Instructor: Dr. John Kessell
Office: 241 Environmental Science & Technology Building
Office Hours: Open Door Policy
Phone: 745-5965 (office) 535-7131 (cell)
E-mail: john.kessell@wku.edu

**Class Time:** 8:00 – 8:50 on Tuesday’s.

**Required Textbook:** No text book will be required; however, required readings will be sent to your email.

**Attendance:**
Since your contribution to this class will help stimulate interest and discussion, regular attendance is highly advisable. Attendance is mandatory unless a plausible excuse is offered. **Over two unexcused absences will result in a 10% deduction of your final grade.**

*Quizzes may not be made up. Quizzes will consist of questions from previous day's class session. Students with an excused absence must provide a filled out card with date(s) and reason at next class period in attendance. Poor class attendance may constitute more than 10 quizzes being given. Absences will be excused on a case-by-case basis. The following requirements are necessary for an absence to be excused.

- **Illness:** Notification (email/phone) of illness the **day of the absence.** Presentation of a doctor’s excuse upon the day of return to class.

- **Death:** Notification (email/phone) of expected absence prior to or the day of class. Presentation of a funeral home obituary upon the day of return to class.

- **Field Trip:** Notification (email/phone) of expected absence prior to class. Notification (email/phone) by instructor/advisor supervising trip prior to class.
Late Assignments: All assignments must be turned in during class on the due date. For each day an assignment is tardy, a 10% deduction will be assessed to the assignment. Requirements for an excused absence are necessary for an excused late assignment. ***NOTE*** Computer problems are not an excuse for a late assignment!

Critical Student Performances:  
Completed lesson plan(s) with assessment according to KERA standards.

Course Disposition Statements:  
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed.
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.
- The teacher is a thoughtful and responsive listener.
- The teacher values ongoing assessment as essential to the instructional process and recognizes many different assessment strategies.

Instructional Methods and Activities:  
Technology incorporation is an essential part of the course. Students should be comfortable with Power Point, word processing, downloading, and accessing the Web. Group projects will constitute much of the class. Written assignments will be due as per syllabus.

Specific Teacher Outcome Statements:

I. **Designs/Plans Instruction**  
The teacher designs/plans instruction and learning climates that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

II. **Implements/Manages Instruction**  
The teacher introduces/implements/manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
IV. Assesses/Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

V. Reflects/Evaluates Teaching/Learning
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

VI. Engages in Professional Development
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's Learning Goals and implements a professional development program that enhances his/her own performance.

Student Assistance:
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Cheating/Plagiarism:
Student who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal.

E-Mail Messages and Assignments:
The instructor utilizes the TOPNET system to periodically send messages to you. Messages are sent batch mail to all persons listed on the class roll. Check your WKU e-mail address daily for correspondence. Many of the textbook readings will be assigned by messages sent to your WKU e-mail address.

Criminal check, TB test and health screening are required prior to any work in schools. Additional information is available in Tate Page Hall, Room 408.

Field Experiences: Field experiences in public schools and/or other appropriate settings away from campus are required in this course. In order to receive a passing grade in this course, all required field experiences must be satisfactorily completed and reflections written in a narrative form. Students are responsible for arranging their own transportation to designated or assigned sites.
Course Objectives and Assessment:

Core Objectives:  

1. Varies activities and/or levels of expectations to adjust for learner differences while maintaining common goals or objectives that form the basis of planning (II.C.)  

2. Designs activities that involve students in authentic learning tasks. (II.D.)  

3. Uses appropriate vocabulary/grammar. (III.M.)  

4. Manages instruction resources and time effectively. (V.A.)  

5. Operates instructional technology effectively. (V.B.)  

6. Selects and appropriately uses instructional technology and print and non-print media. (V.C.)  

Supporting Objectives:  

7. Describes the various programs and courses in agricultural education presently taught in middle and secondary schools and the rationale for offering these programs and courses.  

8. Describes curriculum developments in agricultural education as proposed and/or implemented by Kentucky's Department of Education and by federal legislation.  

9. Develops a professional log of instructional resources and materials, including current research findings, for teaching business education.  

Core Assessment:  

- Critiques of learner assessment instruments  
- Writing portfolio requirements  
- Field teaching  
- Cognitive test  
- Oral and written student reports  
- Software evaluation  
- Video  
- Field teaching  
- Professional log
Critical Student Performances:
Completed lesson plan with assessment according to KERA standards.

Course Disposition Statements:
The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed.
The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.
The teacher is a thoughtful and responsive listener.
The teacher values ongoing assessment as essential to the instructional process and recognizes many different assessment strategies.

Instructional Methods and Activities:
Technology incorporation is an essential part of the course. Students should be comfortable with Power Point, word processing, downloading, and accessing the Web.
Group projects will constitute much of the class. Written assignments will be due every week.

