CSUS 864
Agriculture, Food, and Natural Resources Educator Induction: Theory and Application
Course Syllabus

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Office Hours	Mondays, 4-5 PM or by appointment
Class Materials	No required texts.

Course Description

Theory and research regarding educator induction and persistence in Agriculture, Food, and Natural Resources (AFNR) Education. Practical review of personal development, professional identity, expanding curriculum, strengthening teaching methods, community-centered programming, and program evaluation.

Course Objectives

By the end of this course, students will be able to:
1. Reflect upon the use of behavioral management strategies within AFNR classrooms.
2. Enact strategies to balance personal and professional aspirations alongside managing multiple facets of an AFNR education program.
3. Fulfill professional responsibilities including engagement in professional organizations.
4. Maintain a professional image and display professionalism through ethical practices.
5. Expand curriculum to meet the changing, and complex, demands of secondary school systems.
6. Appropriately utilize digital literacy and social media to enhance student learning and advance one's professional development.
7. Engage business and industry stakeholders to provide currency to college and career ready skills related to AFNR pathways.
8. Recognize AFNRE education in contributing to the mission of an organization.
9. Reflect personally and professionally on evaluation results from AFNR programming.

M.A. Agriculture, Food, and Natural Resources Education
Michigan State University
Programmatic Learning Outcomes

Note. Provided below are the M.A. AFNRE programmatic outcomes addressed in this course.

Interdisciplinarity: incorporate core academic learning (i.e., literacy, science, mathematics) within diverse educational environments.

Inclusivity: construct learning environments where all students, regardless of differences and abilities, can be successful.

Motivation: motivate learners to engage in agriculture, food, and natural resources education, regardless of background or previous experiences.

Professionalism: build and maintain a professional and engaged identity as an agriculture, food, and natural resources educator.

Community: identify community-oriented initiatives to extend the quality of experiences offered to learners as well as the diversity of learners who engage in those experiences.

Evaluation: continuously and purposefully evaluate agriculture, food, and natural resources education programs and develop strategic plans based upon evaluations.

Course Structure and Grading

There will be five main elements to this course: Content, Discussions, Assignments, Mentoring, and Live meetings. Each week will have a Module available to you on D2L. There, you will find necessary readings for the week, discussions (if there is one), and any potential assignments with due dates. ***Modules will open at least three weeks in advance, so feel free to work ahead!***

All coursework, unless otherwise noted, will be submitted electronically in D2L. Written assignments should be double-spaced, in Times New Roman or Arial (12 point) font. Coursework is due at 11:59 PM on the posted date. *Late assignment will be accepted at instructor's discretion*.

The main coursework elements break down as follows:

Content
Content will be delivered in each module in one of two formats, course readings or voice-over lectures. Content for each module will be posted and accessible via the "content" tab under the corresponding week. Readings may be a one-page guide, an article, or chapter from a book. Complete course content for any given module BEFORE completing discussions and/or assignments.

Discussions   20%
Good discussion is the lifeblood of good instruction. Periodically, we will have discussion topics for you to contribute to. A post and at least one reply to someone else's post is required for each course discussion topic. You must post your own 'thread' before replying to someone else's. A

good discussion is one that (a) contributes original thoughts or ideas, (b) applies course material or ideas to the classroom and/or one's own practice, (c) is empathetic and understanding of others, and (d) includes evidence of thinking critically about the subject matter at hand.

Discussion 1 (Student management)	9/6	10 points
Discussion 2 (Why are we here)	9/20	10 points
Discussion 3 (Brain-based teaching)	10/18	10 points
Discussion 4 (Inquiry)	11/15	10 points
Discussion 5 (Reflection)	11/29	10 points

Assignments   40%
Assignments can include items such as course pacing guides, reflections for a given activity, videos, or lesson plans with emphasis on a given topic (e.g., directioning).

