

Portfolio Of

Brandy Happold

Agricultural Education Teacher and Advisor

Table of Contents:

Personal Introduction.....	1.
Program Philosophy.....	2.
Professional Growth Plan.....	3.
Program Model.....	4.
Example Lesson Plans.....	5.
Resume.....	6.
Cover Letter.....	7.
Example Summative Assessment.....	8.
Example Teaching Evaluation.....	9.
Letters of Recommendation Placeholder.....	10.
Notes of Appreciation Placeholder.....	11.

Personal Introduction

I was born and raised in Doniphan, Nebraska. I grew up helping with my family's farm which consisted of: growing corn, soybeans, and alfalfa, as well as raising a registered herd of Black Angus. I have helped with various tasks around the farm for as long as I can remember. In 2022, I graduated from Northeast Community College with an associate's degree of science. I then transferred to the University of Nebraska-Lincoln, where I am seeking a bachelor's degree in agricultural education. I wanted to become an agricultural educator as I have always found joy in educating others about agriculture. I am proud to be a part of agriculture and want to be able to extend that joy to future students.

In high school, I was very heavily involved in both 4-H and FFA. In FFA, I was an officer in my junior and senior years. I served as a secretary and sentinel. I competed in events such as land judging, livestock judging, livestock management, natural resources, agriscience, and also showed livestock at the state fair. I found a sense of belonging in FFA, as I was able to connect with others who shared the same interests as me. This is something that I want to share with my students so that they can also find their passion. In 4-H, I showed cattle as well as entered a few static exhibits. Showing cattle made a big impact on my life as I was able to make a bond with my calf while also learning life skills that are still impacting my life to this day.

At Northeast Community College, I participated on the livestock judging team. Being on this team developed my livestock judging skills even further after high school. I will be able to use these advanced livestock judging skills with my future students. I hope to help create livestock judging a passion in my students as well.

I want to be a teacher to make an impact on students' lives. Whether they decide to make agriculture a passion of theirs or not, I want to push them to be the best version of themselves and help them find their passion whatever it may be.

I decided to include this introduction of myself in my portfolio to introduce myself and my passion for agriculture. I hope this introduction, gives you a little more inside on what started my journey to becoming an agricultural educator. This also briefly describes what organizations that I have been a part of that have connections to agriculture.

Program Philosophy

My career goal is to become an agricultural educator. I want to impact students' lives and inspire them to achieve their goals and full potential.

As a teacher, supporting my learner's development is very important to me. By supporting my students' development, it helps them to succeed and reach their full potential. My most impactful teachers created this by using different teaching methods and creating a warm and inviting classroom. I will do this in my own classroom by including lectures, videos, hands-on activities, reflections, and will also allow students to have a lot of time to think about what they are learning. My most impactful teachers also supported learner development by creating a warm and inviting classroom. I never learned well in classrooms that had bright lights and little decoration. I will create a warm and inviting classroom by first having string lights. String lights can help students concentrate better compared to regular bright lights. I will also have a lot of fun decorations to make it a more fun learning environment. My teachers also created a warm learning environment by building relationships with students. I had more respect for teachers that did this with me compared to those that I didn't. I will make sure to build a relationship with each student so that there is a mutual respect.

Having consistent communication within the agriculture program is also very important in having a successful program and chapter. My agricultural teacher had a bulletin posted right outside of the classroom. This helped me and other students stay up to date with what is going on in the classroom and FFA. I will do the same as both helped me out so much in knowing what was going on in the classroom as well as with my peers. I will also have a blog in the local newspaper or on the school website. This is another great alternative for students to stay up to date about what is going on in the classroom and FFA. It also is a great way to communicate with

the families of the students as well as the administration, and the community. This allows them to know what is going on in the classroom and FFA. They can see how the students are doing and what they are achieving. One more way that I can keep up with communication is by using social media. This is something we didn't have for my FFA chapter in high school. It is similar to blogs on the school website and newspaper but is a better way to connect with the youth. I will post about current and future events. This can help increase membership in FFA as other non-FFA students will see what we do and want to join.

