



EAST TEXAS A&M

AGED 465 - CRN 20777

Student Teaching in Agricultural Science and Technology

COURSE SYLLABUS – Spring 2026

Instructor: Whitney Figland, PhD, Assistant Professor

Office Location: AGET 153

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Email Address: Whitney.Figland@tamuc.edu

Office Hours: My primary responsibility will be in supervising pre-service teachers in the field. Although I maintain an open-door policy and welcome visits to address questions; I would encourage you to send me a quick email to schedule a meeting.

COURSE INFORMATION

Course Description: This course is the culmination of the teacher certification process and is conducted (primarily) in the field at a cooperating school district under a mentor teacher. The *resident* (student teacher) will be expected to plan, organize, deliver, and evaluate instruction for **at least one course** in the Agriculture, Food, and Natural Resources Career Cluster **for the duration of this time**. In addition to this course, the student teacher will be given increasing responsibility up-to teaching a full schedule of classes at the discretion of the cooperating teacher. Additionally, the student-teacher will follow the schedule of the cooperating teacher and serve as an FFA advisor for meetings, SAE visits, shows, and CDE's.

Scheduled Meeting Times: Your placement time for spring semester will begin the day faculty are required to report at your cooperating center to April 25 or when hours are completed (490). During this time, you will assume the schedule of your cooperating teacher. This includes evenings and weekend as dictated by the school's schedule and the chapter's program of activities. As a point of specific clarification, the student teacher will follow the calendar for their cooperating district with regard to holidays or spring break. There may be meetings or seminars scheduled throughout the semester, but the final on-campus meeting scheduled for the week of final TBD. Please keep these dates cleared as it will be your opportunity to submit all hardcopy work for the term.

Textbook (Required): None (Recommended):

Talbert, B. A., Vaughn, R., Croom, D.R., and Lee, J.S. (2007). *Foundations of Agricultural Education, 2nd Edition*. Danville, IL: Professional Educators Publications, Inc.
(Reference on file for use/copying).

National FFA Organization (1997) *The Agriculture Teacher's Manual*. Provided by instructor in pdf.

Course Objectives:

Upon completion of this course and associated activities the student should be able to:

1. Demonstrate professional judgment and ethical conduct as an educator.
2. Collaborate with mentor teacher and other campus educators.
3. Organize and deliver effective classroom and laboratory instruction.
4. Coordinate and supervise FFA activities.
5. Compare agricultural instructional facilities & campus resources between 2(+) campuses.
6. Demonstrate appropriate dress and conduct for job interviews.

COURSE REQUIREMENTS and ASSESSMENT

Your primary responsibility for this course is to step up and step into fulfilling all the roles of an Agricultural Science and Technology (AST) teacher. Although there may be some situations where you may not be legally allowed to participate in, the language of ALL is very specific. Your schedule is their schedule. Their responsibilities are your responsibilities. The intention is for you to start small and work your way up to teaching and managing a full load while satisfying all the other jobs, roles, and responsibilities assumed by an AST instructor. This is no easy task, nor is it easy to document. We will work together, and work hard, to make this possible.

During your first week, you will identify and assume responsibility for one course (although there may be multiple sections). You will assemble a portfolio (hardcopy and digital) of all the resources used from this identified course. This will include lesson plans, worksheets, assignments, assessments, labs, and/or any other resource used. These lessons and plans can be in a non-university format but must demonstrate to me that you could take this binder into your job next year and teach with it. I encourage you to amass all the resources you can for all the classes taught, but I will only be assessing this one.

You will be required to upload lesson plans that demonstrate competence in particular areas on D2L and through Tk20. After the first week, you are expected to consistently pick-up a course each week until you have taken them all over. Once you have assumed full load duty, you will keep those courses for a minimum of 3 weeks. Please get with your cooperating teachers and figure out a plan of action to achieve this in your allotted time.

Serving as a classroom teacher is only a part of the job of an AST teacher. As such, you will also compile evidence of your roles as an FFA advisor to include (at a minimum): a chapter meeting, stock show, SAE visits, degree check/scholarship review, training a team for a CDE, a CDE event, and a banquet/auction. These events will be compiled and uploaded to TK20 along with narratives and reflective writings on the events. Additionally, you are to schedule and perform a visit to another district with an AST program. You will document this visit by writing a brief analysis of what you saw and compare it to the program you came up through and your cooperating center. Finally, you will scan and upload all observation records from your cooperating teacher and university supervisor.

| Assessment and Grade Determination | Point Value |
|---|--------------------|
| Mental Health/Drug Abuse Training | 100 |
| Portfolio of Course Resources | 100 |
| Unit of Record #1 | 100 |
| Lesson Plans | 100 |
| Advisor Activities | 100 |
| 1. Chapter Planning / Meeting | |
| 2. Stock Show | |
| 3. SAE Visit | |
| 4. Degree/Scholarship Check | |
| 5. CDE Coaching | |
| 6. CDE Event | |
| 7. Banquet/Auction** | |
| Professional Development Event | 100 |
| Site Visit with Reflection | 100 |
| Cooperating Teacher Evaluations | 300 |
| 1. Mid-Term Evaluation | |
| 2. Lesson Evaluation | |
| 3. Final Evaluation/Recommendation | |
| University Supervisor Evaluations | 300 |
| Professional Portfolio (Hardcopy) | 200 |
| 1. Cover Letter | |
| 2. Resume | |
| 3. Philosophy of Education | |
| 4. Unit of Record #1 | |
| a. Pre-Post Data | |
| 5. Specified Lesson Plans | |
| 6. Reflections and Evidence of Advisor Activities | |

90%+ = A 80-89.9% = B 70-79.9% = C Less Than 1149 = Removal From Program

SPECIAL NOTE: The above requirements are minimums to be considered for passing the course. You cannot pick and choose what to do in order to “get by”. This is an all or nothing situation.

