

Bailey Hergott



Contents

Personal Introduction.....	1
Program Philosophy	3
Professional Growth Plan.....	6
Program Model	7
Example Lesson Plans	13
Cover Letter.....	29
Resume.....	30
Letter of Recommendation	32
Assessments.....	33
Teaching Evaluation.....	34

Program Philosophy

I have been lucky enough to be a wrestling coach at a school that just started a program not too long ago and have had to navigate my way to develop and grow this wrestling program through the students, administration, and the community that surrounds it. I know that this is not the same as being a teacher and growing a program that way but, it has a lot of the same goals and challenges that come with it. I can also use a lot of the same parts of my wrestling program philosophy with a teaching program philosophy.

Learner development is a big part of any program philosophy. My skilled technical science program I want to be all about helping learners develop the knowledge, skills, and confidence needed to succeed in technical fields. I believe in a hands-on approach that integrates real-world applications. I will do this through having a industry align curriculum and reflecting on whether the students are meeting those requirements, skills and standards. My industry align curriculum will promote community engagement, industry partnerships, and mentorship opportunities to help engage my students and involve them in the community. I want to bring in local industry partners to speak with my students and do community projects that support workforce development. My program philosophy is to support everyone's needs, making it to where every learner has the potential to succeed. Experiential learning is how I will guide each learner to reach their goals, be valuable members of their communities, and succeed in their technical fields. In my wrestling program I look at each of those athletes as someone who has potential and can-do great things on and off the mat. For my athletes and my students to succeed you must provide them with the tools to succeed and truly believe that they are great and can achieve great things.

I think about communication as program engagement. Program engagement is something that is an important tool when it comes to building a successful program. I want my program to focus on engaging and communicating as they are vital skills to have success in the field. I want my students to gain skills, knowledge, and confidence when going through my program. I want to be able to communicate different ideas with different people, like my colleagues, industry partners, administration, my students, and their families. Being able to communicate things with these people helps make your vision and goals clear with everyone involved. I will make sure my students are achieving those through conversations, demonstrations, and assessments. I will then communicate my students' abilities to other co-teachers by observation, testimonies, and student performance. Families will get this communicated to them by their child's performance at home, grades, and conferences or check ins. I also want to be able to show the community that my program provides students with these things and so that will be proven to them by testimonies, performance at work, and work-based learning. By developing these skills, graduates will be well-equipped to excel in their careers, contribute to the community, and make a positive impact on society.

Providing a personalized and individualized learning experience for all the students involved in the program is something that is much needed. Individualizing opportunities means providing a range of academic and extracurricular activities that cater to students' diverse interests and abilities. That should include beginner to advanced classes, SkillsUSA opportunities, and providing accommodations if needed. I think to have a successful program you need to have a variety of classes for students to choose from that meet their passions and aspirations. Another important factor is using those SkillsUSA opportunities to allow kids to express their interest beyond just the classroom. I believe that participating in extracurricular

activities can help students develop new skills, explore new interests, and build meaningful relationships with peers and mentors. I also believe in providing students with individualized support like mentorships, and academic support services. I want to help students set goals, develop a plan to achieve those goals, and provide ongoing support to ensure their success. Ultimately the goal is to help every student achieve their full potential and get the best experience possible from my program.

Professional Growth Plan

Professional Growth Plan

Student Name: Bailey Hergott

Write your program vision statement. Remember, a vision statement is future oriented in present tense. It gives an image or picture of an outcome summarized in a powerful phrase.

STS Program Vision: I hope to guide my future students to see STS as a career opportunity and give them life skills that will help them as their journey continues.