Having individual opportunities gives each student the ability to properly succeed. The impactful teachers in my life incorporate accommodations into their classrooms to support individual opportunities. Each teacher had different ways. I would like to take some of their ideas and add some of my own. Most of my teachers allowed students to take as much time as they needed on tests. This was very beneficial to me. I tend to take a bit more time than others on tests, and having extra time helped me do better. Most of my teachers also allowed each student to have a chance at doing better on things such as tests or assignments. I want to also do this with my students. I will allow students to redo for full credit within a week after doing it, after that it will only be up to 50%. This will encourage students to want to try and learn from their mistakes. It will also encourage students to do it sooner rather than later. I will also allow work days and study days in my classroom. Work days will be days to allow students to work on papers, projects, etc. I know students have many other things going on in their life outside of school, so allowing them to work in class increases the quality of the assignment. Study days will always be the day before a big test. This will be a last chance for students to ask me questions and for me to know that they understand the knowledge. I will include games as well to make it more fun and engaging.

I included the program philosophy to showcase how I want my program and classroom to look in the future. I included multiple ways that my former teachers influenced me and what I will use from them, as well as my own ideas. I also wanted to show how my program goals will be used in my program.

Professional Growth Plan

Agricultural Education Vision: My career goal is to become an agricultural educator. With my background knowledge in the agriculture classroom and growing up on a farm, I have always loved sharing my passion for agriculture with others and making an impact on my students.

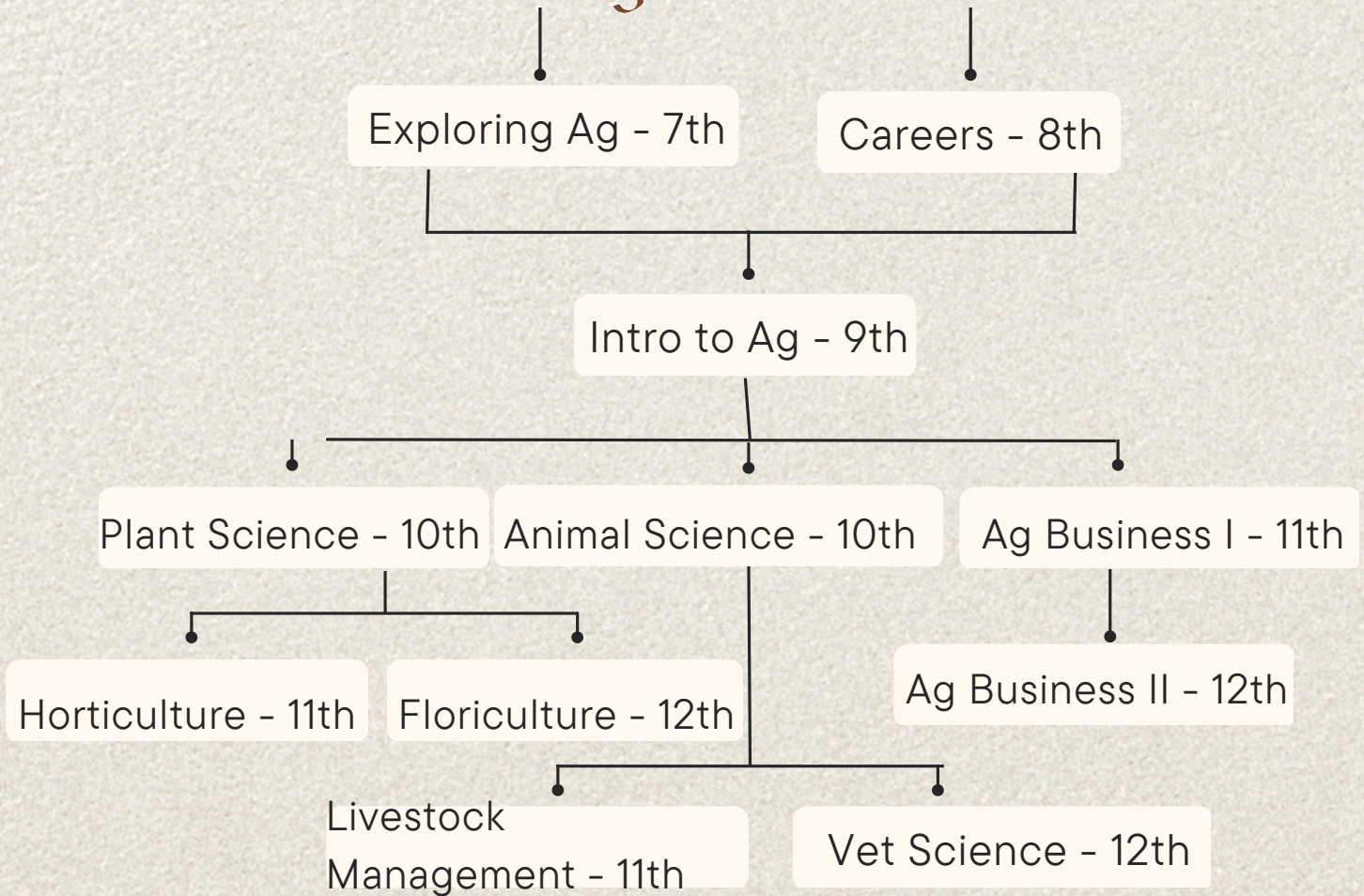
Educator Development Goals:

<u>Personal Development Goal:</u>	<u>Key Steps:</u>	<u>Reflection:</u>
<p>Skill: Confidence Goal: To gain more confidence in areas I am not proficient in.</p>	<ul style="list-style-type: none"> - Give lessons on areas I have little knowledge in - Ask others for help - Do lots of research before making and presenting lessons. 	<p>Since the beginning of this semester, I have gained much more confidence. I made sure to do all the key steps that I had listed. I gave a lesson on soils, which is something I didn't have the most knowledge on. I also made sure to do research on it before hand to make an informative lesson. I also asked others for help when making the lesson such as my dad who had more knowledge on the topic.</p>
<p>Skill: Accepting Change Goal: Be able to accept change</p>	<ul style="list-style-type: none"> - Try to be more open when things don't go as plan. - Ask for help from others if I have to much on my plate. 	<p>Accepting change has always been hard for me, however, I have been trying to change that. My first step was to try to be more open when things don't go as plan. In one of my lessons, my presentation I hade created didn't want to work. This stressed me out, but I went with the flow and gave my lesson without it. This helped me out greatly with learning to deal with change.</p>
<p>Skill: Gain classroom management skills Goal: Gain tools for</p>	<ul style="list-style-type: none"> - Observing teachers and their classroom management skills 	<p>Although I haven't had to deal with much classroom management issues yet, I</p>

classroom management skills	<ul style="list-style-type: none">- Subbing for a teacher- Ask for tool from teachers with really good management skills	have asked some teachers for tools to use. They have given me great pieces of advice that will help me in the future.
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I included this professional growth plan to show how much I have changed over the past semester of observing experienced teachers and teaching lessons. This shows that I will continue to improve my skills of teaching. I will also add many skills to this list to only further increase my teaching skills.

Program Model



I included my program model to show how students will advance in my classes.

Narrative Rationale

Agriculture programs should support students to help inspire them to reach their full potential. They should also be created in a way that makes every student feel welcome and help them develop a passion for agriculture. My model aligns with my program goals as it is designed to fit the needs of every student and help them achieve their potential and passions.

Program Goals:

1. Inspire students to reach their potential.
2. Create a safe and warm learning environment where every student feels welcome.
3. Advocate agriculture to make it a passion in every student.

My program model aligns with my program goals above. Throughout the school year, there will be many agriculture classroom and FFA activities and opportunities available, such as the Husker Harvest Days trip, FFA contests, and barnyard day. I will encourage the students to participate in them, which will give them experience and confidence in their future. Creating a safe and warm learning environment also supports my model. If I create an environment that includes having activities, events, and lessons that include every student and their needs, it will help to make every student feel welcome. If students feel comfortable and welcome in my classroom, they will be more likely to participate and succeed. This will promote respect between myself and the students. This also helps to support language development. It will help me know what I need to do and how I can help each student as they are all very different. My last goal of advocating agriculture to make it a passion in every student also fits my program model. Each class will be taught in a way that promotes agriculture. The activities and events will also promote agriculture.

