

Ashley Kroese Interview Portfolio

Agriculture Education

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My experience with agriculture has been unconventional and extremely pivotal. I wasn't raised on a farm or ranch and spent most of my time living in town all across the state of Nebraska. Although I wasn't directly raised in rural Nebraska, every life changing moment I had was because of my family's ability to seek out agricultural opportunities.

From a young age I had a love for cattle and horses. Every chance I got I was on a horse's back or working cows with my dad. I never have had cattle close to home, which actually has made my love for the industry deeper. I have always had to seek out experiences related to agriculture, on the ranch, learning new soil techniques, or trying new ways to teach agriculture in the classroom.

I learned every skill I have through risking and remaining gritty just like the women in my family have for generations. They also taught me compassion and the importance of learning, something I hold close to my heart as I have gone through my educational journey. I have many goals for my classroom but the one most important to me is to help students find their superpower and use their skills they have learned to find their place in the industry.

From my time at the University of Nebraska-Lincoln, I have learned so many valuable skills about building relationships in the school and community, managing a classroom, and setting a culture for my program. As you look through this portfolio I hope you can see my passion and purpose for education and agriculture, and most importantly students.

Ashley Kroese

Agriculture Education Teacher and Advisor

Contact



Education

University of Nebraska-Lincoln

-Bachelor of Science, Agriculture Education

-Expected Graduation Date:
December 2023

-Teaching Endorsements:
Agriculture Education (6-12),
Work Based Learning

-Certifications: OSHA Certified,
Briggs and Stratton Basic Small
Engine Certification

-Cumulative GPA: 3.9

Objective

To obtain a teaching position that values my creativity, grit, communication, and facilitation skills, in a community that values their student's success and passions for agriculture in and out of the classroom.

Teaching Experience

The Leadership Center D4LC Educator

Wrote and facilitated curriculum for diverse age groups based of agriculture, personal and career development, leadership, and team building • taught multiple hour workshops individually at The Leadership Center and State FFA Convention • created an SAE mentorship program for students in agriculture

Para Substitute

Work with students at all academic levels and differing abilities • navigate language barriers with Spanish speaking students in the classroom • instruct students with different levels of learning abilities one on one and in group settings

FFA and SAE Practicum Experience

Judged district and state level SAE proficiencies, LDE contests, and Agriscience fair projects • coached multiple CDE teams in Ag Sales, Parliamentary Procedure, Creed Speaking, and STAR Finalists • coached and guided the Wilber-Clatonia district and state land judging teams

Supervisor of Agriculture based CCLC Program-Crete, NE

Introduced seven high school students to agriculture and restoration • supervised and instructed the greenhouse, arboretum, and prairie remodel • taught students grades 3-5 in the greenhouse about growing and maintaining a garden and aquaponics system

Ag Camp Advisor- Crete, NE

Instructed 100 students grades 2-8 throughout a six hour day for a month • taught the importance of agriculture in an urban and rural communities and helped students demonstrate that in their own • students started their own personal garden with 40 plants per student with my guidance and knowledge of plant systems and aquaponics

Service

Chi Omega 2020-Current

-Make-A-Wish fundraisers, food drive

FFA 2019-Current

-FFA Showcase, Bell Ringing, Contest prep

Milford High School 2018-Current

-speaker for Girls on the Run, Group leader for class retreats, Art lessons with elementary students, speaker at club fair

HETRA Fall 2021

-Side walker, strength and confidence building with students with disabilities

References

Maile Ilac Boeder IOM, Exec Director
Aurora, NE, (320) 420-6424

Kurt VanDeWalle, NVAF President
Geneva, NE, (402)759-2781

Matt Kriefels, ALEC Professor
University of Nebraska, (402) 617-1419

Michele Kontor, Cross Country Coach, Teacher
Milford, NE, (402) 440-1492

Austin Schweitzer, Schweitzer Red Angus
Milford, NE, (402) 641-8275

Brandon Mowinkel, Milford High School Principal
Milford, NE, (402) 841-1435

Joel Bramhall, Director of CCLC
Crete, NE, (402) 826-9836

Technical Agriculture and Natural Resources

Plant Systems

The Leadership Center, January 2022-current

Wrote curriculum for floriculture, pollinator, aquaponics, agronomy, and horticulture based camps designed for ages 8-15 • facilitated creative and active learning in a camp setting • managed a classroom of students in a classroom and outdoor setting • fostered active engagement in the discussion of agricultural needs in communities

Production Agriculture

Family Cow Calf Operation, 2009 – current

Attended rope and drag brandings • weaning cattle • working and checking cattle • maintaining pastures by spraying weeds, fixing and putting up fence • assisted with bull genetic selection and sales

Skavdahl Ranch Operator, Summer 2018

Helped maintain a cow calf operation • vaccinated and pregnancy checked cattle with the guidance of a veterinarian • fixed fence and worked with a horse herd

Animal Systems

Royal Fox Stables, Summer 2019

Caring for over 30 horses • exercising horses daily through riding, lunging, and hand walking • work with vets and farriers to maintain horse health and safety

Accomplishments

FFA 2016-2020

State Land Judging • State Envirothon 3 years • District Champion Livestock Management • District Champion Livestock Judger • State Natural Resources • Second runner-up State Ag Demo • State Champion Forestry • Chapter FFA President • State Extemporaneous Speaking

Track and Cross Country

Milford 5k, 1600m, 3200m record holder • Team Cross Country Captain 4 years • 3 Time District Cross Country Champion • 5 State medals • 7 time State Qualifier

UNL Academics

Fours semesters on the CASNR Dean's List

UNL Equestrian Team

Varsity Team member 3 years • multiple home show wins in Western Horsemanship • Awarded for Leadership dedication to the growth of the team and member's riding ability

Ashley Kroese



Dear Reader,

I am writing to you to express my interest in the Agriculture Education position at your High School. After reviewing the position requirements, I am confident that my abilities and educational pursuits are a great fit for the type of teacher desired in this community and school.

