeping all children safe.

PROBLEM SOLVING:

If you have concerns, problems or questions about any aspect of your coursework or field work, you should first address them to the person most directly involved (your mentor, your field partner, and/or the course instructor). For problems with classmates and mentor teachers, you should next contact the course instructor if the problem is not resolved. If the problem is still not resolved, (list the name of the next most appropriate contact person, usually the Subject Area Leader or Team Coordinator). The full text of the TE policy on handling disputes can be found at

<http://www.education.msu.edu/te/Secondary/Policies/Procedures-for-Handling-Disputes.asp>.

PROFESSIONAL CONDUCT POLICY:

<http://ed-web3.educ.msu.edu/te/teacherprep/ProfCondPol.htm>. The teacher preparation program has a professional conduct policy for teacher candidates. It addresses such matters as attendance, professional communication, and confidentiality in discussions of or writing about school personnel.

PROFESSIONAL IDENTITY:

Public media sharing sites (such as YouTube) and social networking sites (such as Facebook) have the potential to be useful tools in teaching and in your professional career. However, some content on such sites has the potential to be disastrous to your professional identity. All content, whether posted by you or by others, is potentially accessible to students, parents and employers. Students should take care at all times to protect their ability to present themselves as professional educators in all media forms.

RIGHTS AND RESPONSIBILITIES OF STUDENTS:

<http://www.vps.msu.edu/SpLife/afr1.htm>. MSU students' rights and responsibilities are an important counterpart to MSU's Code of Teaching Responsibility (see Secondary Program website).

TEACHING-RELATED JOB OPPORTUNITIES:

Frequently, people outside MSU contact us looking for MSU students or alumni who might be interested in particular jobs related to teaching. When we receive such contacts, we pass them along to the Career Services Representative in the College of Education, Pepa Casselman, who posts them on the MSU jobs board, MySpartanCareer. All students should begin building their profile on MySpartanCareer and should set their notification preferences to receive updates. See <http://careernetwork.msu.edu/services-locations/myspartancareer.html>. Additional support for your job search is available at <http://careernetwork.msu.edu>, through periodic presentations from Pepa throughout your program, or through individual appointments with Pepa. Log on to MySpartanCareer to make an appointment.

THE GRADE "I" (INCOMPLETE):

MSU policy is that "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 6/7 of the term (12 weeks of a 14 week course or 6 weeks of a 7 week course), but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course. For the entire grading policy at MSU, please visit:

<http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s525>.

Since each course from TE 301 or TE 302 on is a prerequisite for each succeeding course, incompletes must be remediated before the first meeting of the succeeding course. Students who have an incomplete in a course in the first semester of the internship cannot progress to the second semester of the internship (see <http://education.msu.edu/academics/undergraduate/progression-second-semester-internship.asp>). Interns with an incomplete in a course in the second semester of the internship cannot be recommended for certification. Therefore, it is wise to avoid Incompletes entirely.

WRITING CENTER:

Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, you should contact the University's Writing Center at 300 Bessey Hall and a number of other campus locations. Website: <http://writing.msu.edu/>

MSU's Teacher Preparation Standards

MSU's Teacher Preparation and Certification program recently revised its goals for its graduates. We now work with 8 main goals, each with subgoals. The standards listed below with a ** receive our direct attention in TE407/408. Those marked with * are items you will observe in your Field Placement. Those that are unmarked will receive direct attention in TE802/804, TE801/803, and TE 501/502 (your Internship year). As we accomplish these items, you will have the opportunity to use real-world contexts for your assignments from ANRE teaching settings (including classroom content learning in CTE and science, intracurricular learning through FFA and other High School youth leadership opportunities, and experiential learning such as SAEs.)

Standard 1: Employ a liberal education.

- 🍏 Communicate effectively**
- 🍏 Value education**
- 🍏 Uphold rights and responsibilities**
- 🍏 Respect difference**
- 🍏 Respect communality**
- 🍏 Recognize the political economy**
- 🍏 Model global perspectives**
- 🍏 Care for your students**

Standard 2: Teach a subject matter.

