# Program Planning Portfolio

Connor Bartels

University of Nebraska Lincoln

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# Personal Introduction

My name is Connor Bartels, and I grew up on a small family farm just outside Tecumseh Nebraska. Growing up I was very active working on the farm with my dad and my uncle. This is what gave me my passion for agriculture. We have a cow/calf operation, a feedlot, and we raise row crops. Growing up I was very active with showing cattle in 4-H and FFA.

I went to high school at Johnson County Central and graduated 3rd out of 42 in my class with a 3.98 GPA. In high school I was very active in FFA and several other activities. Being active in FFA furthered my passion even more for agriculture and is ultimately what opened the door to me wanting to be an ag teacher. Right after I graduated, I started school at Southeast Community College in Beatrice Nebraska. While I was there, I got my Associates Degree in Ag Business and graduated with a 4.0 GPA, and I was named the Ag Student of the year for the 2020-2021 school year. Also, in my final year at SCC I served as the Ag Club President. Even before I went to SCC though I had the plans of transferring to UNL to major in Ag Education. The summer between SCC and going to UNL I interned at a crop scouting company called Servitech where I greatly extended my knowledge of agronomy. While at UNL I have been on the Dean's List every semester, and my last year here I served as Ag Ed Club Treasurer and have been active in the Christian campus ministry called Cru. I also will graduate from UNL with a minor in Animal Science. During my time at UNL I was able to practice teaching ag classes in my teaching methods courses, from this I have learned a great deal about different teaching methods and classroom management.

# Picture of Me

# Program Philosophy

When I approach problems, I like to take time to think about all the possible solutions and the outcomes to those solutions. I also like to gather all information about the problem or challenge before I start digging into it. I feel like if you start trying to solve a problem before you have all of the information you will be creating a solution that either won't work or will actually set the problem even further back. What this will look like when I am a teacher is when I am developing lesson plans and units, I want to know the end goal of those lessons and units before I start working on them. This will also show up when I am interacting with students who are frustrated, I will make sure that they are taking time to think about the whole problem before they get upset about it.

When it comes to building relationships, I want to make sure that I am taking time to meaningfully get to know people. What this will look like in my teaching is building better relationships with students and administration, because they won't just be surface relationships where they are just a student who comes to my class or teacher or administrator who works in the same building as me. I want to make sure that I am building intentional relationships with people while still maintaining proper boundaries. I feel that if I can maintain good relationships with students, parents, administration, and advisory/alumni boards that my program will be much more likely to be successful.

I think that when it comes to pace and consistency, I usually take the approach that slow and steady wins the race. I usually don't rush into doing tasks, I will take time to think about the task before I start on it. When I am a teacher, this will look like me taking time on doing stuff to make sure that I am doing things right so I don't mess up students grades and so that I can make sure that students are getting all the opportunities that they possibly can. Taking time to do things right will allow me to make sure that I don't miss opportunities for students to gain new experiences. Hopefully having a slow and steady approach will also result in me not getting burnt out after my first two years of teaching.

When it comes to procedures and constraints, I feel like I like to use common sense as much as possible. In my ideal classroom, I will have as few of procedures and constraints as possible unless my students abuse this environment. I believe that if you can form a mutual respect with students to a point where they trust you and you trust them that rules can almost just be a distraction that makes them believe that the teacher is just there to be an authority figure and treat them like robots rather than human beings. If they get to a point though where they are abusing the relaxed environment, more rules may have to be applied, but hopefully it doesn't come to that. Having free and relaxed setting in my classroom will allow for more creativity and for students to come up with new ideas.

My approach to teaching is to utilize the different skills and methods that I have learned in college as well as from spending time in high school classrooms. Before I start throwing content at my students, I want to take time to get to know them, I want to be able to build a good culture in my classroom and let my students know that I actually care about their success. My approach to my students learning is to use the seven laws of teaching as well utilizing different educational methods because all students learn somewhat differently. Using both of these will help my students get the most out of my classes.

# Personal and Professional Goals

## Goals

1. Time Management – One of the biggest goals that I strive to continuously work on is my time management. I often find myself taking on more tasks than I can handle and it causes unneeded stress.

2. Organization – My second most important goal that I would like to work is my organization abilities. I think that improving this skill could also greatly help with my first goal to improve my time management skills.

3. Public Speaking – This is an area where I have grown significantly since high school, but it still needs some work. My teaching classes in college have greatly helped me step out of my comfort zone to prepare to regularly speak in front of groups of people.

4. Classroom Management – This is one area of my teaching that I will constantly seek to improve. Most of my teaching experience has been teaching to my peers in college, so I know that this is something that I can greatly improve upon.