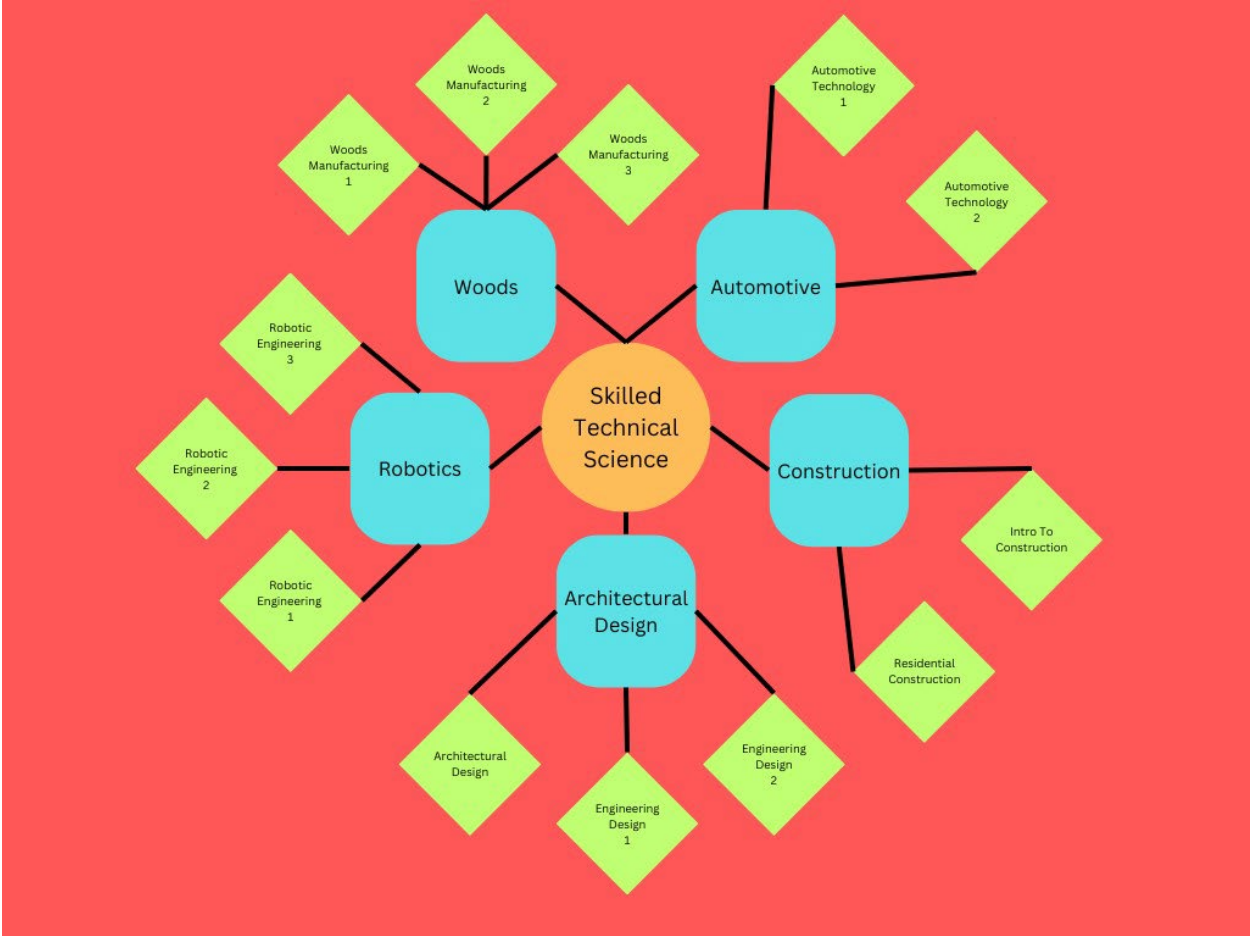
Educator Development Goals:

Use the space below to write three goals for the term. Include specific skills (characteristic of effective teachers or principle of teaching and learning) you hope to attain and your goal toward acquiring that skill. Identify specific mechanisms (experiences, assignments, interviews, etc.) that will help you reach your goals.

Personal Development Goal	Key Steps	Reflection
<p>Skill: Time management</p> <p>Goal: Plan time for homework</p>	<p>I already plan</p> <p>I need to write down a section of time in my planner for homework</p> <p>Actually, took the time blocked out to sit down and do homework</p>	<p>I felt like I didn't do this one the best as I kind of quit using my planner halfway through the semester and never got back into the habit.</p>
Professional Development Goal	Key Steps	Reflection
<p>Skill: Communication</p> <p>Goal: Check emails once a day</p>	<p>I already have an email</p> <p>Set time each night to go through emails</p> <p>Respond to emails that need a response that night</p>	<p>I thought I handled this one well as I stayed on top of my emails and would check it very often.</p>
Community Development Goal	Key Steps	Reflection
<p>Skill: Using different methods of teaching</p> <p>Goal: Use at least two different methods within my lessons</p>	<p>I use a singular method</p> <p>Lesson plan different methods in</p> <p>Teach the lessons with the different methods</p>	<p>I used a lot of different methods throughout this semester and provided myself with lesson plan that had the different methods established within them.</p>

