

ASTE Department Learning Objectives

After completing the program in Agricultural Systems Technology and Education at Utah State University, our students will be able to:

- A. Become familiar with the formal and informal aspects of agricultural education as a career;
- B. Explore the diversity of career types and industries in agricultural education through internships, clinical experiences, and student teaching;
- C. Demonstrate valid techniques in the development of community based agricultural education programs;
- D. Integrate technical agricultural science, technology, and management concepts into the comprehensive design of a localized agricultural education program;
- E. Demonstrate teaching competency in a student teaching site under the direction of a mentoring teacher and assessment by professors in the ASTE department;
- F. Evaluate instruction in agricultural education through criterion-referenced techniques using USOE teaching procedures;
- G. Design performance assessment systems based upon stated learning/program objectives; and
- H. Utilize contemporary instruction materials to guide instruction.

Secondary Education Department Learning Objectives

The goal of this program is to provide students with the professional knowledge and teaching skills to complement the content knowledge acquired in general education and in teaching majors and minors. Successful completion of this program enables students to be recommended for secondary teacher licensure (grades 6-12) in Utah.

Objectives

- A. Students will acquire and demonstrate knowledge related to twelve principles (Appendix A) in the several courses that constitute the Professional Education Framework;
- B. Students will articulate democratic values consistent with American education and will provide evidence of a strong commitment to the well-being of youth in our society;
- C. Students will participate in on-campus teaching simulations as well as 60 hours of clinical experience in middle school and high school settings preceding student teaching;
- D. Students will first prepare a comprehensive Professional Portfolio based on their course work and clinical experience at Levels 1 and 2, then pass a Portfolio Interview; and
- E. Students will successfully meet the requirements for secondary student teaching and for the professional seminar that accompanies this experience.

Utah State Office of Education Competencies

Following are the teaching competencies needed for effective performance in the area of agricultural education as directed by the Agricultural Education division of the Utah State Office of Education. Students who graduate with agricultural education degrees should be able to:

1. Identify the student performance objectives for a lesson;
2. Plan the content of a lesson;
3. Select teaching techniques for a lesson;
4. Plan the introduction for a lesson;
5. Write a lesson plan;
6. Plan student learning experiences for a lesson;
7. Select tools and/or equipment for a lesson;
8. Determine student needs and interests;
9. Teach using problem-solving methods;
10. Summarize correlation unit content with on-the-job and/or laboratory experience;
11. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts;
12. Identify the competencies needed for entry into an occupation;
13. Determine the occupations for which training is to be offered in the agricultural education programs;
14. Assist in the identification of the school's agricultural education purposes and goals;
15. Assess the relevancy of the agricultural education offering;
16. Construct an instrument to collect occupational data for program planning;
17. Plan an instructional program based upon findings of an occupational survey;
18. Write student performance objectives for the agricultural education offering;
19. Direct student laboratory experience;
20. Present a concept or principle through a demonstration;
21. Demonstrate a manipulative skill;
22. Reinforce learning;
23. Enrich instruction to challenge the abilities of more capable students;
24. Conduct field trips;
25. Employ question techniques;
26. Employ oral questioning techniques;
27. Present information with the assistance of a resource person;
28. Identify unacceptable standards of student behavior in agricultural education classrooms and laboratories and uphold acceptable standards;
29. Carry out approved disciplinary action when warranted;
30. Provide approved safety apparel and devices for hazardous equipment;
31. Control outbursts of fighting and aggressive behavior;
32. Encourage students to exercise self-discipline;
33. Uphold school standards of expected behavior;
34. Formulate with students acceptable standards of behavior in agricultural education classrooms and laboratories;
35. Maintain a record of safety instructions presented in compliance with safety laws and regulations;

36. Identify new tools and/or equipment needed for the academic year;
37. Schedule laboratory equipment for maximum utilization by students;
38. Prepare purchased requests for approved agricultural education equipment and supplies;
39. Arrange laboratory work areas and storage space to facilitate student work performance;
40. Arrange layout of the agricultural education laboratory to stimulate the occupational environment;
41. Devise a filing system for instructional material;
42. Conduct a conference with a student;
43. Develop constructive working relationships among students;
44. Demonstrate a regard for and an interest in students as individuals;
45. Present information to students on occupational opportunities;
46. Recognize potential problems of students;
47. Plan the school community relations activities for the agricultural education program;
48. Construct a questionnaire to obtain information from parents relative to their expectations of the agricultural education program;
49. Participate in area, state, regional, and national activities of the student FFA organization;
50. Speak to school and community groups on the agricultural education program;
51. Assist students in developing a yearly program of work for the student FFA organization;
52. Maintain the ethical standards expected of a professional educator;
53. Keep up-to-date through reading professional literature;
54. Exchange observational visits, innovations, and ideas with others in the profession;
55. Develop procedures to insure student safety and protection in the training session;
56. Check the student-learner's progress with the on-the-job instructor and other training station personnel;
57. Develop a procedure to insure student safety and protection in the training station;
58. Evaluate the student-learner's work qualities and habits on the job;
59. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation;
60. Develop a systematic training plan with the cooperating employer and/or on-the-job instructor;
61. Assist the student-learner in on-the-job training orientation;
62. Prepare the student-learner for an interview with the cooperating employer and training station personnel;
63. Assist the student-learner in the solution of problems related to on-the-job training;
64. Control student-learner absenteeism from school and on-the-job training;
65. develop a plan for supervision of on-the-job training;
66. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation;
67. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction;
68. Develop a training agreement between student-learners, parent, school, and cooperating employer;
69. Identify prospective cooperative employers to provide on-the-job training stations;
70. Assess the student-learner's performance with the assistance of the on-the-job instructor;

71. Demonstrate subject competency through application of teaching methods to content in biological, physical, and applied sciences as they relate to solutions in agricultural problems;
72. Demonstrate content proficiency for plant, soils, animal science, natural resources, and agricultural mechanization;
73. Demonstrate content proficiency in sales and service, marketing, and economic principles; and
74. Demonstrate technical content proficiency by satisfactory methods and content mastery in student teaching.