# Program Model

## Program Model Rationale

Program Model Rationale

My main goal for my program is to prepare students for future careers in agriculture by providing them with excellent leadership opportunities and exposing them to great many different areas within the broad field of agriculture. Students will be able to take many classes throughout my program that are strategically placed in order to maximize their experience while in and out of my classroom. And there will be many opportunities for all of my students to get experiences within the ag career field.

With my program each component of the three-circle model of ag education will be working towards preparing students for a future career in agriculture. I want every single student in my classes to know that they are accepted in my classroom and that there is a place in agriculture for them no matter if they feel like there is or not. With this, I am also certain that there will be students in my classes where English is not their first language. This will put them at a disadvantage, but it is my hope to be able to minimize that as much as possible. If I do end up having students that aren't very fluent in English, I don't want that to be a reason why they aren't able to succeed in my classroom. Some of the ways that I can help with this would be to translate my materials into their native language as much as possible or even spend a little time with them outside of class to make sure that they are learning the content. In the classroom, in FFA, and in their SAEs students will have to make SMART goals that wish to accomplish by the end of the class or the project that they may be working on. In the classroom I will try my best to create career related curriculum where students can learn about different careers across the broad spectrum of ag as well as learning some of the necessary skill to be successful in those careers through challenging coursework.

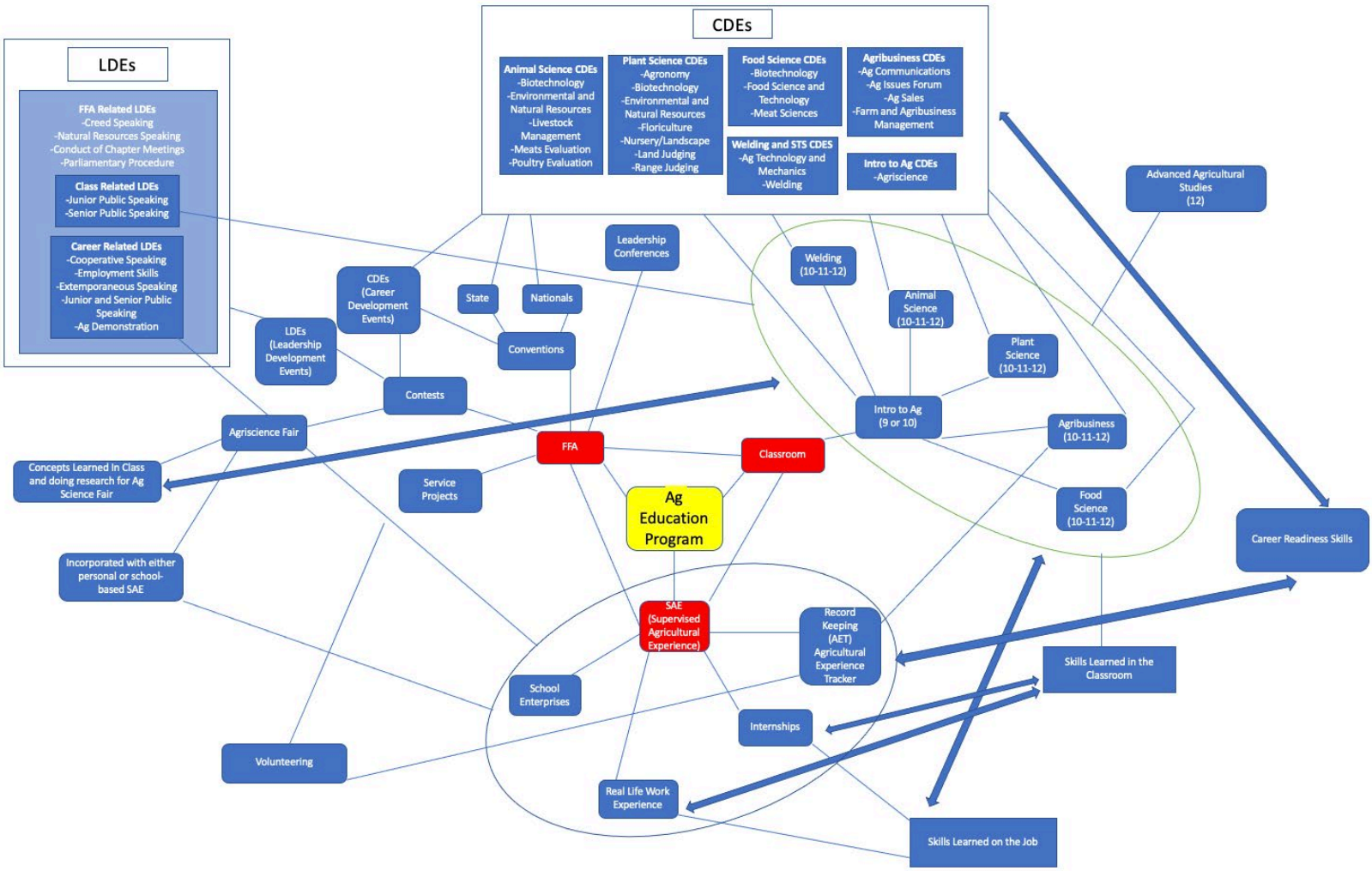
Through FFA they will experience many leadership opportunities as well as gain many career related skills through attending leadership events and competing in contests. Some of the leadership events that they will be attending will be COLT Conference, leadership sessions at state and national conventions, Mission Conference, and Impact Conference, competing in LDEs, etc. The concepts that are learned at these conferences can really build students leadership skills and will ultimately make them stand out as future employees. Some of the contests that they will gain career skills in will be CDEs such as Agronomy, Livestock Management, Veterinary Science, Biotechnology, Farm and Ranch Management, Agriscience Fair just to name a few. The skills and knowledge gained from training for and competing in these concepts will really put students ahead in their path to choosing a career because they will already have a better idea what they are interested in than students who may not receive these opportunities. With their SAE's they will gain many real world career experiences through the jobs that they get and the record keeping component that goes along with it. Students can do a number of different types of SAE's ranging from Placement, Entrepreneurship, or School-Based. With a Placement SAE students will have a great chance of exposure career opportunities because they will be hired by someone and they will know what it is like to have a job. With an Entrepreneurship SAE students can come up with their own business idea and this can be a great way to encourage student creativity and it gives them a controlled environment to experiment with guided instruction. With a School-Based Enterprise students can get exposed to some career concepts with supervision of the ag education teacher, but they can still be given some chances to make their own decisions.

