

CASE

Curriculum for Agricultural Science Education

Enhancing the Pre-Service CASE Training Experience with Visiting Professionals

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INTRODUCTION

- *Do teaching interns enter classrooms overwhelmed with resources and unable to use them?*
- *How do we strengthen the connection between current and future agriculture teachers?*
- *How can we model inquiry-based laboratory instruction to pre-service teachers?*

Kansas State University is a Curriculum for Agricultural Science Education Affiliate Institution where visiting professional are used to build laboratory teaching skills and current/future teacher relationships.

RESULTS

The total population impacted by the project during the 2017-18 school year included:

- 19 pre-service teachers
- 8 high school agriculture teachers as Visiting Professionals
- 9 host high school agriculture teachers and their students
- High school students from 19 different student teaching sites during the Spring 2018 semester.



TIMELINE OF EVENTS

August	<ul style="list-style-type: none"> - Applications are sent to Agriculture Food and Natural Resources CASE certified teachers in Kansas. - Applications request the following: days they are available, lessons they want to teach and what resources they would like to connect with while on campus (tours, faculty, etc.)
September	<ul style="list-style-type: none"> - High school teachers are selected based the lessons they requested and their availability. - High school teachers are assigned a day and lesson(s) to teach during specific days in September, October, November and December.
October	<ul style="list-style-type: none"> - Pre-service teachers are assigned a local school, class and laboratory-based lesson from the CASE curriculum to teach. - Pre-service teachers plan two day long laboratory rich lessons. - Supplies are pre-purchased for the labs that are available to them to teach.
December	<ul style="list-style-type: none"> - Finalizing budgeted items, paperwork for teachers, expenses and honorariums.

Costs

Funding was provided by a grant from DuPont Pioneer for travel, hotel, meals and an honorarium for teachers.

CASE Visiting Professionals Budget				
Substitute Teacher Expenses	\$75/day	10		\$750
Mileage	\$150 (avg.)	10		\$1500
Meals	\$25/day	10		\$250
Teacher Stipend	\$100/day	10		\$1000
Hotel	\$100/day	3 (appx. 1/3 will need a hotel)		\$300
Pre-Service Teachers Teaching CASE in local schools				
Pre-Service Teacher Mileage to teaching sites	\$100 (avg.)	7 teaching sites with 2-3 interns assigned per site		\$700
CASE lab equipment for Pre-Service teachers to use in schools	\$500	Additional teaching supplies		\$500
GRAND TOTAL				\$5,000

Future Plans

The interest in this program for Kansas CASE Certified teachers was higher than expected. In addition, we were limited on supplies available for the pre-service teachers to use in the local classrooms. The following recommendations are suggested:

- Increase the number of Visiting Professional opportunities from 8 to 10
- Increase the funds dedicated to CASE lab equipment for the pre-service teaching experience
- Several visiting teachers did not take advantage of the resources on campus during their visit. A more concerted effort will be made to set these experiences up as an expectation of their visit.

REFERENCES

- Carraway, C. (2015). *Exploring the integration of science into Agricultural Education* (Doctoral dissertation). Retrieved from <https://ttu-ir.tdl.org/ttuir/handle/2346/62308>
- Carraway, C., Ulmer, J. D., Burris, S., Irlbeck, E., & Price, M. (2015). A case study of preservice teachers receiving curriculum for agricultural science education training in a semester course. *Annual Western Region of American Association for Agricultural Education Conference, Corvallis, OR*. 84-98.