Course Topics:
Educational Reform and Restructuring, Curriculum Alignment, Lesson Planning and Assessment

KERA Elements/Contexts Addressed:

1. Curriculum (outcomes based)
   - Goals and academic expectations
   - Performance tasks
   - Integrated curriculum

2. Performance assessment (CATS)

3. Expanded use of technology (KETS)

Specific competencies to be accomplished include:

- Designs curriculum for the program consistent with program needs.
- Demonstrates an understanding of the educational reform standards outlined in KERA and utilizes the academic expectations in teaching programs.
- Integrates academics into the teaching program and teaches across the curriculum and to various learning styles.
- Demonstrates strategies for selecting career path options.
- Describes the role of the teacher and student in the learning process.
- Develops student performance tasks according to appropriate academic expectations.

- Applies appropriate principles of teaching and learning, including creative learning, to integrate academic principles into "real life" experiences.

- Uses equipment and teaching aids, such as electronic technology, bulletin boards, videos, transparencies, handout materials, slide tapes, movies, computers, etc. effectively.

- Teaches students on a group and on an individualized basis and in the development of interpersonal skills.

- Includes the student organization as an integral part of the vocational instructional program.

- Describes how the local school system and the programs of vocational education are financed.

**Assessment Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans KTIP Format (5 @ 50)</td>
<td>250</td>
</tr>
<tr>
<td>Lab Activities (10 @ 50)</td>
<td>500</td>
</tr>
<tr>
<td>Display Board</td>
<td>100</td>
</tr>
<tr>
<td>Final Unit Plan/Organization</td>
<td>50</td>
</tr>
<tr>
<td>Instructor Assigned Points</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 1000

**Must demonstrate an acceptable level of competence. Grade of “C” or higher, to pass the course.**

**Grading/Evaluation:**
Points earned will be accumulated throughout the course, and the following percentage grading plan will be applied at the end of the course:

- **A** = 92-100
- **B** = 84-91
- **C** = 76-83
- **D** = 75-68
- **F** = 67 and below
Field Experiences: Field experiences of working 10 hours in public schools and/or other appropriate settings away from campus are required in this course. To receive a passing grade in this course, all required field experiences must be satisfactorily completed. Students are responsible for arranging their own transportation to designated or assigned sites.

### Topics Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 27</td>
<td>Tuesday</td>
<td>Class Expectations/Ed Terms</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Tuesday</td>
<td>Curriculum Materials <em>(Lab One Due)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Kentucky Program of Studies in Agricultural Education</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Tuesday</td>
<td>Relationship of Core Content to Academic Expectations <em>(Lab Two Due)</em></td>
</tr>
<tr>
<td>Feb 17</td>
<td>Tuesday</td>
<td>Writing Proper Behavior Objectives *(Bulletin Boards Due) <em>(Lab Three Due)</em></td>
</tr>
<tr>
<td>Feb 24</td>
<td>Tuesday</td>
<td>Learning Theory, Teaching Styles and Instructional Strategies <em>(Lab Four Due)</em></td>
</tr>
<tr>
<td>March 3</td>
<td>Tuesday</td>
<td>Teaching Reading <em>(Lab Five Due)</em></td>
</tr>
<tr>
<td>March 10</td>
<td>Tuesday</td>
<td>Interpreting Assessment Scores of Local Schools <em>(Lab Six Due)</em></td>
</tr>
<tr>
<td>March 17</td>
<td>Tuesday</td>
<td>Summative and Formative Assessment <em>(Lab Seven Due)</em></td>
</tr>
<tr>
<td>March 24</td>
<td>Tuesday</td>
<td>Rubrics <em>(Lab Eight Due)</em></td>
</tr>
<tr>
<td>March 31</td>
<td>Tuesday</td>
<td>Lab Presentation One <em>(Lab Nine Due)</em></td>
</tr>
<tr>
<td>April 7</td>
<td>Tuesday</td>
<td>Lab Presentation One <em>(Lab Ten Due)</em></td>
</tr>
<tr>
<td>April 14</td>
<td>Tuesday</td>
<td>Lab Presentation Two <em>(Unit Plan Due – KTIP Style)</em></td>
</tr>
<tr>
<td>April 21</td>
<td>Tuesday</td>
<td>Lab Presentation Two</td>
</tr>
</tbody>
</table>