When progressing through my classes every single student will start out with taking Intro to Ag, this is mainly to provide them with some intro content to more advanced courses in

specific sectors of ag. Another reason for doing this though is to make sure that students are not just enrolling in my future classes to take a class that will get them out of doing something else that they don't want to do. I would offer one class only for seniors, this class would be called Advanced Agricultural Studies, this would be a class where students would work on dual credit ag classes, grant writing and potentially service projects. With all of my classes I plan to use experiential learning to expose students to new career opportunities that they may not have knew existed. I will use guest speakers, industry tours, and field trips to provide them with career ideas. It is my hope that students will be able to understand new industries after leaving my class by understanding new processes and terminology that they may have not been previously exposed to. I will also be teaching many hands-on skills in my classes that students will be able utilize in either a job straight out of high school or in their future college classes if they decide to go on to college after high school.

My goal is that my program provides all students with plenty of opportunities to gain experience within the ag career field, I hope reach this goal in all three components of the three circle model. Through the classroom I will bring in guest speakers from industry to give them ideas, I will take them on experiential learning trips to give them exposure to new ideas for inspiration. Through FFA, they will get to talk with many different employers and colleges at conventions as well as gaining many necessary career skills from competing in competitions. Through SAE they will receive work experience that will hopefully be more meaningful than them just finding a random high school job.

## Graphical Representation



## lExtended Contract Table

| Activity | Time Spent | Purpose/Importance |
|---|---|---|
| SAE Visits | 4 days | Make sure that students are getting a quality Work Based Learning Experience from their SAE. These are necessary because in order to prepare students for future careers, I have to make sure that they are gaining skills and learning from their SAE. |
| NCE Conference | 3 days | Gain professional development experience and new curriculum. Attending this will be very vital to my program because at these conferences I will learn new skills that will be able to better prepare my students for their future. |
| Leadership Conferences (COLT, Mission, and Impact) | 4 days | Bring students to these conferences to build leadership skills. When students attend leadership conferences such as these they learn many valuable skills about working with others, how to collaborate, and ultimately become better future leaders in the agriculture industry. |
| County Fair/State Fair | 4 days | Make sure students get their projects/livestock checked in and watching them show or compete. Fairs are a great way for students to exhibit their livestock and other projects that they have worked very hard on. Many of the exhibits at these fairs are probably part of students |

| | | |
|---|---|---|
| | | SAEs and this way students will get to see some reward from their labor with their projects. |
| Chapter Meetings | 1 day | Monthly meetings where your whole chapter meets to discuss upcoming events or fundraisers or new business in the chapter. Students need these meetings because it will teach them how meetings should be held, and how they are important for making sure that everyone is organized and on the same page. |
| Summer BBQ | 1 day | Get students and incoming freshmen together in the summer to see how everyone's SAEs are going and get the freshmen introduced to FFA. I think that this is something that is very important to do, students work incredibly hard during the school year and this is a way that the whole chapter can get together to do some team building and get to know each other better. |
| State/National Convention | 3 days | Bring students to these conventions to either compete in competitions or just to gain leadership knowledge and experience through sessions and workshops. Competing in competitions and attending leaderships conferences helps students gain skills that they will utilize in their future careers. |

| | | |
|---|---|---|
| Chapter Banquet | ¼ day | Have a banquet for students to come receive awards and families to see the accomplishments of their students. Having this at the end of the year is a good way to close out the semester by congratulating students on their accomplishments, making announcements for the next year, and welcoming in the new officer team. |
| Classroom Labs | 4¾ days | Doing whatever needs to be done with classroom labs. My students will be doing most of the work with the classroom labs such as the animal lab or the greenhouse, but there are still going to be some day that I will have to come in do the work for it. |
| **Total Hours** | 25 days | |