I have been working in the agriculture field for the past 10 years, and during that time I have developed a strong understanding of the concepts and principles that are essential to teach what is necessary for success in this area. I am well-versed in teaching these concepts to students of all ages and backgrounds, and I have a multitude of teaching experiences in and out of a traditional classroom. I am also confident in my ability to create and implement lesson plans that are both engaging and effective. I have a passion for using inventive education techniques and am looking forward to showcasing my knowledge and creative teaching style in my first high school teaching position.

Thank you for your time and consideration. I look forward to meeting with you in person to discuss the Agriculture Education position and learn more about your school and the community it serves.

Sincerely,

Ashley Kroese

Program Philosophy

As a CTSO teacher I have the opportunity to give students the knowledge and opportunities they need to be successful and functional adults in society. It is my responsibility to prepare my students for real world scenarios and give them hands-on experiences in agriculture that will cultivate the future of agriculture. Whether they enter the Ag industry or not they will leave my class with valuable information about the foundation of our community, state, and nation. I use this opportunity to strengthen American agriculture and the students that are connected to it.

I believe in a learner centered teaching process. A place where I facilitate learning but ensure my students have agricultural based discussion and collaborative assignments. I want students to find value in what they are learning and connect them to important and key pieces of their future. I have an understanding of students with different learning abilities and styles and adjust my teaching approach based on their needs. When I worked with ELL students I was able to adapt my lessons to be completely hands-on and minimal discussion on days that I did not have a paraeducator to assist with the language barrier. I also follow Kolb's Experiential Learning Cycle that guides my teaching and lesson plans to use concrete experience, reflective observation, abstract conceptualisation, and active experimentation in different forms in each lesson I teach. Giving students the opportunity to practice autonomy and focus on what they want their experience in the classroom, FFA and their own personal supervised agricultural experience is what will make my program unique. My students will leave my class knowing they had a shared experience with every other student in the class.

I believe I am an educator because of my deep desire to impact young minds for the better, in terms of agriculture, leadership and career and personal development. My program will be well balanced within the three circle component model of Agriculture Education as well as in my weekly lesson plans that won't just focus on the industry but with a lens on valuable skills that can be used in any career my students will pursue. To have this type of

program it takes mentor, parent, administrator and community support. Utilizing mentors and being one for students myself has changed student learning outcomes entirely. One student in particular had a tremendous supervised agricultural experience and did very well with her proficiency but when she was paired with a mentor I watched her grow in ways she never thought were imaginable. She switched her SAE project to have an Agriculture Education focus and ultimately became more involved with her ag classes and grasped the information at a higher level. This example showcases my ability to cultivate professional relationships that will help facilitate the success of the program for ultimate student success.

I have always been heavily goal oriented and futuristic. It is important to keep in mind that problems and challenges will arise in the classroom, at contests and within student's personal supervised agricultural experiences. Understanding that failures are really just setbacks if approached correctly will help my students tackle challenges head on and set them up for success in setting goals in their personal lives. Parents and close student supporters are a key piece to helping students through setbacks making my personal communication with them essential. Part of my program design is based on communication with student mentors in their supervised agricultural experience and staying in contact with parents and guardians to discuss student success as well as areas of growth. Every guardian will have access to my phone number and will be made aware that they can reach me with any comments, questions, or concerns. Additionally it is a personal priority to contact parents when their student is achieving success that is worth talking about, building rapport with both the students and community members. At the end of the day student well being will be my top priority and I will be a consistent and steady individual to guide learning and ignite a spark in my students for years to come.

Professional Growth Plan

Program Vision: I will establish a career in agriculture education at a rural location that focuses on bridging the gap between education and practical career based skills. I will achieve this by showcasing my grit, connections, and facilitation and teaching skills.

Professional Goal: Establish the difference between facilitation and teaching when presenting and putting those skills into practice.

Facilitation Improvement Key Steps

- Talk to other professionals about the difference and when to use it
- Find and identify tools for each separately
- Practice in small setting
- Get feedback

Personal Goal: Focus on minimal issues and see them out through the end before moving to the next task

Key Steps

- Pick one thing at a time
- Set steps/check off list for the issue/topic whatever it is
- Identify people to help with this task
- Learn to say no

Agriculture Education Program Model



Classes

- Intro to Ag
- Welding
- Natural Resources
- Animal Science
- Plant Science
- Ag Business

What You Will Do

- Career Pathways in each class
- Application, Experimentation, Creation
- Community Exposure and Involvement
- Colaboration with other CTSO's and classes
- Industry speakers and tours
- Real world application on field trips or in contests



Supervised Agriculture Experiences

- Access to community partners for SAE projects
- Focused on interest rather than convenience
- Paired with mentors
- 20% of total class time dedicated to SAE



FFA

- Contest participation if related to class material
- FFA contest simulations
- Banquets and recognition
 - Monthly meetings
 - Officer retreat
- Leadership Development Conferences
- Beef in schools
- FFA Showcase and contest prep days



Community Marketing And Involvement

- Program Showcase
- Monthly Newsletters
- Contest prep with community
 - Community Garden
 - Fundraisers
- School Based Enterprise
- Yearly Petting Zoo



Community Partners and Support

- Nebraska Farm Bureau and Ag in the Classroom
- Local Ranchers
- Program Parents: meetings, alumni, appreciation
- SAE mentors and placement locations
- The Leadership Center: personal and career development assistance

Program Planning Model Narrative

In the program that I am involved with I will have a wide variety of education, mentoring, and development that will allow my students to take their learning to the next level. I set my program up this way for three main reasons. To expose my students to multiple CTE pathways, support student learning at all stages, and to accomplish my goal of helping my students understand their story within the agricultural industry.