** Some schools do not have auctions and banquets may be later. Banquet Planning Meetings are acceptable in these cases.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Professionalism: You are expected to be professional in your actions, words, attitude, dress, and in all things you are expected to perform. You are not there to be the oldest and coolest high school student there. You are a professional educator. You are expected to dress professionally and appropriately in accordance with the expectations of your district and cooperating teacher. Whatever their expectations are for dress, go one step above it. Ag-Teacher business casual is a minimum expectation on any school day and ag-teacher professional is the expectation for formal observations. The use of profanity or tobacco products is prohibited at all times. You may be subject to drug/alcohol testing by the school district, particularly if you are authorized to drive district vehicles. You will be expected to adhere to all policies of the district including employee handbooks.

Attendance: You are expected to be a full-time student teacher following your mentor teacher in all aspects of our profession and under the policies of the school district. Your mentor teacher's schedule is your schedule. This includes early mornings, late evenings, weekends, and vacations. Showing up late, leaving early, and taking extended weekends are not part of the schedule of an AST teacher, nor will they be part of your student teaching schedule. If you are ill, have a doctor appointment, or are scheduled for a job interview, you need to communicate these well in advance (when known) and YOU ARE RESPONSIBLE FOR CREATING SUBSTITUTE LESSON PLANS prior to being out of the classroom. It is not acceptable to simply assume that your cooperating teacher "will handle it".

FFA Travel: You should anticipate traveling to at least one major stock show, Area Career Development Event, local and/or county show, district degree & scholarship check, and district and area banquet/convention. It is customary for the school district/FFA chapter to assist with the expenses for student teacher travel. However, you should be prepared to assume some of the expense such as meal costs. You will not be **expected** to attend overnight activities if the district/chapter is not willing to help cover some of the travel expenses.

Professional Practice and Organizations: Student teachers will also adhere to the Agricultural Science Teacher Code of Ethics as outlined in the Vocational Agriculture Teachers Association of Texas (VATAT) pocket diary, which is presented to all members, including student members. It is highly recommended that each student join VATAT as a student member (\$15) and pay the additional \$12.50 for professional liability insurance (<http://secure.vatat.org/application.php>). Student membership (\$10) in the National Association of Agricultural Educators (NAAE) is mandatory because it includes minimal professional liability insurance coverage. This membership is sponsored by Collegiate FFA, of which all student teachers must be members.

Serving as Substitutes and/or Other Employment: Since the Spring of 2002, student teachers have been eligible for compensation as substitute teachers when serving in this capacity *in absence of the mentor teacher*. Many districts hire a substitute when the mentor teacher is absent from duty, even if the student teacher delivers the lesson. The Department of Agricultural Sciences' position is that if a substitute is going to be paid, why not pay the student teacher for this service? However, the district may choose to authorize the student teacher to substitute in

the absence of the mentor teacher without compensation. Questions regarding the use of student teachers as substitutes should be directed to Dr. Keith Frost. Student teachers are encouraged to obtain their Commercial Driver's License and bus driving credential during the internship/residency. They may be compensated for driving a bus per district policy of the partnership school as long as these responsibilities do not take away from the overall professional development as a teacher of Agricultural Science and Technology.

Routine weekend and evening employment is discouraged during residency due to the likelihood of schedule conflicts with major FFA activities. However, temporary or flexible scheduled work is permitted as long as it does not conflict with the residency. If it creates conflicts with your primary role as an AST teacher, you will be removed from the program.

Problems: Any problems related to major disciplinary action of one of your students, or conflicts that need immediate attention should be reported to your cooperating teacher and Dr. Frost immediately.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic F in the course. Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Standards: All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 7th edition. APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. For the two writings in this course, the exceptions and expectations are:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a "running head" in the top left. Page numbers are optional. This precludes the need for a cover page or a "heading" on the first page in the body of the paper.
- 1" Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

Interaction with Instructor Statement: E-mail will serve as the primary method for out-of class communication between the instructor and students. Therefore, students should check their university (myLeo) or other preferred e-mail account at least once daily. The instructor will attempt to answer each student-generated message within 48 hours of dispatch.

University Specific Procedures and Language

Students with Disabilities-- ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas

A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also

permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

I reserve the right to make changes and revisions as needed to improve the class, the assignments, provide clarity, or provide a better experience.

Concerning COVID-19:

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments

Counseling Availability

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel