

University of Alaska Anchorage
College of Education
3211 Providence Drive
Anchorage, Alaska 99508-8269

ED 580
Agricultural Concepts for Educators 2009
1-2 Credit, Graded A-F

Summer/Fall 2009

Course Sponsor: Alaska Ag in the Classroom, Alaska Division of Agriculture

Instructors: Victoria Naegele, with teachers Patrick Ryan and Dr. Polly Rowell, as well as guest presenters

Contact Information

Address: 9788 N Waldo Reed Rd
Palmer, AK 99645

Telephone: 907-746-2172
Email address: akaitc@alaskafb.org

Course Meeting Information

Location: UAF Experiment Station, Palmer, Aug. 4-6, 2009

Start and End Date: Three-day institute

Final Proj/Paper Due: Oct. 30, 2009

Class Day(s) & Time(s): 9-hour (8 a.m. – 5 p.m.) workshop for three days, and requirement to submit curriculum for credit

Course Description: This course introduces teachers to many aspects of Alaska agriculture, including conservation, production and marketing. Special speakers will cover topics such as soil science, agricultural statistics, nutrition and agricultural history. The course also introduces the many resources available through the Alaska Ag in the Classroom program, and interdisciplinary methods to teach principles of agriculture, strategies to promote students' understanding of soil science, water cycle, nutrition, gardening/gathering, agro-economics, innovations and careers. Guest presenters will cover a wide variety of topics. Field trips will provide hands-on opportunities. Using lessons developed for the Alaska and national Ag in the Classroom programs, the instructors will demonstrate how agriculture provides a hook to catch children's interest.

Intended Audience: K-12 educators

Course Prerequisite/Co-requisites: None

Alignment with College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development effort is firmly rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Roger Sampson, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Course Design:

- a. Requires 15 contact hours and approximately 30 hours of work outside of class for each credit given.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY / PRINCIPLES / PRACTICES / TRENDS (CONTENT)

- 1.0 Instructional Goals:
Outline value and integration of agriculture and its related field to educators for sharing with students.
Introduce Ag in the Classroom (AITC) curriculum and demonstrate interdisciplinary methods to teach principles of agriculture.

Defined Outcome:

- 1.1 Participants will examine important components of the agricultural industry and Alaska agriculture in particular.
- 1.2 Participants will examine key elements of the AITC curriculum.
- 1.3 Participants will describe the relevancy of curriculum and interdisciplinary teaching methods to their experiences, classroom practices, and students' needs.

THEORY INTO PRACTICE (APPLICATION)

- 2.0 Instructional Goal:
Provide a collaborative structure for participants to adapt the AITC curriculum for use into their classroom practices.

Defined Outcome:

- 2.1 Participants will examine the strengths and potential problems of implementing the AITC curriculum in their classrooms
- 2.2 Participants will describe how they will use the curriculum to promote an understanding of human interrelationships with the environment and the wise use of natural resources.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

- 3.0 Instructional Goal:
Engage participants in reflective examinations of the curriculum and the interdisciplinary approach for teaching principles of the ecosystem.

Defined Outcome:
Participants will analyze and reflect upon the AITC curriculum, its application to their classroom, the outcomes of the implementation, and the implication for future instructional direction, as well as professional learning needs.

RELATIONSHIP TO STANDARDS

- 4.0 Instructional Goal:
Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:
Participants will identify the standards met by implementing the AITC curriculum in their classrooms and by creating new lesson plans for the AITC program.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all activities as a contributing member of a learning community. Attendance at every workshop session is, therefore, very important and make-up for missed sessions will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Contact Hours (total 30)

In-person workshop	27 hours
Post-workshop contact/ conference on lessons	3 hours

Non-Contact Hours (total 30/60)

Pre-course assignment	2 hours
Develop curriculum (1 or more lessons or unit)	15/30 hours
Deliver curriculum to students	6/14 hours
Fine-tune and format curriculum	4/8 hours
Peer evaluate curriculum	2/4 hours
Evaluate success of curriculum	1/2 hours

Totals

30/60 hours

Course Calendar/Schedule:

Complete pre-course assignment	before Aug. 4
In person workshop	Aug. 4-6
Curriculum presentations	before Oct. 30
Final curriculum submitted	by Oct. 30
Evaluations submitted	Nov. 1

***Final project due: October 30, 2009**

Course grading will be A-F based upon the following. Models and rubrics will be provided for each assignment.

- a. Workshop Participation (including precourse assignment) 45%
Participants are expected to actively and collegially participate in all activities.
- b. Lesson Plan/ Curriculum 50%
Participants are expected to collegially prepare their lesson plan project on or before the scheduled due date following stated guidelines.
- b. Self-review of Lesson 5%
Participants are expected to use input from colleagues and students to write a self-assessment to be included with final project.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

- "A"** work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.
- "B"** work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.
- "C"** work is average; completed as requested, on time, and in appropriate format.
- "D"** work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.
- "F"** indicates that the student has not met the guidelines for "A-D" work.

Related Professional Organizations:
National Science Teachers Association

Course Texts, Readings, Handouts, and Library Reserve:

Required Text/Materials:

Alaska Ag in the Classroom Super Combo Ag Literacy CD (supplied)
Hopeful Harvest CD (supplied)

Content References:

Council for Environmental Education. (2003). *Project WET Curriculum & Activity Guide*.
Bozeman, MT: Author.

North American Association for Environmental Education. (1996). *Environmental education materials: Guidelines for excellence*. Rock Spring, GA: Author.

North American Association for Environmental Educaiton. (1996). *Environmental education materials: Guidelines for excellence workbook*. Rock Spring, GA: Author.

Wilke, R., & Padlino, J. (1997). *Environmental education teacher resource handbook: A practical guide for K-12 environmental education*. Thousand Oaks, CA: Corwin Press.

Other materials from:

<http://www.usda.gov/>
US Department of Agriculture

<http://www.alaskafb.org/>
Alaska Farm Bureau

<http://www.agclassroom.org/>
Ag in the Classroom

<http://www.dnr.state.ak.us/ag/>
Alaska Division of Agriculture

<http://www.nrcs.usda.gov/>
Natural Resource Conservation Service

<http://www.mypyramid.gov/>
USDA food pyramid

<http://www.ageducate.org>
American Farm Bureau Foundation for Agriculture

Standards References:

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Retrieved September 10, 2003, from <http://www.ankn.uaf.edu/standards/standards.html>.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author

State of Alaska Department of Education and Early Development. (1995). *Content standards for Alaska*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

Course Policies:

Incomplete Grades

An "I" (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an "I" grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the "I" will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Technology Integration

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning

environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.