*Scheduled class discussions may change upon the discretion of the instructor*

- Collegiate AGED/FFA Organization meetings and activities *(Required Participation)*
- WKU FFA Field Day – April 15 *(Assignments will be given by Dr. Kessell)*
References:
Websites:
Agripedia-- www.ca.uky.edu/agripedia/
Curriculum Integration re Thoroughbreds—www.thoroughbredcentral.com
Dennis Avery Articles www.cgfi.org/
Desert Roses - Women in AGED ag.arizona.edu/desert_roses/
Globe Science Based Teaching Resources-- www.globe.gov/sda-bin/wt?ghp/tg+L(en)
Jeopardy Template http://www.aged.tamu.edu/stb/jeopardy.ppt
Kentucky Department of Education--www.kde.state.ky.us
Lesson Plans from AGED Network--www.agednet.com
Lesson Plans from Georgia Curriculum TEA-AGSC (workshops, etc.)--aged.ces.uga.edu/curriculum.htm
Lesson Plans in PowerPoint-- www.foukeffa.org/lesson%20plans.htm
National Association of Agricultural Educators //www.naae.org/
National FFA Organization--www.ffa.org
Rubric construction—www.teach-nology.com
Tools for Effective Leaders--www2.msstate.edu/~bma1/toolbox.html
United States Department of Agriculture--www.usda.gov

Lesson Plans/Labs with Assessment
Plan 5 lessons for the introductory lesson on a unit on agriculture issues for one 90-minute block period utilizing a variety of teaching techniques for a class with a majority of Auditory Language, Kinesthetic-Tactile and Social-Group learning styles. Each lesson must contain a classroom or laboratory activity. A rubric must be created for each activity. At the completion of the unit you will create a formative assessment of fifty items.

Five additional Lab activities will be due throughout the semester. Each of these lab activities will be presented to peers.

Materials Needed: Access to www.kde.state.ky.us, word processor.
### SCORING GUIDE

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives:</td>
<td>Two Goals and four behavioral objectives accurately written</td>
<td>Two Goals and four behavioral objectives accurately written</td>
<td>Two Goals and four behavioral objectives accurately written</td>
<td>Two Goals and four behavioral objectives accurately written</td>
</tr>
<tr>
<td>Connections: (Narrative form.)</td>
<td>Four Academic Expectations in three areas with accompanying Core Content addressed in narrative form with proper Program of Studies title.</td>
<td>Four Academic Expectations in three areas with accompanying Core Content addressed in narrative form with proper Program of Studies title.</td>
<td>Three Academic Expectations in two areas with accompanying Core Content addressed in narrative form or all components listed.</td>
<td>Three Academic Expectations with accompanying Core Content addressed.</td>
</tr>
<tr>
<td>Context: Focus of lesson.</td>
<td>Logical need for lesson and sequence of lesson established.</td>
<td>Need for lesson and sequence of lesson established.</td>
<td>Need for lesson and sequence of lesson vaguely established.</td>
<td>Need for lesson and sequence of lesson not established.</td>
</tr>
<tr>
<td>Materials: Teacher needs to bring what to class?</td>
<td>All materials including technology are listed.</td>
<td>Some materials including technology are listed.</td>
<td>Few materials including technology are listed.</td>
<td>Some materials are listed.</td>
</tr>
<tr>
<td>Introduction:</td>
<td>All components logically addressed.</td>
<td>All components addressed</td>
<td>All components attempted.</td>
<td>Some components attempted.</td>
</tr>
<tr>
<td>What are you doing?</td>
<td>Six teaching strategies including a technology component with accompanying content are listed. Review and reflection are addressed.</td>
<td>Four or five teaching strategies including a technology component with accompanying content are listed. Review or reflection is addressed.</td>
<td>Four or five teaching strategies excluding a technology component with accompanying content are listed. Review or reflection is attempted.</td>
<td>Three or fewer teaching strategies with accompanying content are listed. Review or reflection not attempted.</td>
</tr>
<tr>
<td>Why is it important?</td>
<td>Two learning styles are addressed appropriately.</td>
<td>Two learning styles are addressed appropriately.</td>
<td>One learning style is addressed appropriately.</td>
<td>Learning styles are not addressed appropriately.</td>
</tr>
<tr>
<td>How does it relate to this school community?</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with no “all/none of the above.”</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with no more than two “all/none of the above.”</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with no four to six “all/none of the above.”</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with seven or more “all/none of the above.”</td>
</tr>
<tr>
<td>How will the student be assessed?</td>
<td>Word processed.</td>
<td>Word processed with minor problems.</td>
<td>Word-processed but poorly formatted.</td>
<td>Word processed with many formatting problems</td>
</tr>
<tr>
<td>What manipulatives (visual, video, group, demonstration, poster, etc.)?</td>
<td>Learning Styles</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with no more than two “all/none of the above.”</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with no four to six “all/none of the above.”</td>
<td>Ten objective (multiple choice, TF, blanks) items are developed to relate to objectives of the lesson. Multiple choice are in alpha/numeric order with seven or more “all/none of the above.”</td>
</tr>
<tr>
<td>What media and technologies will be used?</td>
<td>Formative Assessment</td>
<td>Word-processed but poorly formatted.</td>
<td>Word-processed with many formatting problems</td>
<td>Word-processed with many formatting problems</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>Technology</td>
<td>Grammar, Spelling, Sentence Structure</td>
<td>Word processed with minor problems.</td>
<td>Four to 6 errors.</td>
</tr>
</tbody>
</table>