## Scope and Sequence

https://docs.google.com/spreadsheets/d/10rkE3FTaOga2HcWvnyoDetfDGPQj0yS4BK9VgcVRp4w/edit#gid=0

# Example Lesson Plans

**Course Title:** Agronomy **Unit Title:** Management Decisions **Lesson:** Corn Characteristics

**Essential Questions:** What are the seed traits on a seed characteristic guide?
How do we evaluate seed characteristics to determine what seed to use in different scenarios?

**Objectives:** Students will be able to identify the traits from a seed trait guide.
Students will be able to evaluate corn seed traits and choose the best hybrid for different scenarios.

**Interest Approach:** Tell them a little bit of a story about how they are a farmer and this year they decided that they want to make all of their management decisions on their own without hiring an agronomist. You tell them that today they are going to need to look at a seed guide to determine what would be the best seed to fit their situation.

**Learning Activity:**

- **Teacher Tasks**
- Ask them if they can list any corn characteristics before you actually hand out the sheets
- First, explain to them what each trait means and why it is important, during this time you will be asking them questions about potential scenarios in order for them to figure out what the traits mean on their own if possible
- Then you will give them a worksheet with different scenarios where they have to say what the best seed is for that scenario
- Make them fill out the problem to make them make a hypothesis
- Then ask their answers and go through this process with the rest of the problems
- **Questions You Will Ask**

**How do we select seed for our fields based on values, crop usage, and predictions of weather and diseases?**

-If I am worried about wind what are some characteristics that I may want to select for?
-If I want to harvest the corn for grain, what are some characteristics that I may want to look for?
-If I want to harvest the corn for silage, what are some traits that I may want to look for?
-If I plant corn on corn what insect is most likely show up much more prevalent the next year?
-Which trait is the only one that fights against Western Bean Cutworm?
-If I am planting late which characteristic might I want to select for?
-If I am worried about drought what are some characteristics that I may want to look for?
-Who can tell me what GDUs are?

- **Student Tasks**
- The students will answer these questions to the best of their ability when you ask them.
- Once the students learn how to use the seed characteristic sheet they will then use the sheet to determine which seed hybrid they will choose for each problem

**Course Title:** Intro to Ag **Unit Title:** Animal Science **Lesson:** Livestock Genetics

**Essential Questions:** Why is selecting livestock for specific genetic traits important in livestock production for the improvement of animal breeds and animal products?

**Objectives:** Students will be able to explain why selecting for genetics in livestock production is important for the improvement of animal breeds and animal products

**Interest Approach:** I will talk about how my last lesson on livestock breeds ties into what we will be going over today.

**Learning Activity:**

- **Teacher Tasks**
- Go through genetics terms with them to make sure that we are all on the same page when I am actually teaching the lesson
- Teach them how the whole inheritance process works also to make sure that we are all on the same page
- Teach them about crossbreeding
- **Questions You Will Ask**
- Ask them why crossbreeding is important and why the goal of crossbreeding is to get a better hybrid but why it doesn't always turn out that way
- I will ask them a lot about genetics terms to make sure they will understand the rest of my lesson
- What is the difference between homozygous and heterozygous?
- What is a chromosome? What does it contain?
- What is an allele?
- What tool do we use to determine probability of a genotype of offspring?
- How are qualitative traits different from traits that they either have or don't have?
- Where is all of our genetic code stored at?
- Why do we crossbreed? Does it always result in the best traits being transferred to the offspring?
- **Student Tasks**
- Students will be attentive in my lesson
- Students will draw out the Punnet Squares that we will go over in my lesson
- Students will answer review questions

**Summary:** I will ask them a bunch of questions reviewing what we went over today, which are pretty much all of the questions except for the first two in the questions you will ask tab.

**Lesson Plan**

| **Course Title:** Intro to Ag | **Unit Title:** Animal Science | **Lesson:** Livestock Breeds |
|---|---|---|

**Essential Questions:** What are the top 5 breeds of beef cattle, dairy cattle, meat goats, sheep, chicken, swine in the United States?

**Objectives:** Students will be able to identify the top 5 common breeds of beef cattle, dairy cattle, goats, sheep, chickens, and swine.

**Interest Approach:** My interest approach for this lesson was talking about if they had ever been to a restaurant and saw the Certified Angus Beef logo on the menu and then I connected that to how livestock breeds can be in their daily lives even if they don't live on a farm.

**Learning Activity:**

- **My Tasks**
- Walk students through all of the livestock breeds in my presentation
- Teach them a little information about each breed
- Set up review game on Kahoot for them
- **Questions I Will ask**
- I will ask them if they know each of the breeds before I put it up on the slide to help keep them engaged
- When I bring up specific traits about why certain livestock were selected above others I will ask students why those specific traits are important
- **Student Tasks**
- Students will pay attention during my presentation
- They will answer questions that I may have for them
- They will also participate in the Kahoot when

**Summary:** My review for this lesson will be the Kahoot game that I made

# SAE Teaching and Grading Plan

**Overview**: SAE for All is a relatively new model for SAE that theoretically gives all students an equal chance to get involved in the SAE program. An SAE is an example of work-based learning that is student led and is supervised by the ag teacher. The goal is for every student to have and actively participate in an SAE.

**Points Possible:** The SAE will be worth 20% of the grade. We will spend one day a week in class working on SAE's. Students are expected to complete 200 points worth of assignments per semester. Students are expected to complete at least two mandatory assignments and then however many exploratory assignments needed to reach 200 points.

**Foundational SAE:** A foundational SAE will be the first SAE that students have the opportunity to work on when they are a freshman. This SAE has the potential to grow throughout a student's high school career.

**Immersion SAE:** An immersion SAE is the SAE that students will either turn their foundational SAE into or it can be a completely new SAE that they can start as well. There are 5 different categories of immersion SAEs, these categories are: Placement/Internship, Ownership/Entrepreneurship, Research, School-Based Enterprise, and Service-Learning.

**Mandatory Assignments:**

- Record Books……80 points
- Mock Interview……..80 points
- Resume……..80 points
- Apply for an Award……..40 points
- SAE Smart Goals……..15 points

**Exploratory Assignments:**

- Job Shadow……80 points
- College Visit……40 points
- Career Fair……..20 points
- 4 year plan……...15 points
- Interview Someone in a Professional Industry……..30 points

- AgExplorer Career Test……..……..15 points
- Clifton Strengthsfinder Test…….15 points
- Ag Industry Research Paper……50 points
- Personal Budget Plan……20 points

# Resume

# CONNOR BARTELS

Strategic ▪ Ideation ▪ Learner ▪ Analytical ▪ Individualization
cbartels4@huskers.unl.edu

## WORK EXPERIENCE

May-Aug 2021 **Crop Consultant Intern**
Servitech — Hebron, NE

- Inspected fields for weeds
- Measured soil moisture
- Staged corn, soybeans, and alfalfa
- Checked crops for insects and diseases
- Wrote crop reports for farmers

2014-Present **Farm Assistant**
Bartels Brothers Shorthorns — Tecumseh, NE

- Practice animal husbandry (artificial insemination, estrous syncing)
- Operation of farm equipment (tillage equipment, feed wagon, manure spreader, etc.)
- Administration of vaccines and medications
- General maintenance of equipment and facilities (changing tractor oil, greasing machinery fixing fence, replacing windrower sections, etc.)

## EDUCATION

Southeast Community College (SCC) — Beatrice, NE
Degree: Associates of Applied Science
Agriculture Management and Production
Focus: Agribusiness
Completion Date: August 2021
GPA: 4.0

## CERTIFICATES, AWARDS

-American FFA Degree, 2020
-State Agriscience Fair, First Place, 2018 & 2019
-Marine Scholar of Excellence, 2019
-National FFA Agriscience Fair, Silver Medal, 2018
-National Land Judging, Competitor, 2018
-SCC, Ag Student of the Year, 2021

## MEMBERSHIPS

-High School, FFA Chapter, President, 2014-2019
-SCC, Ag Club, President, 2019-Present
-4-H, West Elk Creek, President, 2009-2019
-Phi Theta Kappa, Member, 2020-Present
- Nebraska Agricultural Youth Institute, 2018
-Cornhusker Boys State, 2018
-4-H Citizenship Washington Focus, 2017
-High School Class President, 2018-2019

# Cover Letter

Connor Bartels
cbartels4@huskers.unl.edu

January 26, 2021

Mr./Mrs. Name
High School Principal
Name Public Schools
Town NE
402-123-4567

Dear Mr./Mrs. Name:

I am writing this letter to you to apply for the opening as an Agriculture Education Teacher with Name Public Schools. From doing some research on your school I feel like I would be a great fit for the position.

I am certified to teach students in grades 6-12. I currently have a bachelor's degree in Agriculture Education from the University of Nebraska Lincoln as well as an associate's degree in Agribusiness from Southeast Community College. I have completed a semester of student teaching at Name Public Schools in Name, Nebraska. I believe all of the classes and experiences that I have had have really prepared me for and given me the necessary skills to be an effective educator in your program.