Program Model

Graphical Representation



Program Narrative Rational

I believe that my program model aligns with my program goals and vision because I want to provide my students with the skills, knowledge, and confidence to complete all the tasks I give them, and I feel that my model gives them that opportunity to do so. In my Intro to Woods class that I designed for my scope and sequence I provided plenty of instruction, accommodations, and assessments to gain the skills, knowledge, and confidence to perform all the tasks required for the course. Some examples that have helped my students gain these assets include a hazard video I found in addition to the engineering design project, wood identification assignment, and the lab tool usage project, all in which I designed. There are various assessment tools that I will also use to make sure my model aligns with my goals including the eye protection quiz, squaring of a board test, and hands on assessments. I want all students to be able to excel in my program, so I incorporated some accommodations to provide equal opportunities for each student to achieve success. Accommodations that I would like to use include in my program include specialized tools or adaptive equipment, visual aids, one-on-one coaching, word banks, and separate space if needed.

My program model supports my students across the program because it gives every student the opportunity to find something that they are passionate about. I designed my program model with the thought of giving all students a chance to have success. I designed a graphical representation within my program model that incorporates skilled technical science in the center to represent the program. Then, the representation branches off into five main topics such as robotics, woods, automotive, construction, and architectural design. Within those five main topics, there are classes that are attached to each to give students the ability to progress through them. I believe that with this variety of classes, we can find something for anyone to do and be

passionate about it. We can meet the needs of all the students and give everyone a chance to succeed in the skilled technical science department. Within these classes I would like to provide students with the opportunity to gain career essentials to be a valuable member of the workforce. Within these essentials I would like to talk about the qualities of being a good worker and have them demonstrate those skills in the classroom. To do this, I would like to establish a code of conduct at the beginning of every class that establishes those characteristics of being a quality worker. Along with this, I would create a due process that if my students choose not to follow the given code of conduct, then consequential actions will take place such as meeting with the student, a phone call home, and meeting with the parent or principal. I want my code of conduct to promote respect, being safe, being prepared, challenging themselves, and what that all looks like in the classroom. This will help my students not only succeed in my class but once they get out into the real world and face the many challenges of life as well. The concept of due process will also allow me to collaborate with students, parents, and the school based on how each student is doing and how the class is going. When communicating with parents, I do not want to solely focus on negative topics or behaviors, but I want to regularly stay in contact with them, updating them on their students' progress on specific projects and recognizing their achievements as well. Collaborating with parents and giving them positive information is just as important as letting them know the negative. This gives the parents a sense that you care and truly do want the best for their kids.

It is important to make sure your students are aware of the many Career and Technical Education (CTE) opportunities. CTE provides students with the opportunity to engage with industry partners and the workforce to turn their passions and talents into successful careers. Different CTE opportunities include, but are not limited to, internships, apprenticeships, and job

shadowing opportunities. These CTE opportunities will allow me to collaborate with my students and show them what it is like to work in the field. One thing I have noticed throughout my classroom experiences so far is that students who are good at working with their hands and excel in STS courses tend to gravitate to you and feel more comfortable in opening up about potential projects and their interest in working within the field. Being able to work with these students will allow me the opportunity to challenge them and strengthen their abilities, whether that is with a project or CTE. My dad works at Duncan Aviation, which constantly has internship opportunities available to students, so I would love to assist my students in obtaining opportunities like these depending on their interests. I would also use work-based learning to give my students some more opportunities for growth and discovery. In my scope and sequence, I put several different work-based learning opportunities within each unit of the class I developed. Some of those include skills workshops, mentorships, SkillsUSA competitions, or even some service-learning projects. I feel that my program model has shown that I want to make my students aware of the many different opportunities they may have with STS and that the possibilities are endless.