- 🍏 Promote free inquiry**
- 🍏 Represent subject matter validly**
- 🍏 Teach for understanding**
- 🍏 Seek relevance and authenticity**
- 🍏 Connect knowledge**
- 🍏 Promote independent learning**

Standard 3: Work with students as individuals.

- 🍏 Respect, care & communicate**
- 🍏 Adapt the curriculum*
- 🍏 Employ multiple strategies**
- 🍏 Motivate and engage**
- 🍏 Include, accommodate & differentiate*
- 🍏 Assess and adjust*

Standard 4: Organize a class.

- 🍏 Promote shared values*
- 🍏 Pursue equity and inclusion*
- 🍏 Organize democratic inquiry**
- 🍏 Teach students their parts**
- 🍏 Structure participation**
- 🍏 Organize activity**
- 🍏 Assess and adjust*

Standard 5: Use an equipped school room.

- 🍏 Design a classroom (Create a safe classroom environment)*
- 🍏 Use multiple modes**
- 🍏 Provide access to technology*
- 🍏 Technologically enhance learning*
- 🍏 Technologically enhance assessment*
- 🍏 Monitor technological issues*
- 🍏 Teach care of the room**
- 🍏 Assess and adapt the room*

Standard 6: Join a faculty and school.

- 🍏 Attend to policies
- 🍏 Forge a school-based practice
- 🍏 Participate in accountability
- 🍏 Foster learning communities**

Standard 7: Engage guardians and community.

- 🍏 Guard student welfare**
- 🍏 Recognize diverse family structures
- 🍏 Engage parents and guardians*
- 🍏 Use the community in teaching**
- 🍏 Communicate with the community
- 🍏 Advocate for children

Standard 8: Teacher as professional and reflective learner.

- 🍏 Meet a teacher's responsibilities**
- 🍏 Cultivate a teacher's manner**
- 🍏 Forge a teaching philosophy**
- 🍏 Negotiate working relationships
- 🍏 Teach responsibly**
- 🍏 Teach inquisitively**
- 🍏 Assess and respond*

Teacher Preparation Standards for Agriscience and Natural Resources Education

Every teacher, no matter their discipline, also is prepared within one or more specific realms of teaching. For example, you WILL need to pay attention to the Teacher Preparation standards for your major, Agriscience & Natural Resources teaching.

Teacher Preparation Standards for ANRE

- 1.0 Program Development Content Knowledge:**
The program will teach candidates about the components of an Agriscience & Natural Resources program consistent with best practices and current research findings.
- 2.0 Technical Content Knowledge:**
The program will teach candidates the most recent and relevant technical content knowledge related to ANR.
- 3.0 Instructional Material Development Content Knowledge:**
The program will teach candidates how to design, present, and assess ANR instructional materials. (Programs should provide evidence in field experiences or content area methods classes that candidates have developed instructional skills specifically related to ANR.)
- 4.0 Program Management Content Knowledge:**
The program will teach candidates how to develop, manage, and evaluate an ANR program in schools consistent with best practice and current research findings.
- 5.0 Leadership Development Content Knowledge:**
The program will teach candidates the most recent and relevant youth leadership content knowledge related to ANR.
- 6.0 Supervised Agricultural Experience Content Knowledge:**
The program will teach candidates the most recent and relevant supervised agricultural experience content knowledge related to ANR.
- 7.0 Career Education Content Knowledge:**
The program will teach candidates the most recent and relevant career education content knowledge related to ANR.

Organizing Themes for TE 407 and TE 408, ANRE Section

- 🍎 Learning about CTE ANRE-Specific Learning
- 🍎 Fundamentals of CTE ANRE – Key Concepts for Content and Pedagogical Knowledge
- 🍎 Fundamentals of CTE ANRE – Research and Best Practices
- 🍎 Working with Community and Diverse Social Contexts for CTE ANRE
- 🍎 Exploring Personal Aspirations and Professional Responsibilities as a Reflective Teacher-Practitioner