My model supports all students across my program. There will also be a points system within the activities. If students participate in so many, they will get a prize and will be allowed to attend the National FFA Convention. By encouraging students to attend these events and activities, it will push them to do their best and reach their full potential. This can help students set up their own goals. This guides students to learn through goal setting as they will set goals by attending many educational events and activities where a lot of learning will occur. Since there will be so many different events, this will vary the approach. The different activities will provide new and different opportunities that will only enhance the student's learning. This collaborates with learners to push them to do other activities outside of school that will help to expand their knowledge.

My model helps students make sense of the available CTE opportunities as I will always have a very clear calendar and program of activities available. The calendar will be posted in the classroom for students to see in the classroom as well as an online calendar. The online calendar will collaborate with learners and families. The learners and their families can look at the online calendar at all times so they will know when the different events are. They will each have a very detailed explanation of what each activity and event is. This way students and parents will know what they are and why we are doing it or attending it. As I stated earlier, I will also have a points system for attending events and activities. By doing this, it will encourage the students to attend and participate in the events. This will only further increase their participation in CTE opportunities. Having both the calendars and points system will enhance access of the students learning. By having the CTE opportunities posted and a point system for participating in events, it challenges students to not only participate but learn as well.

Extended Contract Table

Activity/Event	Description	Time	Goal - program goal that activity fits with
Fall - Back to School Picnic	<p>A back-to-school event hosted at the beginning of the year to inform students and families about the upcoming school year.</p> <ul style="list-style-type: none"> This event is held to communicate with parents and students about the school year. This event also encourages new students to join. 	2 hours	<p>Create a safe and warm learning environment where every student feels welcome.</p> <ul style="list-style-type: none"> Students will be able to meet me and create a new connection
Fall - State Fair	<p>Assist with students showing at the fair and help with entering exhibits.</p> <ul style="list-style-type: none"> This event is held to encourage competitiveness in students. 	3 days	<p>Advocate agriculture to make it a passion in every student.</p> <ul style="list-style-type: none"> Students will advocate for agriculture to the public with their project
Fall - National FFA Convention	<p>Take students on a trip to National FFA Convention</p> <ul style="list-style-type: none"> This event is held for students to connect with other students and ag leaders. 	2 days	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> Students have to attend so many events to attend Convention
Fall - Greenhand/Jacket Ceremony	<p>Give out Greenhand degrees and jackets to new members as awards for other students.</p>	2 hours	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> Students will be awarded for their

	<ul style="list-style-type: none"> - This event is held to recognize new and current members. 		achievements
Winter - National Western Stock Show	<p>Take students to the National Western Stock Show.</p> <ul style="list-style-type: none"> - This event is held for students to have the opportunity to travel, see elite stock, and connect with ag leaders. 	2 days	<p>Advocate agriculture to make it a passion in every student.</p> <ul style="list-style-type: none"> - Students will be able to experience real-life agriculture
Spring - State Convention	<p>Take students to compete and attend.</p> <ul style="list-style-type: none"> - This event is held to increase confidence and competitiveness in students. It also helps students connect with other members and ag leaders. 	1 day	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> - Students have to attend so many events to attend Convention
Spring - Officer Interviews	<p>Interview students for FFA officer positions</p> <ul style="list-style-type: none"> - This event is held to interview students for next year's officer positions. 	2 hours	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> - Students have to be presentable and confident to gain their desired office position
Spring - Chapter Banquet	<p>A banquet that will celebrate the accomplishments of the students and the</p>	3 hours	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> - Students will be awarded

	<p>chapter from the past year.</p> <ul style="list-style-type: none"> - This event is held to recognize students and their accomplishments as well as the community and their help with the chapter. 		<p>for their achievements</p>
<p>Summer - C.O.L.T. Conference</p>	<p>Take new FFA officers to gain new leadership skills</p> <ul style="list-style-type: none"> - This event is held so the new FFA officer can gain new skills for their office to lead the chapter. 	<p>3 days</p>	<p>Create a safe and warm learning environment where every student feels welcome.</p> <ul style="list-style-type: none"> - The new officers will be able to bond with other students as well as myself to make new connections
<p>Summer - County Fair</p>	<p>Assist with students showing at the fair and help with entering exhibits.</p> <ul style="list-style-type: none"> - This event is held to encourage competitiveness in students. 	<p>3 days</p>	<p>Advocate agriculture to make it a passion in every student.</p> <ul style="list-style-type: none"> - Students will advocate for agriculture to the public with their project
<p>SAE Visits</p>	<p>Visit students' SAEs</p> <ul style="list-style-type: none"> - These visits are held to see student's SAEs and make sure that they are doing what they need to do. 	<p>5 days</p>	<p>Inspire students to reach their potential.</p> <ul style="list-style-type: none"> - Students will be more apt to try at their SAE if regularly visit them. <p>Create a safe and warm learning environment where</p>

			<p>every student feels welcome.</p> <ul style="list-style-type: none">- I will create relationships with students if I visit them regularly
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I included this extended contract to show what I will do with my extended contract days. Within these days, I will be accomplishing many FFA events. Each are crucial for the success of the chapter.

<p>Unit 4: Guiding Question: How can we manage plants? Course Learning Outcome: Propagate, culture, and harvest plants and plant physiology to plant production and management.</p>	<p>-Describe the process of genetic engineering -Choose appropriate plant propagation methods for various plant species</p>	<p>Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?] Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?] Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?] Career Development Opportunities [How will CTSCs and industry partnerships support students in developing their career readiness?] Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]</p>
<p>Unit 5: Guiding Question: What are factors influenced and affected by global plant production? Course Learning Outcome: Develop awareness of factors influencing and affected by global plant production</p>	<p>-Describe global production practices</p>	<p>Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?] Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?] Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?] Career Development Opportunities [How will CTSCs and industry partnerships support students in developing their career readiness?] Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]</p>
<p>Unit 6: Guiding Question: How do we create a crop management plan? Course Learning Outcome: Develop and implement a crop management plan for a given production goal at accounts for environmental factors</p>	<p>-Conduct an experiment testing the effect different environmental factors have on plant growth -Interpret laboratory analyses of plant tissue samples</p>	<p>Student Activities [What will students do to demonstrate their learning? What products and/or performances will students complete?] Assessment Tools [What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?] Accommodations [How will curriculum, instruction, and/or assessments be adapted to meet the needs of each student?] Career Development Opportunities [How will CTSCs and industry partnerships support students in developing their career readiness?] Work-Based Learning Opportunities [How can all students use work to practice learning in this unit?]</p>

Genetics Selection - <https://businesstactics.aclsclassroom.org/learn/lesson/683/>
Evaluating Perspectives About GMOs - <https://businesstactics.aclsclassroom.org/learn/lesson/286/>
Plant Propagation - <https://businesstactics.aclsclassroom.org/learn/lesson/287/>

Quizzes - there will be two or three quizzes during the unit. One will be over genetics of plants and another will be over plant propagation.
Lab Report - There will be a lab report/reflection after each lab activity.
Unit Test - Unit test covering units 3 and 4

Group Presentation - each group will give a presentation on a different GMO
Activities - each activity will be done in groups to learn from and help each other.
Quizzes - accommodations will be offered to all students (on time limit, quiet spaces, quizzes read out loud. Students with IEPs that have specific accommodations will be allowed for any quiz, test or project as well.

Lab Report - Each lab report will be a fillable worksheet. The students will complete these with their lab group.
Unit Test - The same accommodations for quizzes will be given for test.
Visit a plant research lab (possibly UNL)

Ag-Biotechnology COL - genetics
Ferdinarch CRIL - propagation
Greenhouse - Students can propagate plants in the greenhouse

Herbs and Spices of the World - <https://businesstactics.aclsclassroom.org/learn/lesson/214/>
More Than One Grain of Rice - <https://businesstactics.aclsclassroom.org/learn/lesson/252/>
Surrounded by Plants - <https://businesstactics.aclsclassroom.org/learn/lesson/266/>
Lab Report - There will be a lab report/reflection after each lab activity.
Group Project

Activities - Herbs and Spices of the World will be a group activity. This allows students to learn from and help each other. More Than One Grain of Rice and Surrounded by Plants will be individual activities. Extra help will be given to students who need it.
Lab Report - Each lab report will be a fillable worksheet. For Herbs and Spices of the World, students will complete it with their group. For the other activities they will be done individually. Modified lab reports will be created for students who need it.
Invite an extension agent to come and speak

Editing Plant Growth - <https://stemlabscience.com/experiments-for-labs-reflecting-plant-growth/>

Plant Cell Microscope Lab - <https://xaktic.com/science.com/xaktic/5872202c7808c45e45d03b07475878783885836d64644d47535580287274/Content-check-lab.pdf>

Quizzes - there will be multiple quizzes throughout the unit. One will be over environmental factors on plant growth and another will be over plant tissue.
Test - test covering units 5 and 6
Reflection - there will be a written reflection after each activity.
Group experiment

Quizzes - accommodations will be offered to all students (on time limit, quiet spaces, quizzes read out loud. Students with IEPs that have specific accommodations will be allowed for any quiz, test or project as well.
Unit Test - The same accommodations for quizzes will be given for test.
Reflection - each student will write about a paragraph or two reflection after the activity. For students who need extra accommodations will be given a worksheet with short fillable answers.
Invite an extension agent to come to the class
Visit a greenhouse

Greenhouse - students can experiment on plants in the greenhouse to determine best methods for growing

Daily Plan	Instructor: Ms. Happold
Course: Plant Science	
Unit Title: Soils	
Lesson Plan Title: Inquiry Soils Lesson	

Contextual/Set	Where have you been?	Where are you going?
	A unit on soils. Be able to apply knowledge of soils to a scenario problem.	
Essential Question: (Law 2)	How can ribboning soil help us determine which soil is best for growing crops?	
Objective: (Law 1, 4)	<ol style="list-style-type: none"> 1. Students will be able to ribbon soil. 2. Students will determine which soil is best for growing crops. 	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	5-10 minutes
Instructor Directions	What will the teacher do?	What will the student do?
Give presentation of a review of past unit	Give presentation	Take notes with guided notes sheet and answer questions

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
- Ask questions throughout lesson	- Do quick review before going into activity.

Contextual/Set	Where have you been?	Where are you going?
	A unit on soils.	Be able to apply knowledge of soils to a scenario problem.
Essential Question: (Law 2)	How can ribboning soil help us determine which soil is best for growing crops?	
Objective: (Law 1, 4)	<ol style="list-style-type: none"> 1. Students will be able to ribbon soil. 2. Students will determine which soil is best for growing crops. 	

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	15-20 minutes
Instructor Directions	What will the teacher do?	What will the student do?
Go through scientific method worksheet and test soil.	Give directions. Allow students time to fill in worksheet, ribbon soil, and determine which soil is the best.	Students will go through scientific method worksheet, ribbon soil, and determine which soil is best.

Summary (Reflection) (Law 6, 7) (End of the class)
Have each group explain to the class why they chose the soil they did. Explain which soil I think/agree is best. Review 4 types of soil.

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

Powerpoint, scientific method worksheet, 3 different types of soil, paper plates, water

I added this example lesson plan to show an idea of the lessons that I will be teaching. To me, it is very important to include different teaching methods for students, such as what is shown in this lesson plan. I also like to incorporate hands on activities.

Ms. Happold's Lesson plan

COURSE: 8th grade ag

UNIT: Livestock

LESSON TITLE: Cattle Identifications

DATE: 4/28/23

CONTEXT:

Students will learn about the different types of identifications used on cattle.

ESSENTIAL QUESTION:

What are the different methods of cattle identification?

OBJECTIVES:

- Students will be able to identify different ways to identify cattle
- Students will be able to create their own brand

ACTIVITIES:

- Presentation of cattle identification methods
- Hands-on branding activity with pipe cleaners and paint

SUMMARY:

I will ask students to rename the four types of methods and some characteristics of each. I will also ask about how they liked their brand.

ASSESSMENT/EVALUATION:

Play Kahoot to check for understanding

BRANDY HAPPOLD

Agricultural Education Teacher and Advisor

CONTACT

[REDACTED]
[REDACTED]

EDUCATION

University of Nebraska-Lincoln (Aug 2022-present).

- Bachelor of Science, Agricultural Education
- GPA: x.xx

Northeast Community College (Aug 2020-May 2022).

- Associates of Science Degree
- GPA: 3.738

Doniphan-Trumbull High School (Aug 2016-May 2020).

OBJECTIVE

To obtain a position at x school as the agricultural education teacher and FFA advisor where I can use my degree and prior background knowledge of agriculture to benefit the school and students.

TEACHING EXPERIENCE

DONIPHAN RUSTLERS 4-H CLUB

2021-present

- Co-ran club meetings
- Assisted members with their projects

FFA DISTRICT LIVESTOCK JUDGING CONTEST - NECC

2020-2021

- Assisted in creating official placings for classes
- Scored students reasons
- Gave critique to students on a class after contest

VACATION BIBLE SCHOOL VOLUNTEER

2012-2021

- Helped students when making crafts
- Created and conducted the games

TECHNICAL AGRICULTURE AND NATURAL RESOURCES EXPERIENCE

ANIMAL SYSTEMS:

HAPPOLD FARMS

2017-PRESENT

- I assisted with various jobs on the farm with cattle including:
 - Moving cows from field to field
 - Checking to see if cows have calved
 - Poured, tagged, and vaccinated calves
 - Assisted with putting together temporary fence

COMMUNITY SERVICE

DONIPHAN CEMETERY BOARD

2017-PRESENT

- Ran a booth at the kiddie carnival and cleaned up dinner

Stuhr Museum

2017

- Cleaned tractors and tractor museum

Humane Society

2017

- Walked and exercised dogs

REFERENCES

Dave Johnson

Doniphan-Trumbull Agricultural Educator

308-470-0703

djohnson@dtcardinals.org

Amanda Sullivan

Family Friend

402-845-6695

sullivan713@yahoo.com

Jane Scheurman

Family Friend

308-379-4079

j_schuerman@hotmail.com



Received my American Degree in 2021



Won reserve champion market steer at the Hall County Fair in 2019.

TECHNICAL AGRICULTURE AND NATURAL RESOURCES CONT.

Plant Systems:

HAPPOLD FARMS

2017-PRESENT

- I assisted with various jobs on the farm with plant systems including:
 - Hauling and picking up pipe
 - Collecting and placing socks on pipe
 - Chopping weeds in corn and soybean fields

WORK EXPERIENCE

HAPPOLD FARMS

2017-PRESENT

- I helped with various jobs on the farm as listed above

DONIPHAN TRAP COMPLEX

Summer of 2016-2022

- Scored squads and loaded houses at National Honor Shoot and Cornhusker State Shoot

CITY OF HASTINGS

Summer of 2019

- Sold wristbands in ticket box at Softball Complex

COLLEGIATE ACTIVITIES AND HONORS

- Phi Theta Kappa Member (2021-2022)
- Northeast Community College Livestock Judging Team (2020-2022)
- Dean's List for Fall 2021 semester at NECC

RELEVANT HIGH SCHOOL ACTIVITIES AND HONORS

- FFA:
 - Secretary (2018-2019)
 - Sentinel (2019-2020)
 - Star Chapter Greenhand Award (2016)
 - American Degree Recipient (2021)
 - Secretary of Community Committee (2017-2018)
- 4-H:
 - Club Historian (2012-2015)
 - Club Co-Vice President (2015-2019)
 - Club President (2019-2020)
 - Council Student Member (2019-2020)
 - Reserve Champion Bucket Calf (2011)
 - Reserve Champion Market Steer (2019)
- National Honor Society Member (2017-2020)
- Doniphan Trap Team (2015-2020)

BRANDY HAPPOLD

AGRICULTURAL EDUCATION TEACHER



Dear Principal X,

I am writing in regards to apply for the position of Agricultural Education Teacher at your school. I believe that I will bring great value to x school and the agricultural education classroom and FFA chapter.

For the entirety of my life, I have lived on a farm. I helped out daily doing a variety of tasks, widening my horizon in agriculture. I learned many skills that not only helped me on the farm but will also greatly help me in the classroom. I have been actively involved with FFA, 4-H, and agriculture classes, which have given me skills on the education side of agriculture. I have and will always be passionate about agriculture, which will give me the strength to be able to teach it in the classroom. I not only want to teach students to be passionate for agriculture but to also teach those who have no experience with agriculture.

Thank you for taking the time to carefully consider my application to be the new agricultural education teacher at your school. I am looking forward to meeting with you and learning about the open position at your school. Please do not hesitate to contact me at [REDACTED].

Sincerely,

Brandy Happold

Name: _____ Class Period: _____ Date: _____

Animal Systems Career Report Essay Rubric

Write a > 2-page paper about one animal systems career.

Career title listed and a brief description of career	Excellent: 10-7 Career is an animal systems career. Accurately describes career in detail.	Good: 6-4 Career is an animal systems career. Accurately describes career in minimal detail.	Poor: 3-0 Career is not an animal systems career. Does not accurately describe career.
Education and training are listed and described	Excellent: 5-4 Lists degree needed, how many years are needed in college, and lists any necessary training	Good: 3-2 Includes 2 of the following: Lists degree needed, how many years are needed in college, and lists any necessary training	Poor: 1-0 Includes 1 or 0 of the following: Lists degree needed, how many years are needed in college, and lists any necessary training
Job Duties	Excellent: 10-7 Describes the typical daily duties, hours, and working setting.	Good: 6-4 Includes 2 of the following: Describes the typical daily duties, hours, and working setting.	Poor: 3-0 Includes 1 or 0 of the following: Describes the typical daily duties, hours, and working setting.
Job Advantages	Excellent: 5-4 Describes advantages of job in detail	Good: 3-2 Describes advantages of job in minimal detail	Poor: 1-0 Does not describe advantages of job
Job Disadvantages	Excellent: 5-4 Describes disadvantages of job in detail	Good: 3-2 Describes disadvantages of job in minimal detail	Poor: 1-0 Does not describe disadvantages of job
Salary	Excellent: 5-4 Describes the beginning salary and how to advance salary	Good: 3-2 Describes salary but does not describe how to advance salary	Poor: 1-0 Does not describe salary or how to advance salary
Grammar	Excellent 5-4	Good 3-2	Poor: 1-0

	No spelling errors, work is neat and clear	Minimal spelling errors, some areas may be hard to read	Multiple spelling errors, difficult to read
Total:			/45

Feedback:

I included this summative assessment in my portfolio to show an example of an assignment that I will assign in the future. The rubric shown here will be used for an essay after learning about animal systems careers. It will help me to make sure that they understand the careers that they learned about.

Evaluation of Classroom Instruction

Student Teacher Observed: Miss Haggold
 UNL Evaluator: Mis Meyer
 Lesson(s): CATHIE ED

Cooperating School: Kenesaw
 Date: 4.28.22

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	Way to hold it together when technology failed... @even after you checked it!
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	Very nice start to class asking about weekend
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	
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 the objective? 	Yes	
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? <ul style="list-style-type: none"> • could students connect to the learning? • did the teacher activate students' thinking and encourage students to do the work of learning? 	Yes	great visuals! Bringing in the tools is great for kids to see. <u>AWESOME</u> Brand Activity
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: <ul style="list-style-type: none"> • assess/summarize with students based on the objective? 	Yes	-Could have students share sketches & others Read Brand

Engaging & Adjusting to Students

Checking for understanding		
Did the teacher confirm students knew essential concepts from the lesson? Did they: <ul style="list-style-type: none">• use questions to confirm learning?• solicit specific feedback to help students self-assess?• AND can students reproduce what was taught?	1/2	You do a great job covering the 'what' in lesson but don't forget about the 'why' of info
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: <ul style="list-style-type: none">• adjust to student behavior?• vary timing/methods in relation to student understanding?	1/2	With no notes given kids may not pay attention
Questioning		
Did the teacher use questions to effectively check for understanding and encourage students to think?	1/2	Try to pull answers from kids Ask more to

Additional comments:

lead them to answer.
this will come as students get to know you!

- loved Brand reading slide

- You could add the times producers use these different methods

- Sometimes it helps to give all instructions then restate 1st instruction so kids know end result.

I included this teacher feedback form as an example of my teaching skills. I am only continuing to increase these needed skills for the future. I will take this feedback to improve my future lessons.

Letters of Recommendation Placeholder

Notes of Appreciation Placeholder