Scope & Sequence

Scope & Sequence		
<p>Course TRN: Intro to woods</p> <p>Program: Lincoln Southeast STS</p> <p>Description: This introductory course provides the skills and technical knowledge for a beginning student in areas of industry, safety, material, equipment, and process understanding. This entry level course helps students gain a foundation in Architecture.</p> <p>Course Goals:</p> <ul style="list-style-type: none"> - Apply safety principles, practices, philosophy, and guidelines to the work environment. - Identify career opportunities in Skilled and Technical Sciences areas. - Apply appropriate academic and technical skills to produce a product. - Identify the materials, tools, machines, and equipment required to produce a product. 	<p>Program: Lincoln Southeast STS</p> <p>Description: This introductory course provides the skills and technical knowledge for a beginning student in areas of industry, safety, material, equipment, and process understanding. This entry level course helps students gain a foundation in Architecture.</p> <p>Course Goals:</p> <ul style="list-style-type: none"> - Apply safety principles, practices, philosophy, and guidelines to the work environment. - Identify career opportunities in Skilled and Technical Sciences areas. - Apply appropriate academic and technical skills to produce a product. - Identify the materials, tools, machines, and equipment required to produce a product. 	<p>Course Goals:</p> <ul style="list-style-type: none"> - Apply safety principles, practices, philosophy, and guidelines to the work environment. - Identify career opportunities in Skilled and Technical Sciences areas. - Apply appropriate academic and technical skills to produce a product. - Identify the materials, tools, machines, and equipment required to produce a product. <p>Career Readiness Standards Met:</p> <ul style="list-style-type: none"> - Applies appropriate academic & technical skill - Uses critical thinking - Demonstrates innovation & creativity - Utilizes technology
Unit Topic/Framing Question	Standards Met	Activities, Assessments & Accommodations
<p>Unit 1: Guiding Question: How do we work safely? Course Learning Outcome: Apply safety principles, practices, philosophy, and guidelines to the work environment.</p>	<p>STS.HS.19.1.a Complete applicable safety assessment with 100% accuracy.</p> <p>STS.HS.19.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting.</p> <p>STS.HS.19.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-216.</p> <p>STS.HS.19.1.d Employ the safe application of tools and machines.</p> <p>STS.HS.19.1.e Explain the main hazards that are possible in the lab setting.</p> <p>STS.HS.19.1.f Demonstrate proper handling and storing of materials.</p>	<p>Student Activities</p> <ul style="list-style-type: none"> General Safety Test OSHA PPE Assessments Safety Glasses Inquiry Lesson Have students practice using different tools General Storage Video Have students research the proper procedures for handling and storing different types of materials <p>Assessment Tools</p> <ul style="list-style-type: none"> Safety Assessment Checklist of PPE they need to have Quiz on eye protection requirements Performance assessment that they know how to use the equipment Assessment can be used to evaluate students knowledge of common hazards in the lab Lab Inspection Checklist <p>Accommodations</p> <ul style="list-style-type: none"> Alternative formats Specialized PPE Auditory or tactile cues to identify potential hazards Specialized tools or adaptive equipment Simplified language Specialized storage or handling equipment <p>Career Development Opportunities</p> <ul style="list-style-type: none"> Skills USA - giving them opportunities to use what they learn Carpentry Furniture Design Manufacturing Construction <p>Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> Job shadowing Service learning projects Skills USA competitions
<p>Unit 2: Guiding Question: What are careers within architecture? Course Learning Outcome: Identify career opportunities in Architecture</p>	<p>STS.HS.19.2.a Identify responsibilities and characteristics of professionals in a skilled and technical sciences industry.</p> <p>STS.HS.19.2.b Describe work behaviors needed to be employable in a skilled and technical sciences industry.</p> <p>STS.HS.19.2.c Identify the training, education, certification, and licensing requirements for various careers in a skilled and technical sciences industry.</p> <p>STS.HS.19.2.d Identify high wage, high demand, and high skill careers in skilled and technical sciences.</p>	<p>Student Activities</p> <ul style="list-style-type: none"> Guest speaker Career research project Career exploration Role Play Activity Career fairs <p>Assessment Tools</p> <ul style="list-style-type: none"> Mock interview Portfolio Written assessment Performance based assessment on how to be a valuable employee <p>Accommodations</p> <ul style="list-style-type: none"> Audio recordings Visual aids Simplified language Extended time <p>Career Development Opportunities</p> <ul style="list-style-type: none"> Career fairs NASTTC Skills USA <p>Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> Job shadowing Skills workshops Research projects Problem solving
<p>Unit 3: Guiding Question: What skills do we need to produce a product? Course Learning Outcome: Apply appropriate academic and technical skills to produce a product.</p>	<p>STS.HS.19.3.a Employ project-related math operations and formulas.</p> <p>STS.HS.19.3.b Employ effective verbal, written, and/or visual communication skills.</p> <p>STS.HS.19.3.c Define course content necessary.</p> <p>STS.HS.19.3.d Conduct the accurate use of measurement tools.</p>	<p>Student Activities</p> <ul style="list-style-type: none"> estimated project cost calculations project Project report Project proposal paper Engineering design project - spaghetti tower <p>Assessment Tools</p> <ul style="list-style-type: none"> measuring tool Project design presentation calculatory quizzes Square a board test <p>Accommodations</p> <ul style="list-style-type: none"> Providing extra time One on one coaching Providing definitions Alternate assessments <p>Career Development Opportunities</p> <ul style="list-style-type: none"> Skills USA NASTTC Industry partner - guest speaker <p>Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> Apprenticeships Job shadow opportunities Career essentials
<p>Unit 4: Guiding Question: What tools do we need in order to produce a product? Course Learning Outcome: Identify the materials, tools, machines, and equipment required to produce a product.</p>	<p>STS.HS.19.4.a Identify types of materials used for various products.</p> <p>STS.HS.19.4.b Identify types of fasteners for various products.</p> <p>STS.HS.19.4.c Identify types of adhesives for various products.</p> <p>STS.HS.19.4.d Identify types of finishes for various products.</p> <p>STS.HS.19.4.e Identify the correct tools, machines, and equipment appropriate for a specific operation or process.</p>	<p>Student Activities</p> <ul style="list-style-type: none"> Wood Identification assignment Safety Assessment Fastener Identification Project Adhesive experiment Finish practice on used material Lab Tool usage project <p>Assessment Tools</p> <ul style="list-style-type: none"> Wood identification quiz Hands on assessment Research paper on when to use what adhesive Finish lab OSHA check test <p>Accommodations</p> <ul style="list-style-type: none"> Visual aids Written text Extra time Separate time One on one coaching <p>Career Development Opportunities</p> <ul style="list-style-type: none"> Skills USA Wood worker Manufacturing technician <p>Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> Job shadow Mentorship Tool sales rep. speaker