My program is designed to help students to become knowledgeable of opportunities in the career clusters model. I understand the importance of state standards and how they can be related to agriculture, whether that be English, math, sciences, or etc. Part of my model encompasses collaborating with other educators and providing students autonomy. For example, any reports, speeches, or group presentations will be done the same way as they are done in the English classroom with similar standards. Although math doesn't seem like the forefront of an ag classroom, I believe the students will practice their math literacy skills similarly to how they use these skills in a high school math class. When people say it takes a village to enhance student success, my ag program will expect to pave the way. Although I want my students to stay heavily involved in agriculture I know that there are many other opportunities that can be equally as important. Therefore, I will teach skills in both personal and career development that can be carried over into jobs outside of my pathway. In my curriculum I want students to understand the importance of respect in all parts of agriculture and the workforce. Learning to respect agriculturalists and their opinions on land stewardship, animal production, and conservation are huge

pieces that are oftentimes looked over in a classroom. As well as navigating the tough conversations with employers or customers in an agricultural field or not.

I designed my program following educational psychology techniques. My curriculum is designed based on Bloom's taxonomy, Kolb's learning styles, and the laws of teaching. Students of all ages and backgrounds will have the ability to learn in my classroom because of my personal experiences within education and multiple diverse communities. Student autonomy will be my main classroom focus. Allowing the students to choose their educational outcomes, promotes a deeper motivation for classroom activities. The assignment options will still meet my desired program outline but giving students an option to choose how they learn will create a trusted environment for growth. This creates a space for students with language barriers to succeed because they can choose the type of methods they would like to see in a classroom that assist in their learning process. This can look like hands-on activities or a slower introduction into new learning territories. With the different learning styles and utilizing Bloom's taxonomy I am able to reach a higher level of learning even in a lower level of understanding among inexperienced students.

My overarching program goal is to make sure my students find their place within agriculture. This means setting aside my own personal love for specific parts of the industry and focusing on student and community wants and needs. This could be starting a school based enterprise or assisting in a major community need. Each student will go through a process of identifying their skills and then utilizing them in a meaningful way. Having this unique individualized experience is common in many career and technical

education programs, but my program will emphasize the power of collaboration. This will be expressed through my own collaboration with other teachers and administrators, as well as family members. When using collaboration my students are able to form a respect for each other and their differences when they get the chance to have actual time to discuss and work with each other on projects, debates, or experiences. With all of these things it takes time and a deep understanding of setbacks and failures. Learning the meaning of failure and how to grow through it is the key for my students to leave my classroom realizing they are more than just a grade or a one dimensional individual but a well versed agriculturist that can find a path in any industry.

Animal Science Curriculum

Course Title: Animal Science	Program: District 10 School	Description: A course focusing on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal systems career. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities and animal evaluation. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	
Course Goals: - Analyze historic and current trends impacting the animal systems industry. - Classify, evaluate and select animals based on anatomical and physiological characteristics. - Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare - Analyze environmental factors associated with animal production. - Describe career opportunities in animal science and practice those skills		NE Career Readiness Standards Met: - Makes sense of problems and perseveres in solving them - Communicates effectively and appropriately - Uses critical thinking - Demonstrates innovation and creativity - Models ethical leadership and effective management - Works productively in teams and demonstrates cultural competency	
Unit Topic/Framing Question	Standards Met	Activities, Assessments & Accommodations	
Unit 1: Guiding Question: What are careers in animal science areas and what skills are needed for those careers?	Evaluate and implement the steps and requirements to pursue a career opportunity in an AFNR career	Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?]	Poster Projects on Careers in the different AFNR pathways Presentations on Animal Science careers Job Shadows, Interviews Job skills and life skills, talent identification

Course Learning Outcome: Describe career opportunities in animal science and practice those skills	pathway. AFNR.HS.CR.1.a Examine and choose career opportunities that are matched to personal life skills, talents, and career goals in an AFNR pathway of interest. AFNR.HS.CR.1.b		Pathway Identification tools to help them find their interests http://ffa.cccs.edu/colorado-plant-and-animal-science-curriculum/	
			Needs assessment activities for worker shortage in the area	
			Respect in the workforce conversations	
			Dealing with conflict role play activity	
			Job shadow and interview reports	
			Continous skill and talent check ins	
		Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?]		Formative assessments to check for understanding
				End of unit interview with students
				Student podcast every two weeks based on what they have done in the class
		Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?]		Job shadows may not be possible so and interview over phone or email
				Materials provided for presentations and poster projects if needed
Career Development Opportunities [How will CTSOs and industry partnerships support students in		Employment skills		
		Ag Sales		
		Ag Demo Team		

		developing their career readiness?]	
		Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]	Internships and job shadows of animal science careers and pathway careers
<p>Unit 2: Guiding Question: How does history and current trends play a role in the animal systems industry?</p> <p>Course Learning Outcome: Analyze historic and current trends impacting the animal systems industry.</p>	<p>Research the domestication of livestock and how the industries have changed and evolved over the years.AFNR.HS.2.1.a Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.AFNR.HS.2.1.b Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.AFN R.HS.2.1.c</p>	Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?]	Group livestock presentations on evolution Industry standard reports Debate of animal production methods for multiple livestock species GMOs and animal gain Cultural animal practices activity
			Weekly current event discussions for livestock industry
			Presentation of different global livestock practices
		Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?]	Formative and summative assessments over materials
			Graded student reports and presentations
			Discussion posts from students, podcast
		Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?]	Multiple forms of discussion so all students feel welcome to participate
			Forms for anonymous discussion on group member contribution
Career Development Opportunities [How will CTSOs and industry partnerships	Livestock Judging		
	http://ranchhousedesigns.blogspot.com/2012/07/harlan-ritchies-brief-hist		

		support students in developing their career readiness?]	ory-of-cattle.html
			Ag Issues
<p>Unit 3:</p> <p>Guiding Question: How do you select animals based on genetics and phenotype?</p> <p>Course Learning Outcome: Classify, evaluate and select animals based on anatomical and physiological characteristics.</p>	<p>Classify animals according to taxonomic classification systems and use.AFNR.HS.2.6. a</p> <p>Apply principles of comparative anatomy and physiology to uses within animal systems.AFNR.HS.2.6.b</p> <p>Select and train animals for specific purposes and maximize performance based on anatomy and physiology.AFNR.HS.2.6.c</p>	Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]	Feedlot work
			Ethanol Plant
			Chicken barn and production alternatives
		Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?]	Species breakdown chart for classifications Weekly breakdowns of livestock phenotype attributes in chart created by students Binders for EPD differences and meanings
			Discussions with producers about livestock scenarios and how they differ
			Livestock judging, the cultural changes of animal forms Create your own species based on genetics and phenotype for a purpose Differences in animal purposes throughout the world group discussions
		Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?]	Livestock judging contest at the district level EPD quizzes and market versus breeding trait quizzes
	formative and summative assessments of materials, podcast		
	presentation of species creation with content knowledge		
	Accommodations	At school livestock judging	

		[How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?]	contest for kids that can not participate	
			Research on producers and what they look for in livestock if they can't be in class	
		Career Development Opportunities [How will CTSOs and industry partnerships support students in developing their career readiness?]	Livestock Judging	
			Ag Biotech	
		Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]	Animal genetics organization tours and work	
			Agriscience SAE projects	
			AI operations	
Unit 4: Guiding Question: What are the best ways to care for animals for welfare, production, and husbandry? Course Learning Outcome: Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare, Analyze environmental factors associated with animal production.	Demonstrate management techniques that ensure animal welfare. AFNR.HS .2.2.a Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals. AFNR.HS .2.8.b	Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?]	Demonstrations of livestock management techniques taught to classmates in a group	
			Livestock management team simulations both feed and tools	
			Livestock research projects on environmental conditions and management practices Livestock species operation plan for management, maintenance and production Feed rations experiments, AUM Calculations	
			Assessment Tools [What assessment criteria or tools will you, the teacher, use to	Livestock management contest
				Species practice tests on management, animal digestive system activities

		measure student progress and achievement?]	Practicum experiences for grades, podcast
		Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?]	Alternative tests for students unable to go to the contest
			Forms for group work participation comments
			Alternative practice for students unable or uncomfortable with working around livestock
		Career Development Opportunities [How will CTSOs and industry partnerships support students in developing their career readiness?]	Livestock Management
			Meat Judging
			Vet Science
		Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]	Vet clinic
			Companion animal companies

Extended Contract Table

Date	Duty	Description
TBA, 5 days	SAE Visits	Supervised visits at a students supervised agriculture experience site to see progress, worksite and discussion with employer, assessment of student understanding of career pathway
TBA, 4 days	County Fair	Assisting with student competitors at the fair, this aids in student learning development through practical experiences, additionally a respect for the animal and work put in to raising an animal is addressed
TBA, 3 days	Planning and Programming	Time to assess where student learning is at and continue developing curriculum and goals focused on language development and collaboration activities that push students
TBA, 2-3 days	Officer Retreat	The FFA officers attend a retreat. Either COLT or our own retreat to focus the team, establish goals, bond, and begin work for the year of service. Retreats offer reflective time spent thinking about how they as officers can showcase respect for their members' opinions and determine committees that optimize collaboration of the chapter members and other CTSO's
TBA, 4 days	NCE Conference	A 4 day conference for Ag teachers to hear from professionals and network with other educators that aids in my own professional development. I will gain other perspectives, different ideas on approach to curriculum, and learn new ways to implement goal achieving practices
TBA, 1-2 days	Community Event	An event put on by the chapter for the community at the local town days or as a school kickoff. Gives students not directly involved in agriculture a place to showcase their skills for the community. An additional opportunity for student creativity and group work to complete a large event.

Lesson Plan

Judging Bulls EPDs and Phenotype

Summary

1. Subject(s): Livestock Evaluation
2. Topic or Unit of Study: Using EPDs and phenotype in a scenario
3. Grade/Level: 10-12
4. Objective: The learner will be able to select a bull for a specific scenario

The learner will be able to compare bulls using EPDs

The learner will understand a producers selection process

5. Essential Question: How do producers select bulls for their operation?
6. What did we do yesterday: Introduced EPDs in general

Introduction

Questions: What are epds?, How do we use epds in a scenario?, How can they be helpful as a producer or buyer?

Reminder from previous lesson: Reminder of cattle EPDs and the numbers that go with them

Action/Activity

Discussion

- a. Students are asked questions about what they think producers use when selecting a bull
- b. As a teacher give prompts on phenotype, EPDs, scenario differences, the economic importance of bull selection for an operation

Transition to using the discussed principles in a real life scenario

Scenario

- a. Students identify key lines as a buyer
- b. Students discuss within groups why they are important
- c. Have discussion as a class about key lines and why they think they are important

Key lines: Early indicators of puberty, market steers, yield grade 2 and 3 that grade choice or better

Angus Bull Scenario Worksheet

Teacher notes: Show the EPD slide and tell students they will use these EPDs with the bull scenario and video. Give students the worksheet and in groups they will rank bulls and give reasons.

- a. Students will evaluate the bull's EPDs for the scenario
- b. Students will rank the bulls
- c. Students will use the ranking in collaboration with the video
- d. Students will select a bull with both the video and ranked EPDs
- e. Have a discussion about answers and reasons
- f. As a teacher compare the bulls for the class
- g. Ask questions

Questions/Summary: Why was milk not important?, Why is BW not a big deal?, What were some of the deal breakers phenotypically?, Are the numbers more important than phenotype?

Materials & Resources: Worksheets, powerpoint, bull video, markers or pens

Assessment/Homework

Question: Ask students to hold up a fist 1-5 how they feel about selecting a bull for a scenario. 1 is not at all, 5 is for sure.

Assign an additional bull video on livestockjudging.com



Lesson Plan

Guest Speaker Pat Kroese

Summary

1. Subject(s): Careers
2. Topic or Unit of Study: Working through your career choice
3. Essential Question: Why is it important to have a purpose and passion for your career?
4. Objective: Students will be able to define their purpose and passion for their career choice
5. Time Allotment: 40-65 minutes

Introduction

Set context for the speaker. Have students think about their feelings towards their career of choice and to focus on where that could go during the guest speaker's lecture

Introduction of the speaker

Questions that need to be addressed

- a. How does your experience apply to teaching
- b. How did you work through the rough times of your career
- c. How do you get others excited about what you are "selling"

Materials & Resources

- a. Instructional Materials: Pencils and notes for the students
- b. Resources: computer and projector

Assessment

Have students reflect on what Pat discussed and be prepared to share their thoughts the next day

Lesson Plan

Tillage or No Tillage

Summary

1. Subject(s): Agronomy/Plant Science
2. Topic or Unit of Study: Soil, conservation and practices
3. Grade/Level: 9-12
4. Objective: Learners will be able to describe the differences between till and no till.
5. Time Allotment: 25-50 minutes

Introduction

Questions: What is the difference between till and no till?

Reminder from previous lesson: There are many different types of tillage practices and with different benefits. Lots of times people use different practices in different areas or even fields.

Activity/Action

Teachers Note: Split students into groups and let them discuss why it would be useful to use tillage or no till. Then snowball the same discussion and use other questions. You may be with a student group if there aren't enough groups

Snowball Discussion

- a. Students discuss tillage and no till with a partner
- b. Students then join another group and continue the discussion and add an additional layer of discussion
- c. Discuss as a whole class

Socratic Circle

Teachers Note: Have two articles one on tillage and the other on no till passed out to groups. More articles for a larger class. Let students read and summarize with key points. Then facilitate circle conversation about the two of them

- a. Split students into sections for each articles
- b. Give a few minutes to read and for students to summarize
- c. Gather students in a circle and explain the socratic circle
- d. Let students summarize their articles and then begin discussion with prompt questions
- e. Change topic if discussion on a single topic becomes unproductive

Questions:

Why do you prefer one or the other?

What are the benefits or drawbacks of each?

Why do farmers continue to use till if it isn't right for their land?

What surprised you about tillage or no till?

What were some previous thoughts about either? Have they changed?

Summary/Assessment

Materials: articles, discussion questions

What was the outcome of this? The idea was to really set the stage of our future discussion and research with tillage and no till. Ask students if they can describe the differences and some of the advantages and disadvantages to either.



Daily Plan	Instructor: Ashley Kroese
Course: Ag Careers	
Unit Title: Agronomy Careers	
Lesson Plan Title: Introduction to Agronomy Careers	

Contextual/Set	Where have you been?	Where are you going?
	Not any information of agronomy or careers in this area	An introduction to both
Essential Question: (Law 2)	What is agronomy?	
Objective: (Law 1, 4)	The learners will be able to define what agronomy is.	

Learning Activity 1 (Laws 3,4,5)		Estimated Time:	15
Instructor Directions	What will the teacher do?	What will the student do?	
Make sure students are split with students they are not friends with or discussion will be difficult	Facilitate think-pair-share Write down the class definition of agronomy After discussion is complete, define what agronomy is and all the areas of agronomy Based on the definition what are careers... facilitate that convo As a class discuss these and how broad they are.	The students will think-pair-share based on the question what is agronomy? Come up with an overall class definition of agronomy based on discussions had Another question will then be asked to do the same thing: what are some careers in agronomy?	

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> • Agronomy is broad but give a definition • Discuss the diversified careers and the importance of them 	<ul style="list-style-type: none"> • We brainstormed some possible careers so lets now read about some different careers in agronomy not always thought about

Contextual/Set	Where have you been?	Where are you going?
	Defined agronomy and have brainstormed some careers	Learn about specific careers and what they entail
Essential Question: (Law 2)	What are some careers in agronomy?	
Objective: (Law 1, 4)	Learners will be able to list 2 facts for each of the 10 agronomy pathways.	

Learning Activity 2 (Laws 3, 4, 5)		Estimated Time:	25
Instructor Directions	What will the teacher do?	What will the student do?	
Walk around and check for the right conversation and notes	<p>State that job opportunities in agronomy exceed the amount of graduates that are qualified to fill these jobs. Ask why is this?</p> <p>State that it is because there are so many jobs that fall under agronomy and there isn't a lot of awareness about these jobs. Ask students to research the career pathway and summarize the job and 2 facts about it</p>	<p><i>With their pair they will each research jobs in the agronomy pathway and summarize the job under each with 2 facts, they will then share with their partner the findings and take notes</i></p> <p><i>They will write down key points and at the end share with the class what their findings are</i> <i>Students will take notes about careers they didn't research</i></p>	

Summary (Reflection) (Law 6, 7) (End of the class)
<p>Ask questions about what they found interesting overall and what jobs they might enjoy doing</p> <p>Ask the definition of agronomy again and to list some of the pathways</p>

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
Powerpoint

Supervised Agricultural Experience Plan

Objective:

To outline how a Supervised Agriculture Experience could be integrated into an Agriculture classroom for all students.

Purpose

A foundational supervised agriculture experience gives students the opportunity to explore career exploration and planning, employability skills, personal finance management, workplace safety, and agricultural literacy. After students successfully establish a foundational SAE they will then move towards an immersion SAE. This consists of placement or internships, ownership or entrepreneurship, research, school based enterprises, and service learning. This is all part of the SAE for all experience that meets any type of student's needs and strengths.

Points Possible

Each student must complete one graded artifact from each category that corresponds from the previous columns. A minimum of 200 points must be achieved by the students to receive full credit. The student and teacher will decide which table the student falls under depending their goals and experience.

FOUNDATIONAL	Instruction	Hands-On Activity	Graded Artifact (points)
Career Exploration and Planning	Complete interest inventories and identify career goals.	Job Shadow Career Fair	Reflection (60) Goal Sheet (20)
Employability Skills for College and Career Readiness	Develop skills to succeed in both college and career enterprises.	College Visit Set Up Interview	Reflection and Next Steps (40) Interview Improvement (50) Resume (80)
Personal Financial Management	Craft a personal financial management	Explore Financial Documents	AET Record Book (30)

	plan.	Income & Expense Log (25)
Workplace Safety	Examine and summarize Safety Day (bring importance of health, in speakers & safety, and presenters) environmental management systems.	Safety Quiz (20) Signed Documents from Employer (40)

Agricultural Literacy	Research and analyze Lab Experience issues, trends, Create/Develop Research Plan technologies, and public policies that impact AFNR systems.	Lab Report (80)
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IMMERSION	Instruction Hands-On/Activity Graded Artifact (points)	
Placement Internship &	Gain experience from Time spent in a specific field as a SAE/job paid employee or volunteer. Grow a placement into an internship	SAE Article (40) Reviews from the employer (20)

<p>Ownership & Entrepreneurship</p>	<p>Students will create, own and operate a business or be in</p>	<p>Time spent on business/SAE Developing the</p>	<p>SAE Article (40) Growth of SAE report (20)</p>
<p>Research: Experimental, Analysis or Invention</p>	<p>Students will determine what area of research they would like to pursue and then establish a research question to address</p>	<p>Lab Experience Create & Develop Research Plan</p>	<p>Agriscience project (80) Research Report (80)</p>
<p>Schools Based Enterprise</p>	<p>Students provide a good or service from a business operated out of the school. Instructors will provide guidance but the responsibility falls primarily on the students.</p>	<p>Developing Enterprise</p>	<p>School Board Report & Presentation (80) Improvement and Growth Goals Sheet (30)</p>
<p>Service Learning</p>	<p>Plan, conduct, and evaluate a project that</p>	<p>Establishing the project for the</p>	<p>Community evaluations (40)</p>

	provides a service to	school or	School
	the school or	community	evaluations (40)
	community		

**The above criteria accounts for approximately 20% of the students grade meaning we will work on SAE and its related parts ½ days in class.

Assessment Example

Below is an assessment example for a soil textural triangle lesson. This assessment is able to gauge a student's understanding of how to properly use the textural triangle in multiple different ways.

Guided Practice: Soil Textural Triangle

Completed by _____

Determine the appropriate soil textural class using the soil textural triangle for each problem below:

1. 40 % Sand

50% Silt

10% Clay

2. 70 % Sand

15% Silt

15% Clay

3. 35 % Sand

15% Silt

50% Clay

4. 20 % Sand

60% Silt

20% Clay

5. 30 % Sand

40% Silt
30% Clay

6. Complete the chart using the soil textural triangle.

% Sand	% Silt	% Clay	Texture
5		50	
27	35		
	31	33	
22	23		
10		7	
	52	27	

Teaching Evaluations

Evaluation of Classroom Instruction	
Criteria	Ratings
<p>Connecting with Students: Teacher Readiness view longer description</p>	<p>Comments</p> <p>YES: you were ready to roll with materials, visual aids, and questioning</p>
<p>Connecting with Students: Student Readiness view longer description</p>	<p>Comments</p> <p>NO: Jumping right into the essential question without knowing a little more about where we were in the class (what did we, hypothetically, do yesterday or in this unit?) was a bit abrupt, and it took a little bit for a few of your peers to get situated. A simple "yesterday we..." or "in this unit we've been..." will help make sure everyone is on the same page about where we're starting</p>
<p>Processing Content: Essential Question view longer description</p>	<p>Comments</p> <p>YES: "What do careers in wildlife management achieve or do?" This question definitely gave feedback, but in a few instances, you answered for your students, when they may have been giving some feedback that they weren't quite ready for where you were headed.</p> <p>Answering the question before moving on with your lesson (with a clear, direct, "correct" answer) was helpful</p>

<p>Processing Content: Objectives view longer description</p>	<p>Comments YES: describe, summarize, and state</p> <p>This is a lot of objectives for 20 minutes. #LetsGo</p>
<p>Processing Content: Student Engagement in Learning view longer description</p>	<p>Comments YES: The career connection was a cool way to think more broadly about systems and impacts of careers and processes beyond direct pathways. Given a few indicators of confusion in your interest approach, I'm not 100% sure everyone was ready for this transfer.</p> <p>**Potential fix: ask students a question about the definition to check for understanding and make sure everyone is on the same page before heading to the next thing.</p>
<p>Processing Content: Summary/Closure view longer description</p>	<p>Comments NO: While the exit ticket "How do wildlife management careers affect communities" asked students to bring each component of class together, I wasn't sure, in the end, if we hit all of your objectives. Did students know if they described, summarized, and stated?</p>
<p>Engaging & Adjusting to Students: Understanding view longer description</p>	<p>Comments YES: You did a nice job asking students to extend their responses. As you continue to plan/practice, pay attention to answering for students (you did it to Cody in the interest approach, and to Conner/Kennedy when you asked for an example and told them which one to give)</p> <p>The web was a helpful way to think about connection across pathways/systems beyond just focusing on on specific careers.</p>

Engaging & Adjusting to Students: Smooth Transitions view longer description	<p>Comments</p> <p>YES: Your objectives supported smooth transitions, as did your big idea of connections. By being able to come back to this again and again, you wove common ideas together through different activities and approaches.</p>
Engaging & Adjusting to Students: Instructional Adjustments view longer description	<p>Comments</p> <p>SORT OF: You varied your timing and methods in ways that supported student understanding. Pay attention to your "default" adjustment to answer for students. Try asking additional questions, providing additional context, or resituating students in the content to support student understanding</p>
Engaging & Adjusting to Students: Questioning view longer description	<p>Comments</p> <p>YES: You had some great lines of questioning ready. Leave room for students to respond, and think about how you can engage everyone</p>

Evaluation of Classroom Instruction		
Criteria	Ratings	Pts
Connecting with Students: Teacher Readiness view longer description	Comments YES: You seemed very comfortable with your plan for today!	-- / 10 pts
Connecting with Students: Student Readiness view longer description	Comments YES: Starting with a review was really helpful to situate students in what we'd already covered and in where we were headed. It anchored students in what they already knew so they could move into the content with that in mind.	-- / 10 pts
Processing Content: Essential Question view longer description	Comments NO: I wasn't clear what question we were trying to answer apart from "what are EPDs?" If that was the question, nevermind this comment, you got it! :-D	-- / 10 pts

<p>Processing Content: Objectives view longer description</p>	<p>Comments YES: Use the EPDs to rank and select bulls. This was stated in moving from the review to the content. The timing made it especially relevant and clearly told students what they needed to aim at today.</p>	<p>-- / 5 pts</p>
<p>Processing Content: Student Engagement in Learning view longer description</p>	<p>Comments YES: pushed students to answer questions and not just take the first answer at face value. By doing this you 1) checked student understanding and 2) showed them what they already knew You really pushed students to articulate the content rather than articulating it for them. Nicely done!</p>	<p>-- / 10 pts</p>
<p>Processing Content: Summary/Closure view longer description</p>	<p>Comments YES: Summary questions allowed students to go back to the scenario and evaluate characteristics to keep help them bring key ideas together. You also did a nice job in the "in between." Not having a concrete answer can be disconcerting for students because we tend to introduce too much information. You did a nice job staying focused on your specific scenario so students could find a "best" answer, even if there wasn't one specific "right" one.</p>	<p>-- / 10 pts</p>

<p>Engaging & Adjusting to Students: Understanding view longer description</p>	<p>Comments YES: By knowing what they knew and that they were with you (not just nods saying they got it) and asking students to articulate your reasoning, you were better able to gauge where to start so you didn't have to backtrack.</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Smooth Transitions view longer description</p>	<p>Comments MOSTLY: Jumping from the review to the activity was really smooth and clear (breaking students into groups provided a tangible distinction between activities), but the review started a bit abruptly.</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Instructional Adjustments view longer description</p>	<p>Comments YES: You limited the adjustments you needed to make by using your questioning to preemptively gauge student understanding.</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Questioning view longer description</p>	<p>Comments YES: You really excelled at this today. Your questioning and scenarios pushed students to use academic language and demonstrate their understanding of using an EPD based on a scenario</p>	<p>-- / 10 pts</p>

Evaluation of Classroom Instruction		
Criteria	Ratings	Pts
Connecting with Students: Teacher Readiness view longer description	Comments YES: You were well prepared with your instructions, groups, and handouts. Things ran very smoothly!	-- / 10 pts
Connecting with Students: Student Readiness view longer description	Comments YES: refreshed till v no-till conversation to tell students how the conversation was going to be extended	-- / 10 pts
Processing Content: Essential Question view longer description	Comments YES? What is the difference between till/no-till?	-- / 10 pts

<p>Processing Content: Objectives view longer description</p>	<p>Comments YES? Defend stance on till/no-till</p>	<p>-- / 5 pts</p>
<p>Processing Content: Student Engagement in Learning view longer description</p>	<p>Comments YES: students were active in learning throughout the process; I was impressed with your ability to facilitate this, maintain clarity/direction, highlight the components of your lesson, and keep everyone in the conversation without a visual aid</p>	<p>-- / 10 pts</p>
<p>Processing Content: Summary/Closure view longer description</p>	<p>Comments Ran out of time</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Understanding view longer description</p>	<p>Comments YES: the conversation level sounded different in terms of people being able to bring in key points and considerations beyond pros/cons</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Smooth Transitions</p>	<p>Comments YES: smooth transition into till/no-till partner discussions</p>	<p>-- / 10 pts</p>

<p>view longer description</p>		
<p>Engaging & Adjusting to Students: Instructional Adjustments view longer description</p>	<p>Comments YES: It seemed like you adjusted your approach based on the feedback Kennedy got on hers -- this was an awesome way to capitalize on feedback that wasn't directed specifically to you.</p> <p>Pay attention to who is participating in the conversation--Kennedy really didn't say much (how do you think about bringing people into the conversation? -- You got her in at the end</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Questioning view longer description</p>	<p>Comments YES: you did a nice job facilitating a calmer conversation so there wasn't as much room to bring elevated emotion into the conversation</p>	<p>-- / 10 pts</p>

Evaluation of Classroom Instruction		
Criteria	Ratings	Pts
Connecting with Students: Teacher Readiness view longer description	Comments YES: your visuals and tech were ready to go, you knew your objective and you guided students through the process	-- / 10 pts
Connecting with Students: Student Readiness view longer description	Comments YES: you understood their readiness with your opening question. Rather than asking "how do we use this?" it was "where have you used/seen this before?"	-- / 10 pts
Processing Content: Essential Question view longer description	Comments I think so? How do we use this?	-- / 10 pts

<p>Processing Content: Objectives view longer description</p>	<p>Comments YES: focus on land judging and soil Use soil texture triangle to distinguish different types of soil</p>	<p>-- / 5 pts</p>
<p>Processing Content: Student Engagement in Learning view longer description</p>	<p>Comments YES: You did a nice job using Pear Deck and planning so students could engage with the content pre-emptively rather than as regurgitation (drawing on the slide was a great example)</p>	<p>-- / 10 pts</p>
<p>Processing Content: Summary/Closure view longer description</p>	<p>Comments Ran out of time</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Understanding view longer description</p>	<p>Comments YES: You had students demonstrate what they already knew/immediately comprehended and then practice what you'd just discussed independently</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Smooth Transitions</p>	<p>Comments YES: You navigated your content really smoothly today</p>	<p>-- / 10 pts</p>

<p>view longer description</p>		
<p>Engaging & Adjusting to Students: Instructional Adjustments view longer description</p>	<p>Comments YES: As usual, you preempted needing to make significant adjustments to your instruction by building in opportunities for practice. You adjusted to Brandon's confusion expertly well</p>	<p>-- / 10 pts</p>
<p>Engaging & Adjusting to Students: Questioning view longer description</p>	<p>Comments YES: What made you change your mind -- I don't actually know how to use this. You did a nice job adjusting to let someone who was knowledgeable teach it (kept them from disengaging) to someone who was struggling without making the person who didn't get it feel dumb.</p>	<p>-- / 10 pts</p>

Teacher Observed: Ashley Kroese		Cooperating School: UNL ALEC 234
UNL Evaluator: Matt Kreifels		Date: 4/13/23
Lesson Observed: The Program of Activities, ALEC 234		
Competency	Yes/No	Comments
Connecting with Students		
Was the teacher ready for instruction? Did the teacher: <ul style="list-style-type: none"> · know their content? · use familiar analogies? · practice what they asked students to do? · prepare varied instruction at an appropriate level? 	Yes	You were obviously prepared for the day. I'd like to see your written plan. :-)
Were students ready for instruction? Did the teacher: <ul style="list-style-type: none"> · gain student interest and attention before beginning? · pause when attention was interrupted? · exhaust students' attention? 	Yes	
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> · know the language of the learners? · USE the question through the lesson to gain feedback from students? · use clear and concise language? 	Yes	Not sure if it was a time-filler or a planned part of the lesson, but you asked about prior knowledge of the POA. I think Eric would be proud of how you moved from the known to the unknown. :-)
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> · communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? · assess/summarize with students based on 	Kinda	I'm not sure students knew the "big picture" at the beginning of the lesson. They knew it was POA, but not necessarily anything beyond that. This is okay (we don't want to give away the "punch line" before the interest approach, but definitely appropriate after the interested approach.

the objective?		
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? · could students connect to the learning? · did the teacher activate students' thinking and encourage students to do the work of learning?	Yes	Excellent activity! This was super creative and on-point to what they will be asked to lead their students through. To be honest, it far surpassed how POA has been addressed in 234 in past years. Nice job (seriously!!).
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: · assess/summarize with students based on the objective?	Kinda	
Engaging & Adjusting to Students		
Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they: · use questions to confirm learning? · solicit specific feedback to help students self-assess? · AND can students reproduce what was taught?	Yes	- Nice job checking in with students. - Yes, you did a nice job with questioning. - During the lecture portion, try adding in a couple of think/pair/shares. -
Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?	Yes	
Instructional adjustments Did the teacher adjust to instructional disruptions? Did they: · adjust to student behavior? · vary timing/methods in relation to student understanding?		
Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?		
Additional Comments		

Small Mechanical Details:

- It would be good to have the projector on in advance (to save time).
- "Blank" the projector when using the board.
- Kinda nervous about Ally standing on a chair with wheels on it.

Facilitation:

- Try to avoid using "I" and "you" statements. Use inclusive language as often as possible.