I have always been known in my community for being a responsible as well as hard-working, these are two traits that I believe are very important for Agriculture Education Teacher to have. One of my top five strengths is Learner, this strength is good for teachers to possess because I believe that all teachers should be lifelong learners. Another one of my top five strengths is Individualization which allows me to pick out individual student's strengths and weaknesses fairly accurately and determine which methods work for them and which ones don't.

Thank you very much for taking the time to read this letter. I truly look forward to hearing back from you about this position. Please feel free to contact me at any time utilizing my contact information above.

Sincerely,

Connor Bartels

# REFERENCES

**Travis Pralle**
Ag Business Instructor
Southeast Community College
tpralle@southeast.edu
(785)-410-6408

**Christy Hodges**
Agriculture Teacher
Johnson County Central High School
christy.hodges@jccentral.org
(402)-326-7284

**Riley Konen**
Crop Consultant
Servitech
riley.konen@servitech.com
(402)-257-7019

# Example Assessments

## Summative

| Score/Category | Exceeds Expectations 4 Points | Average 3 Points | Basic 2 Points | Below Basic 1 Point |
|---|---|---|---|---|
| **Executive Summary** | Contains a detailed summary of your business goals and objectives and how you plan to meet them. | Contains a summary of your business goals and objectives and how you plan to meet them but lacks details. | Contains a summary of business goals and objectives but not how you plant meet them. | Does not contain a summary of business goals and objectives. |
| **Business Mission Statement** | Mission statement sounds professional and states the purpose of your business and where your business is headed. | Mission statement states the purpose of your business and where your business is headed but doesn't sound professional. | Mission statement states the purpose of your business but doesn't state where your business is headed and doesn't sound professional. | Does not contain a mission statement that states purpose of the business or where the business is headed. |
| **Business Goals** | Goals are specific and measurable of what the business expects to achieve. Contains 2 short term and 2 long term goals. | Goals are not specific or measurable of what the business expects to achieve. Contains 2 short term and 2 long term goals. | Goals are not specific or measurable of what the business expects to achieve. Contains 1 short term and 1 long term goal. | Does not contain any goals that specific and measurable. |
| **Background Information** | Contains all of the following: Logistics, Business History, Operation Layout, and Production History | Contains 3 of the following: Logistics, Business History, Operation Layout, and Production History | Contains 2 of the following: Logistics, Business History, Operation Layout, and Production History | Contains 1 of the following: Logistics, Business History, Operation Layout, and Production History |
| **Marketing Strategy and Plan** | Contains all of the following: Target market, product information, pricing strategy, product placement, product promotion strategy, and marketing budget. | Contains 4 of the following: Target market, product information, pricing strategy, product placement, product promotion strategy, and marketing budget. | Contains 3 of the following: Target market, product information, pricing strategy, product placement, product promotion strategy, and marketing budget. | Contains 2 or less of the following: Target market, product information, pricing strategy, product placement, product promotion strategy, and marketing budget. |
| **Financial Plan (Points x3)** | Balance Sheet, Cash Flow Summary, Income Statement, and Projected Financial Statement are all detailed and calculated accurately. | Balance Sheet, Cash Flow Summary, Income Statement, and Projected Financial Statement are not detailed but are calculated accurately. | Balance Sheet, Cash Flow Summary, Income Statement, and Projected Financial Statement are not detailed and are not calculated accurately. | Balance Sheet, Cash Flow Summary, Income Statement, and Projected Financial Statement are not included in the business plan. |
| **Human Resources Plan** | Contains detailed information about position, duties, skills, and training of employees. | Contains information on position, duties, skills, and training of employees but lacks detail. | Contains some information on 2-3 of the following categories: position, duties, skills, and training. | Contains some information on 1 or less of the following categories: position, duties, skills, and training. |
| **Facilities / Equipment Needed** | Contains an extensive list of all physical resources that business would require. For example (Land, Livestock, Equipment, Buildings, Facilities, and Transportation) | Contains a list of most of the physical resources that business would require. For example (Land, Livestock, Equipment, Buildings, Facilities, and Transportation) | Contains a list of some of the physical resources that business would require. For example (Land, Livestock, Equipment, Buildings, Facilities, and Transportation) | Contains a list of little to none of the physical resources that business would require. For example (Land, Livestock, Equipment, Buildings, Facilities, and Transportation) |

Formative

# Corn Seed Characteristic Problems

Name:_____

1. You have a field that was planted to corn for the last two years, you will be harvesting the corn for grain, you are worried about green snap, you want a long season corn, and you are also worried about gray leaf spot. Which hybrid would be your best bet?

2. You have a field that was planted to soybeans last year, you will be chopping the corn for silage, you want a mid-long season corn, and you are worried about European Corn Borer and Corn Earworm. Which hybrid would be your best bet?