Extended Contract Table

Activity	# of days	Purpose/Goal
CTSO's and Competitions/Events	12	Having this time set aside so I can help my students reach their full potential by allowing them to compete in events like SkillsUSA and the days ahead of it for preparation. This helps my students branch off and find different things they are passionate about.
Work-Based Learning	3	I would like to use this time to provide my students with real world experiences. These work-based learning opportunities would allow my students to put what they have learned in class to the test. It would also allow them to explore and discover the many different careers within the STS field.
Curriculum Development	3	Curriculum development is important because I want to constantly be editing and fixing my curriculum to best suit the students I am working with. This would allow me to put together curriculum that is new and up to date with the industry.
Professional Development	3	This time would be used for me to attend different classes or events to help me stay current with the newest technology or teaching trends within the STS industry. I can grow my knowledge as a teacher and then use that knowledge to best impact the students within the STS program
Shop Maintenance	2	Providing time set aside for repairs or maintenance that needs to be done in the shop. If I have days that I can work on the upkeep of the shop it allows us to save money on having someone come in and fix it or having to wait the amount of time to outsource and get someone in to do the repairs.
Classroom Preparation	2	Time for organization and preparation of my classroom before the school year begins. I can find what ways to best organize the tools and machines to best suit the safety of our students.
Total	25	

Example Lesson Plans

Daily Plan		Instructor: Bailey Hergott
Course:	GMAW Welding	
Unit Title:		
Lesson Plan:		
Estimated Time:	15 minutes	
Materials, Supplies, Equipment, References, and Other Resources:		
CTE Standards:		
Essential Question(s):	How to weld a T-joint using MIG	
Objectives:		
<ol style="list-style-type: none"> 1. Review the components of a T-joint 2. Weld a T-joint using 8 steps 		

Interest Approach/Set (Preflection)	Estimated Time:	2 min
Pass around my welding examples		

Learning Activity 1	Estimated Time:	5 min
Instructor Directions / Materials	Brief Content Outline	
Components of a T-joint worksheet	Root Pass, Second Pass, Third Pass, Travel Angle, Work Angle	

Learning Activity 2		Estimated Time:	6 min
Instructor Directions / Materials	Brief Content Outline		
Demo welding a T-joint	<p>Have everyone gather around center worktable and demonstrate the 8 steps to welding a T-joint</p> <ol style="list-style-type: none"> 1. Confirm the welder is on and set to the settings of your liking 2. Hold the metal in place and tack one end of your T 3. Rotate your T and tack the other end 4. Weld your root pass with a 30-degree travel angle and a 45-degree work angle 5. Weld your second pass with a 30-degree travel angle and a 60-degree work angle 6. Dunk your metal to cool it off before running your third pass 7. Weld your second pass with a 30-degree travel angle and a 30-degree work angle 8. Dunk Your completed T-joint to cool it off 		

Summary (Reflection)	Estimated Time:	2 min
Review the steps to welding a T-joint		

Evaluation
Evaluate my students by having them weld their own T-joint

Daily Plan		Instructor: Bailey Hergott
Course:	Welding	
Unit Title:		
Lesson Plan:		
Estimated Time:	20 min	
Materials, Supplies, Equipment, References, and Other Resources:		
CTE Standards:		
Essential Question(s):	How do you cut with a plasma cutter using 8 steps?	
Objectives:		
1. Learn how to cut with the plasma cutter with 8 steps		

Interest Approach/Set (Preflection)	Estimated Time:	3 min
Plasma Cutting Video		

Learning Activity 1	Estimated Time:	10 min
Instructor Directions / Materials	Brief Content Outline	
	<p>Demo how to cut with a plasma cutter using 8 steps</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Turn on machine 2. Confirm your settings 3. Flip up your safety lever 4. Hold the nozzle a ¼” above the piece of metal 5. Pull trigger 6. Once cutting starts use your guide hand to pull the torch to you with a consistent speed 7. Once you complete your cut release the trigger 8. Turn off machine 	

Learning Activity 2		Estimated Time:	5 min
Instructor Directions / Materials	Brief Content Outline		
	Have students practice using the plasma cutter themselves by cutting out shapes		

Summary (Reflection)		Estimated Time:	2 min
Review the 8 steps it takes to cut with the plasma cutter			

Daily Plan		Instructor: Bailey Hergott
Course:	Basic Auto Maintenance	
Unit Title:	Wipers	
Lesson Plan:		
Estimated Time:		
Materials, Supplies, Equipment, References, and Other Resources:		
CTE Standards:		
Essential Question(s):	How do we change wiper blades on a Toyota Camry?	
Objectives:		
1. Learn how to change wipers on a Toyota Camry using 8 steps		

Interest Approach/Set (Preflection)	Estimated Time:	1 min
Watch a video		

Learning Activity 1	Estimated Time:	3 min
Instructor Directions / Materials	Brief Content Outline	
	Using a wiper blade show visuals while talking through steps	

Learning Activity 2		Estimated Time:	6 min
Instructor Directions / Materials	Brief Content Outline		
	<p>Give Demo</p> <ol style="list-style-type: none"> 1. Lift wiper arm until it stays up on its own 2. Tilt blade until you can see the release tab 3. Press down on the release tab 4. While the tab is down, with the other hand pull the wiper blade down until it has come off the hook of the wiper arm 5. Grab your new wiper blade 6. With your new wiper blade take and slip the hook over your adapter 7. Slide your blade up until the wiper blade locks in place 8. Gently put your wiper arm down 		

Summary (Reflection)	Estimated Time:	5 min
Let students try and review steps		

Daily Plan	Instructor:	Bailey Hergott
Course: Basic Auto		
Unit Title: Careers		
Lesson Plan Title:		

Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)	How many careers do you think there are within the automotive field?	
Objective: (Law 1, 4)	Students will be able to identify 3 careers within the automotive field	

Learning Activity 1 (Laws 3,4,5)		Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?	
<p>Think:</p> <p>Take a few minutes to think about how many careers there are within the automotive field</p> <p>Pair:</p> <p>Pair up with someone next to you and brainstorm the careers you thought of</p> <p>Share:</p> <p>Share with me two careers you came up with that are within the automotive field</p>			

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
- Have them list the careers they came up on the board	- Ask them if they feel like these are the only careers within the auto field? Tie this in with the essential question

Contextual/Set	Where have you been?	Where are you going?
	Got an idea of a few careers within the auto field	Learning about more careers within the field
Essential Question: (Law 2)	How many careers do you think there are within the automotive field?	
Objective: (Law 1, 4)	Students will be able to identify 3 duties within the careers in the articles	

Learning Activity 2 (Laws 3, 4, 5)		Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?	
<p>AB Each Teach</p> <p>Split the room into groups of 2 or three. Split up the two articles between the people in each group. Have them teach each other about the careers they read about.</p> <p>Group A:</p> <ul style="list-style-type: none"> -Auto Instructor -Tire Technician -Car Detailer -Auto Body Repair Technician - Auto Electrician <p>Group B:</p> <ul style="list-style-type: none"> -Auto Mechanic 			

-Auto Engineer -Car Salesperson -Auto Sales Manager -Auto Designer		
---	--	--

Summary (Reflection) (Law 6, 7) (End of the class)
Go back over the careers we went over and the duties within them Ask them, if there any of these careers within automotive that they are interested in? Tell them that we will dive more into the careers over the next couple of days talk about each one individually.

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
The 2 articles printed out

Daily Plan	Instructor: Bailey Hergott
Course: Construction 1	
Unit Title:	
Lesson Plan Title: Inquiry Lesson	

Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)	What are the 3 main components of a structure?	
Objective: (Law 1, 4)	Students will be able to identify the 3 main components of a structure	

Learning Activity 1 (Laws 3,4,5)		Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?	
<p>Spaghetti Tower</p> <p>Split the class into two teams</p> <p>Give students their materials</p> <ul style="list-style-type: none"> - 20 sticks of spaghetti - 1 yard of tape - 1 yard of string - 1 marshmallow <p>Describe the rules and regulations</p> <ul style="list-style-type: none"> - Has to be free standing - Have 10 minutes - Marshmallow has to be on top 			

<p>Give time to design</p> <ul style="list-style-type: none"> - 2 minutes to design on paper - Give 3 tips <p>Start engineering your tower</p>		
--	--	--

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<p>Analyze what they would do differently</p> <p>Discuss the qualities that help when building a structure</p>	

Summary (Reflection) (Law 6, 7) (End of the class)
Have them describe to me the qualities that we talked about.

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
<p>2 Box of spaghetti</p> <p>2 yards of string</p> <p>Roll of tape</p> <p>Small bag of marshmallows</p>

Computer Assisted Table Saw Parts Identification Lesson

Course: Woods 1

Unit: Parts Identification

Instructor: Mr. Hergott

Contextual/Set	Where have you been?	Where are you going?
	Miter Saw Parts	Jointer Parts

Essential Question	Objective
What are the main parts to a table saw?	Students will be able to identify the 7 main parts to a table saw

Interest Approach	Estimated Time: 5 min
Google Jam board Parts Match Activity	

Questions
What is a table saw? Why do you think we need to know the parts to a table saw? What are the main parts to a table saw?

Learning Activity 1		Estimated Time: 8 min
Instructor Directions	Content Outline	Transition
Show slides that talk about the different parts	Power Switch, Table, Fence, Blade Guard, Miter Gauge, Blade Tilt Adjustment Wheel, Blade Height Adjustment Wheel	Essential question

Learning Activity 2		Estimated Time: 5 min
Instructor Directions	Content Outline	Transition
Quizlet Live Parts Identification Game	They will have to pick what part is with the word	Summary

Summary
Go through and share out the 7 main parts to the table saw

Robot Discussion Lesson		
Course: Construction	Unit: Robots in Careers	Instructor: Mr. Hergott

Contextual/Set	Where have you been?	Where are you going?
	Careers	Career Replacers

Essential Question	Objective
Are robots in the construction field a good thing?	Students will be able to analyze the pros and cons of robots in the construction field

Interest Approach	Estimated Time: 2 min
<p>Opening question:</p> <p>If you could train a robot to do anything, what would you train it to do?</p>	

Questions
<p>Have you seen robots replace jobs?</p> <p>What job was that robot doing?</p> <p>Show Video</p> <p>Are robots in the construction field a good thing?</p>

Learning Activity 1	Estimated Time: 3 min	
Instructor Directions	Content Outline	Transition

Show video on Robot putting up drywall	https://www.youtube.com/watch?v=JMLPhk6b0gA	Essential question
--	---	--------------------

Learning Activity 2		Estimated Time: 8 min
Instructor Directions	Content Outline	Transition
<p>Gallery Walk:</p> <p>Have a group read an article on pros of robots in construction then the other group read an article on the cons.</p> <p>Have each group come up and write on the board a list of pros if there pros and cons if there cons and then teach the other group</p>	<p>Advantages Article</p> <p>Disadvantages Article</p>	Right to the hot seat

Learning Activity 3		Estimated Time: 6 min
Instructor Directions	Content Outline	Transition
<p>Hot Seat:</p> <p>Have one person in chair in front of the other 4, and have them back up robots in construction</p> <p>Rotate someone else in and</p>	Have them learn how to back up both sides	Have them go back to their seats in tell out some pros and cons

have them backup why we should not have robots in construction		
--	--	--

Summary
Share out some pros and cons Today We: Analyzed the pros and cons of robots in construction? Tomorrow We: Will talk about what careers we are interested in

Cover Letter

Resume

BAILEY DEAN HERGOTT
bhergott3@huskers.unl.edu

PROFESIONAL OBJECTIVE

To obtain a position as a high school teacher in Skilled Technical Sciences that will utilize my dedication to student's educational needs and development.

EDUCATION

University of Nebraska – Lincoln
Bachelor of Science Degree – Skilled Technical Science
January, 2021 to Present
Anticipated Graduation Date – December, 2023

Lincoln East High School
Diploma
August, 2014 to May, 2018

EXPERIENCE

Maintenance

Runza National, Lincoln, Nebraska

November, 2018 – Present

- Maintenance the headquarters
- Maintenance stores as far away as North Platte
- Help complete store remodels
- Landscaping stores
- Enter mileage for the entire Maintenance Department

High School Assistant Wrestling Coach

Lincoln Lutheran, Lincoln, Nebraska

November, 2018 – Present

- Run practices that include warm-ups, technique, live wrestling, conditioning, and cool down
- Coach at tournaments and duals
- Watch film and break it down with my athletes

Youth Wrestling Coach

Champions, Lincoln, Nebraska

November, 2018 – Present

- Run practices that include warm-ups, technique, live wrestling, conditioning, and a game
- Coach at tournaments

Carpenter**Hergott Construction, Lincoln Nebraska**

May, 2017 – Present (part time)

- Replace fences and decks
- Hang cabinets
- Frame and drywall interior walls
- Trim and caulking

Youth Group Leader**Redeemer Youth Group, Lincoln, Nebraska**

August, 2018 – May, 2022

- Give talks that help show why we need Jesus
- Lead fun games
- Be a camp counselor at the PVPY Youth Retreat

ACTIVITIES AND HONORS

- Skills USA Technical Team Problem Solving Competition Creator (2021)
- Legion Baseball Team State Qualifier (2018)
- State Wrestling Team Champion (2018)
- Spartan Award Winner (2018)
- 2X Wrestling Letterman (2017, 2018)
- We Are Sparta Member (2017, 2018)
- FCA Member (2017, 2018)
- Guts Club Winner (2017)

REFERENCES

Jeff Rutledge
3752 Mohawk Street
Lincoln, NE 68510
(402) 480-3616

Adam Odell
3520 Poplar Place
Lincoln, NE 68506
(402) 617-6377

Hayes Ngotel
1929 Washington Street
Lincoln, NE 68502
(402) 239-1304

Letter of Recommendation

Assessments

Teaching Evaluation