Online Program Tour (GoReact)	9/6	10 points
Behavioral Management Plan	9/13	10 points
Course Pacing Guides	9/13	10 points
Stakeholder Interview	10/4	10 points
Work/Life Balance Statement	10/11	10 points
Professional Development Plan	10/18	10 points
Teaching Video (GoReact)	10/25	10 points
National Convention Reflection	11/8	10 points
Lesson Plan with Questioning	11/22	10 points
Lesson Plan with Reflection Activity	11/29	10 points
Guest Speaker Reflection	12/6	10 points
Advisory Committee Agenda	12/13	10 points
Personal Goals Statement	12/18	10 points

Mentoring   20%
An integral component of any effective induction course or program is mentoring. During this course you will be expected to identify a mentor and have at least one monthly conversation with them via phone or in-person. A quality mentor is one that has 5+ years of experience teaching AFNRE, and is someone you feel comfortable speaking to. There will be a simple guide of questions to use during your conversations. For one conversation each month, you will complete a 1-page reflection.

Identify a Mentor	9/20	5 points
Mentoring Reflection 1	9/27	10 points
Mentoring Reflection 2	10/25	10 points
Mentoring Reflection 3	12/13	10 points

Live Meetings   20%
At three points this year, we will 'meet' as a whole group. These meetings are designed to take place at times of the year research indicates they are needed. Participation in them is very valuable. Please plan to attend these sessions in real time.

Session I: *Focusing on the Year Ahead*   10 points
TBD Mid-late September
Zoom, details will be emailed

Session II: *Sharing our Victories and Challenges*   10 points
TBD Fall PDI

Session III: *How can I finish Strong?*   10 points
TBD Early December

Grading Scale

<u>Grade</u>	<u>Points Earned</u>
4.0	100 – 92.0%
3.5	91.9 – 88.0%
3.0	87.9 – 82.0%
2.5	81.9 – 78.0%
2.0	77.9 – 72.0%
1.5	71.9 – 68.0%
1.0	68.0 – 60.0%
0	< 60.0%

Class Schedule

Week	Topic	Assignments Due
1 Sep 2	Course & AFNRE Program Introductions Discussion: Student Management	Online Program Tour (submitted to GoReact) Discussion 1
2 Sep 7	Top Down Planning/Backwards Design	Behavioral Management Plan Pacing Guides
3 Sep 14	Why are we here?	Identify Mentor Discussion 2
4 Sep 21	Community Relationships	Mentor Reflection #1
5 Sep 28	Session I: Pulse Check – Live Zoom Meeting	Stakeholder Interview
6 Oct 5	Personal Management Seminar – Live Zoom session (will be recorded)	Work/Life Balance Statement
7 Oct 12	Teaching to the *Brain*	Professional Development Plan Discussion 3
8 Oct 19	Directioning – Dos and Don'ts	Teaching Video Mentor Reflection #2
9 Oct 26	National Convention Week – No class	
10 Nov 2	Session II: Semester Mid-Point	
11 Nov 9	Inquiring Minds Want to Know: Increasing Inquiry	National Convention Reflection Discussion 4
12 Nov 16	Questioning: How do I do it?	Lesson Plan with Questioning Activity
13 Nov 23	Guiding Reflection and Providing Feedback	Lesson Plan with Reflection Activity Discussion 5
14 Nov 30	Working with Volunteers: No, not Tennesseans	Guest Speaker Reflection
15 Dec 7	Advisory Committees	Advisory Committee Agenda Mentor Reflection #3
Finals Dec 14	Session III: Live Zoom Meeting Setting Goals for Next Semester	Goals Statement

Note. Class schedule subject to change. All assignments due on the Sunday at 11:59 pm at the end of the course week, unless otherwise noted (e.g., week 1 assignment would be due Sunday, September 6 at 11:59 p.m.)

**An important element of this course will be the identification of a mentor, and monthly reflections with your respective mentor. Work with the course instructor to identify a mentor.