3. You have a field that was planted to soybeans last year, you are planting later than normal this year so you need something that is short season, you will be harvesting your crop for grain, you are pretty sure that it's going to be a dry year and you don't have irrigation, and you are worried about gray leaf spot. Which hybrid would be your best bet?

4. You have a field that was planted to soybeans last year, you think that it is going to be a very dry year and you don't have irrigation, you don't care what length of season corn you plant, you will be harvesting the corn for grain, you are really worried about western bean cutworm, and you are worried about Goss's Wilt. Which hybrid is your best bet?

5. You have a field that was planted to soybeans last year, your main concern is with how the plant will hold up to wind, you are also worried about corn earworm, and you also want a hybrid with good dry down. Which hybrid is your best bet?

Seed Characteristic Terms Name_____

| | | |
|---|---|---|
| 1. | ___Trait | a. a plants ability to resist dry growing conditions |
| 2. | ___Relative Maturity | b. the speed at which a seedling emerges from the soil |
| 3. | ___Emergence | c. the specific herbicide resistance and insect resistance genes |
| 4. | ___Seedling Vigor | d. the measure of how tall a plant will get |
| 5. | ___Root Strength. | e. the measure of how long a before a plant starts to die |
| 6. | ___Stalk Strength | f. how many days before a plant is done filling the seed |
| 7. | ___Drought Tolerance | g. a measure of a plants roots to withstand trauma |
| 8. | ___Greensnap Tolerance | h. the rate at which corn approaches readiness for harvest |
| 9. | ___Staygreen | i. a measure of how high an ear is on the plant |
| 10. | ___Drydown | j. a measure of how likely a plant will break due to wind |
| 11. | ___Plant Height | k. a measure of how a seedling will stand up to cold |
| 12. | ___Ear Placement | l. a measure of how the stalk will withstand trauma |

# Example Teaching Evaluations

**Evaluation of Classroom Instruction**

**Student Teacher Observed:** Connor Bartels **Cooperating School:** Hampton
**UNL Evaluator:** Joel Miller **Date:** 3/24/23
**Lesson(s):** Ag Loans

| Competency | YES/No | Comments |
|---|---|---|
| Was the teacher ready for instruction?<br>Did the teacher:<br>• know their content?<br>• use familiar analogies?<br>• practice what they asked students to do?<br>• prepare varied instruction at an appropriate level? | Yes | Definitely did his "homework". Had up to date interest rates, ect. |
| Were students ready for instruction?<br>Did the teacher:<br>• gain student interest and attention before beginning?<br>• pause when attention was interrupted?<br>• exhaust students' attention? | Yes | Got students to talk about Loans and share what they know |
| **Essential Question**<br>Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they:<br>• know the language of the learners?<br>• USE the question through the lesson to gain feedback from students?<br>• use clear and concise language? | Yes | Listed on slides |
| **Objectives presented**<br>Did the teacher state/present the lesson objectives? Did they:<br>• communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson?<br>• assess/summarize with students based on the objective? | Yes | Listed in slides |
| **Student Engagement in Learning**<br>Did the teacher clearly define the activity and excite the learner to engage in the learning process?<br>• could students connect to the learning?<br>• did the teacher activate students' thinking and encourage students to do the work of learning? | Yes | Ask Questions throughout Got students to pair up and generate answers. |
| **Summary/Closure**<br>Did the teacher summarize all key elements of the lesson? Did they:<br>• assess/summarize with students based on the objective? | Yes | Asked students to compare Simple vs. amortized intest |

| Engaging & Adjusting to Students | | |
|---|---|---|
| **Checking for understanding**<br>Did the teacher confirm students knew essential concepts from the lesson? Did they:<br>• use questions to confirm learning?<br>• solicit specific feedback to help students self-assess?<br>• AND can students reproduce what was taught? | Yes | Did a good job walking around. |
| **Smooth transitions**<br>Did the teacher plan and implement transitions within the lesson to connect within and between ideas? | Yes | Got students easily on to worksheet |
| **Instructional adjustments**<br>Did the teacher adjust to instructional disruptions? Did they:<br>• adjust to student behavior?<br>• vary timing/methods in relation to student understanding? | Yes | had good "wait time" giving students time to think |
| **Questioning**<br>Did the teacher use questions to effectively check for understanding and encourage students to think? | Yes | Made students share examples |

Additional comments:

Maybe add more examples throughout to help kids connect throughout.

Text on slides could be a little bigger for learners to see.

## Evaluation of Classroom Instruction

**Student Teacher Observed:** Connor Bartels **Cooperating School:** Hampton
**UNL Evaluator:** **Date:** 3-14-23
**Lesson(s):** Breeds of Livestock Breeds

| Competency | YES/No | Comments |
|---|---|---|
| Was the teacher ready for instruction?<br>Did the teacher:<br>• know their content?<br>• use familiar analogies?<br>• practice what they asked students to do?<br>• prepare varied instruction at an appropriate level? | Yes | knows content well.. had good facts.<br>Asked for Names w/ "walk up song" |
| Were students ready for instruction?<br>Did the teacher:<br>• gain student interest and attention before beginning?<br>• pause when attention was interrupted?<br>• exhaust students' attention? | Yes | Asked some leading questions |
| **Essential Question**<br>Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they:<br>• know the language of the learners?<br>• USE the question through the lesson to gain feedback from students?<br>• use clear and concise language? | Yes<br>Top 5 Breeds | |
| **Objectives presented**<br>Did the teacher state/present the lesson objectives? Did they:<br>• communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson?<br>• assess/summarize with students based on the objective? | Yes | |
| **Student Engagement in Learning**<br>Did the teacher clearly define the activity and excite the learner to engage in the learning process?<br>• could students connect to the learning?<br>• did the teacher activate students' thinking and encourage students to do the work of learning? | Yes | Marbling? Mothering? Birth weight?<br>Asked ? about "Wh-" Red Angus.<br>Got students guessing and using Past experiences |
| **Summary/Closure**<br>Did the teacher summarize all key elements of the lesson? Did they:<br>• assess/summarize with students based on the objective? | Yes | maybe could recap items |

| Engaging & Adjusting to Students | | |
|---|---|---|
| **Checking for understanding**<br>Did the teacher confirm students knew essential concepts from the lesson? Did they:<br>• use questions to confirm learning?<br>• solicit specific feedback to help students self-assess?<br>• AND can students reproduce what was taught? | Yes | Used kahoot .. kept students interest recalled student interactions during kahoot |
| **Smooth transitions**<br>Did the teacher plan and implement transitions within the lesson to connect within and between ideas? | Yes | Just be prepared for over or under time. |
| **Instructional adjustments**<br>Did the teacher adjust to instructional disruptions? Did they:<br>• adjust to student behavior?<br>• vary timing/methods in relation to student understanding? | Yes | handled student "off the wall" Questions and coments well |
| **Questioning**<br>Did the teacher use questions to effectively check for understanding and encourage students to think? | Yes | |

Additional comments:

## Evaluation of Classroom Instruction

**Student Teacher Observed:** Connor Bartels **Cooperating School:** Hampton
**UNL Evaluator:** Joel Miller **Date:** 3/24/23
**Lesson(s):** Livestock Genetics

| Competency | YES/No | Comments |
|---|---|---|
| Was the teacher ready for instruction?<br>Did the teacher:<br>• know their content?<br>• use familiar analogies?<br>• practice what they asked students to do?<br>• prepare varied instruction at an appropriate level? | Yes | Able to answer students questions. |
| Were students ready for instruction?<br>Did the teacher:<br>• gain student interest and attention before beginning?<br>• pause when attention was interrupted?<br>• exhaust students' attention? | Yes | Made connections with ice breaker to upcoming lessons |
| **Essential Question**<br>Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they:<br>• know the language of the learners?<br>• USE the question through the lesson to gain feedback from students?<br>• use clear and concise language? | Yes | Listed on slides |
| **Objectives presented**<br>Did the teacher state/present the lesson objectives? Did they:<br>• communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson?<br>• assess/summarize with students based on the objective? | Yes | Told the good reasons "Why" genetics is important w/ livestock |
| **Student Engagement in Learning**<br>Did the teacher clearly define the activity and excite the learner to engage in the learning process?<br>• could students connect to the learning?<br>• did the teacher activate students' thinking and encourage students to do the work of learning? | Yes | Got students completing their own squares. |
| **Summary/Closure**<br>Did the teacher summarize all key elements of the lesson? Did they:<br>• assess/summarize with students based on the objective? | Yes | Asked questions for review |

| Engaging & Adjusting to Students | | |
|---|---|---|
| **Checking for understanding**<br>Did the teacher confirm students knew essential concepts from the lesson? Did they:<br>• use questions to confirm learning?<br>• solicit specific feedback to help students self-assess?<br>• AND can students reproduce what was taught? | Yes | Walked around and helped stuggling students w/ punnett squares |
| **Smooth transitions**<br>Did the teacher plan and implement transitions within the lesson to connect within and between ideas? | Yes | ive breaks to lesson to practice problems |
| **Instructional adjustments**<br>Did the teacher adjust to instructional disruptions? Did they:<br>• adjust to student behavior?<br>• vary timing/methods in relation to student understanding? | Yes | handled distractions well.<br>Able to adjust when mistaky was made. |
| **Questioning**<br>Did the teacher use questions to effectively check for understanding and encourage students to think? | Yes | Review w/ questions that came from lessons |

Additional comments: