AGRICULTURE EDUCATION AND FFA
ADVISOR

ELLIE JARECKE

Email Address:

ejarecke2@unl.edu

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Ellie Jarecke

Agriculture Education Teacher & FFA Advisor

Contact

ejarecke2@unl.edu

Education

Nebraska College of Agriculture

January 2021- May 2022

University of Nebraska-Lincoln

- Bachelor of Science, Agriculture Education
- Expected Graduation: May 2024
- Teaching Endorsements: Agriculture Education (6-12) & Work- Based Learning
- Certifications: OSHA Certified

Objective

To obtain a teaching position in agriculture education which will allow me to utilize my interest and passion for student development combined with skills and experience that will enable me to make a significant contribution at a Public Schools.

Teaching Experience

2021-present

SAE and Proficiency Experience

I have worked with many students from freshman-seniors on their SAE's using AET. Using my vast knowledge of the website and what we are looking for at a state level. I have also judged state degrees and proficiencies applications at district level.

2020-present

FFA Experience

I have judged district and state level competitions such as vet science, floriculture, Junior Public Speaking, and so many others. I have also coached livestock management, livestock judging, natural resources, agronomy, floriculture, welding, and small engines.

May 2021- August 2021

Extension Intern

I taught agriculture lessons at our 4 local libraries once a week to children from ages 4-12. Lessons I taught were plant science and animal science related. Along with putting on many events for children and community members to learn more about agriculture. I also helped with a summer contest though Extension at NCTA for various agricultural contests.

Service

Hooves and Horns
Leader
2020-Present

References

Dr. Doug Smith
Past NCTA Professor

Jeff Gross
McCook High School Business Manager

Lauren Miller
High School Ag Advior & Mentor

Darren Dale
McCook Farm & Ranch Expo Owner

Rod Spencer
Select Seeds President

Matt Kreifels
ALEC Professor

Technical Agriculture and Natural Resource Experience

Animal Systems

Vap Angus Ranch [2017- Present]

At our family cow calf operation, I have done many things such as: genetic testing, artificial insemination, vaccinations, tagging, brandings, building fence, spraying weeds, and keeping track of sales. I ran all our advertising and started a website as well.

Plant Systems

Select Seeds [Summers of 2019 & 2020]

During my time at Select Seeds I was an agronomy intern. I had many duties such as: scouting fields, learning pests and weeds, reporting to customer, scout reports, running our test plots, and seeds delivery.

Power, structure, and Technical Systems

J Distributing LLC. [2014- Present]

While at J Distributing LLC. I had many jobs such as it's a welding and fabrication shop. Along with dealers of Precision Planting, Bale Tuff, Thunderstruck, DewEze, HydraBed, Stoll Feeders, and Trausch Hydraulics. I have worked in all areas of welding (Oxy, mig, tig, & arc), ran CAD programs on a plasma table, worked on and built planters, put on bale beds and grill guards, and worked in sales.

Production Agriculture

Jarecke Sisters Sweet Corn [Summers 2013-Present]

While running Jarecke Sisters sweet corn from a business side, I spent a lot of time researching sweet corn genetics. Along with purchasing seed, planted, picked, and sold sweet corn for several years. Running the operation, I became very proficient with excel and word.

Activities and Honors

- American Degree Recipient [Fall 2022]
- Dance Marathon member [August 2022- Present]
- Newman Center [August 2022- Present]
- Brock and Bridle [August 2022-Present]
- NCTA Cattlemen's Club [January 2021- May 2022]
- NCTA Ag Ed Club [January 2021- May 2022]
- Sigma Alpha Sorority [August 2020-December 2020]
- McCook High School Honors Graduate [May 2020]
- McCook FFA Chapter President [2018-2020]
- 2-time Livestock Management State Runner-up [2018 & 2019]
- State Degree [April 2019]

Biography

I am from Culbertson, Ne. I attended NCTA for a year and a half then transferred to the University of Nebraska-Lincoln last fall. I will graduation in the Spring of 2024 with a Bachelor degree In AGriculture Education. My family runs 3 ranches in Nebraska, Kansas, and Wyoming, we own a seed company, and a welding and fabrication shop.

I worked all 4 years of high school in a welding shop and spent my summers as an agronomy scout. I also have worked on all our ranches as well as raising hogs. I attended McCook High School throughout that time I was very involved in FFA and received most active member all 4 years of high school. I was my FFA Chapter President for 2 years and our Reporter for 1 year as well. I have competed in every contest in FFA and am a 2-time state runner up in Livestock Management. I also coached welding, small engines, livestock management, and agronomy throughout my college career. As well as helping with CDE's and LDE's such as Livestock Judging, Jr. Public Speaking, and so many others. I work with students on their SAE's over zoom. I am in the process of helping 3 students work on their SAE's to receive their State Degree this spring. I received my American Degree this Fall. Aside from being involved in FFA I was also involved in 4-H.

I was in 4-H for 12 years and my 4-H club President for 4 years. I am now the leader of Hooves and Horns 4-H group in Hitchcock County. I showed cattle, hogs, and sheep along with baking and gardening. I started a pie baking contest at our county fair aside from 4-H and open class turn in. I was an intern for our extension office for the summer of 2021. Throughout that time I held community workshops, kids workshops, and helped with county fair. I had a lot of time working with community members from 3 counties which our extension office covers. Hitchcock, Hayes, and Dundy County which are in southwest Nebraska. I learned a lot about agriculture and the diversity among different counties. I also helped put on a contest at NCTA with kids from around the state coming to compete in agriculture contests.

As of now I am a High School Substitute in Southwest, Nebraska at many schools. I have started a Maters program and plan to get a PHD in the future.

Name: Ellie Lou Jarecke
Student ID:

Institution Info: University of Nebraska - Lincoln
Print Date: 10/11/2023

Other Institutions Attended:

Colby CC
Nebraska Col Tech Agri
Mid-Plains CC
McCook Sr HS

Beginning of Undergraduate Record

Fall 2020

AECN 100	CAREER ORIENTATION	A	1.00	4.00
AECN 141	INTRO ECON OF AGRIC	B	3.00	9.00
AGRI 42	INTL/PRO DEVL EXPRNC	P	0.00	
	CASNR Start Smart			
AGRO 131	PLANT SCIENCE	F	(3.00)	
	Repeated-Excluded			
EAEP 101	INTR SEM:OPPORT ENTR	C-	2.00	3.34
MUNM 287	HIST OF ROCK MUSIC	B-	3.00	8.01
STAT 218	INTRO TO STATISTICS	N	(3.00)	

Transfer Credit from Mid-Plains CC

	INTRO TO SOCIOLOGY	D	3.00
	PHYSICAL SCIENCE	B+	4.00
Transfer Totals:			7.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	15.00	9.00	9.00	24.35	2.705
Transfer	7.00	7.00			
Combined	22.00	16.00	9.00	24.35	2.705
Cumulative	22.00	16.00	9.00	24.35	2.705

Program: Ag & Natural Resources Ugrd
Major: Mechanized Systems Management

Spring 2021

Transfer Credit from Nebraska Col Tech Agri

	ACCOUNTING I	A	3.00
	CRITICAL THINKING	A	3.00
	FUND OF ANIMAL BIO	C	4.00
	PERSONAL FINANACE	A	3.00
	SALES COMM	B	3.00
	SOFTWARE PRODUCTIVITY	B	3.00
Transfer Totals:			19.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	0.00	0.00	0.00	0.00	0.000
Transfer	19.00	19.00			
Combined	19.00	19.00	0.00	0.00	0.000
Cumulative	41.00	35.00	9.00	24.35	2.705

Program: Ag & Natural Resources Ugrd
Major: Mechanized Systems Management

Fall 2021

Transfer Credit from Nebraska Col Tech Agri

	ANIMAL MANAGEMENT	B	4.00
	INTRO TO SEC AGR ED	A	3.00
	LIVESTK & CARC EVAL	C-	3.00
	SMA;; ENGINES	A-	3.00
	SUCCESS IN AN SCI	B-	1.00
	WELDING	A-	3.00
Transfer Totals:			17.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	0.00	0.00	0.00	0.00	0.000
Transfer	17.00	17.00			
Combined	17.00	17.00	0.00	0.00	0.000
Cumulative	58.00	52.00	9.00	24.35	2.705

Program: Ag & Natural Resources Ugrd
Major: Mechanized Systems Management

Summer 2022

ENGL 150	WRITING AND INQUIRY	A+	3.00	12.00
SCIL 101	SCIENCE&DECISION-MAKING	A	3.00	12.00

Transfer Credit from Mid-Plains CC

	FUND OF HUMAN COMM	C+	3.00
Transfer Totals:			3.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	6.00	6.00	6.00	24.00	4.000
Transfer	3.00	3.00			
Combined	9.00	9.00	6.00	24.00	4.000
Cumulative	67.00	61.00	15.00	48.35	3.223

Program: Ag & Natural Resources Ugrd
Major: Agricultural Education
Option: Teaching

Fall 2022

ALEC 308	LAB INSTRUCTN & MGT	B+	3.00	9.99
ALEC 494	UNDERGRAD SEMINAR	A+	1.00	4.00
MATH 102	TRIGONOMETRY	C	3.00	6.00
NREE 357	NAT RES & ENVIRO LAW	A	3.00	12.00
PLAS 131	PLANT SCIENCE	C+	3.00	6.99
PLAS 132	AGRONMC PLANT SCI LAB	D+	1.00	1.33
SPED 201	INTRO TO SPECIAL ED	A-	3.00	11.01

Transfer Credit from Nebraska Col Tech Agri

	AMERICAN HISTORY AFTER	B+	3.00
	INTERPERSONAL SKILLS	B+	3.00
	MEAT SCIENCE	B	3.00
	PLANNING PROGRAMS	A	3.00
Transfer Totals:			12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	17.00	17.00	17.00	51.32	3.018
Transfer	12.00	12.00			
Combined	29.00	29.00	17.00	51.32	3.018
Cumulative	96.00	90.00	32.00	99.67	3.114

Name: Ellie Lou Jarecke
Student ID:

Program: Ag & Natural Resources Ugrd
Major: Agricultural Leadership, Education and Communication
Option: Agricultural Education
Option: Work-Based Learning 9-12

Spring 2023

ALEC	405	MTHD INSTR SEC AG SC	A+	3.00	12.00
ALEC	405L	MTHDS INSTRUCTN LAB	A	1.00	4.00
ALEC	413	PROGRAM DEVELOPMENT	A-	3.00	11.01
EDPS	457	LRN&MOTIVAT: SEC TCH	A-	3.00	11.01
PLAS	306	GREENHOUSE MANGEMENT	A	3.00	12.00
STAT	218	INTRO TO STATISTICS	C+	3.00	6.99
TEAC	330	MULTICULTURAL EDUC	A	3.00	12.00

Experiential Learning

	AHRS	EHRS	QHRS	QPTS	GPA
Term	19.00	19.00	19.00	69.01	3.632
Cumulative	115.00	109.00	51.00	168.68	3.307

Program: Ag & Natural Resources Ugrd
Major: Agricultural Leadership, Education and Communication
Option: Agricultural Education
Option: Work-Based Learning 9-12

Summer 2023

AECN	235	INTRO COMMODITY MRKTG	B	3.00	9.00

Transfer Credit from Colby CC

	FUND OF CHEM W/LAB	B	5.00
Transfer Totals:			5.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	3.00	3.00	3.00	9.00	3.000
Transfer	5.00	5.00			
Combined	8.00	8.00	3.00	9.00	3.000
Cumulative	123.00	117.00	54.00	177.68	3.290

Program: Ag & Natural Resources Ugrd
Major: Agricultural Leadership, Education and Communication
Option: Agricultural Education
Option: Work-Based Learning 9-12

Fall 2023

AECN	256	LEGAL ASPECTS AGRIC	(3.00)	0.00
AGRI	115	BIOTCH:FOOD HLTH&ENV	(3.00)	0.00
ALEC	805	ADV TCHNG STRATEGIES	(3.00)	0.00

College Teaching Methods

NRES	813	ENVIRO LEADERSHIP	(3.00)	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	12.00	0.00	0.00	0.00	0.000
Cumulative	135.00	117.00	54.00	177.68	3.290

Program: Ag & Natural Resources Ugrd
Major: Agricultural Leadership, Education and Communication
Option: Agricultural Education
Option: Work-Based Learning 9-12

Undergraduate Career Totals

Cumulative	AHRS	EHRS	QHRS	QPTS	GPA
Enrollment	72.00	54.00	54.00	177.68	3.290
Transfer	63.00	63.00			
Combined	135.00	117.00	54.00	177.68	3.290

End of Unofficial UNL Undergraduate Academic Record

CareerSafe®

presents

Certificate of Completion

to

Ellie Jarecke

has completed the OSHA 10-Hour Construction Industry Course.
All requirements have been satisfactorily met.

Trainer: *Ricardo Baeza* Date: *December 13, 2022*

As an OSHA authorized trainer, I verify that I have conducted this OSHA outreach training class in accordance with OSHA Outreach Training Program requirements. I will document this class to my authorizing OSHA training organization. Upon successful review of my documentation, I will provide each student his or her completion card within 90 days of the end of class.

www.careersafeonline.com

SECTION II

Your Highest Scores and Overall Passing Status

Below are your highest test scores from the past 10 years and the overall passing status (for any score recipients selected for your most recent tests). Passing status is based on the passing score in effect on the test date or on the date reported. Scores are not reported if test is not required by the score recipient. Score recipients reserve the right to accept the reporting of scores but not necessarily the Passed/Not Passed status. Passed/Not Passed information is not provided if more than one qualifying score is used for a test, if qualifying score is not available, or if test taken is not used by the score recipient.

NE DEPT OF EDUCATION (7643)

Test Name and Code	Your Highest Score	Required Minimum Score	Qualifying Score	Score Reported	Overall Passed / Not Passed Status	Test Date
AGRICULTURE (5701)	158		147	YES	✔ Passed	April 7, 2023
CORE ACAD: COMBINED (5752)					✔ Passed	
CORE ACAD SKILLS FOR EDUC: READING (5713)	162	156	156	YES	✔ Passed	April 19, 2022
CORE ACAD SKILLS FOR EDUC: WRITING (5723)	164	162	162	YES	✔ Passed	March 20, 2023
CORE ACAD SKILLS FOR EDUC: MATH (5733)	162	150	150	YES	✔ Passed	April 19, 2022

Daily Plan	Instructor:	Ms. Jarecke
Course: Intro To Ag Ed		
Unit Title: Careers in Agriculture		
Lesson Plan Title: Careers Project		

Contextual/Set	**Where have you been?**	**Where are you going?**
	Types of careers in ag	• **Why are careers in ag important**
Essential Question: (Law 2)	**What careers in ag interest this class?**	
Objective: (Law 1, 4)	The learner will identify 4 careers in ag.	

Learning Activity 1 (Laws 3,4,5)	**Estimated Time:**	**30min**
Instructor Directions	**What will the teacher do?**	**What will the student do?**
-Stick to new seating chart Keep kids on track they get sidetracked really easy if youi give them to much time (Playing games on chromebook) Walk around to make sure theyre on task	• Think-Pair-Share Take quiz Write down 4 careers	• Think about those 4 careers you wrote down for your bell ringer • Write down why you think those careers in ag are important • Pair up with a person with the at the same table as you • After you're paired up discuss the careers and why there important • Pick 1 career from each students list to share • Take Quiz Write down the 4 careers you chose

Summary (Law 6,7)	**Transition**
Essential points to summarize	**Essential connections to the next Objective. (Scafold)**
-	Ask them if they liked the careers they were assigned if other kids had the same?

Contextual/Set	**Where have you been?**	**Where are you going?**
	Took Home | AgExplorer (ffa.org) quiz **Chose a career to explore**	**Project on career** **Research a career and make a:** • **Powerpoint** • **Word Document** • **Video**

Essential Question: (Law 2)	**Why are careers in ag important?**
Objective: (Law 1, 4)	The learner will research one ag career to submit a final project.

Learning Activity 2 (Laws 3, 4, 5)		**Estimated Time:**	**Rest of class and into the next day**
Instructor Directions	**What will the teacher do?**		**What will the student do?**
Give them a paper copy after youre finished with powerpoint or they wont listen to a word you say.	Provide materials and directions Provide a paper copy of materials and directions		**Start on project of chosen career** • **Video Project** • **Powerpoint** • **Word Document**

Summary (Reflection) (Law 6, 7) (End of the class)

- Why Agriculture careers are important
- What careers the quiz think would best suit you
- The information needed to start your project

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

Home | AgExplorer (ffa.org)
Predictions: Top 5 Agriculture Careers in 2020 - National FFA Organization
The Importance of Careers in Agriculture | AgCareers.com

Daily Plan	Instructor:	Ms. Jarecke
Course: Animal Science		
Unit Title: Cattle		
Lesson Plan Title: Controversies Surrounding Cattle		

Contextual/Set	**Where have you been?**	**Where are you going?**
Essential Question: (Law 2)	**How do controversies against cattle affect the industry?**	
Objective: (Law 1, 4)	The learner will be able to identify 5 controversies surrounding cattle.	

Learning Activity 1 (Laws 3,4,5)	**Estimated Time:**	
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	• Pass out the article • Split them into groups • Have them write out their groups TQE's on the board	• Read the article • Once in groups discuss and come up with 4 thoughts, questions, and epiphanies. • Have the students put them on the board

Summary (Law 6,7)	**Transition**
Essential points to summarize	**Essential connections to the next Objective. (Scafold)**
-	- Pick one of the controversies and grab a large sticky note.

Contextual/Set	**Where have you been?**	**Where are you going?**
Essential Question: (Law 2)		
Objective: (Law 1, 4)	The learner will educate other students on their poster.	

Learning Activity 2 (Laws 3, 4, 5)	**Estimated Time:**	
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	• Have the students grab their poster. • Give them a few minutes to go over their poster and add things if needed.	• *Grab their poster* • *Add to their poster if needed* • *Put on the wall* • *Get into a large group and each person talks through their poster*

Summary (Reflection) (Law 6, 7) (End of the class)
Go over essential question Ask them why it matters if controversies affect the cattle industry?

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
Deeper Class Discussions with the TQE Method | Cult of Pedagogy Opinion | Big Agriculture Companies Are Killing the Planet - The New York Times (nytimes.com) New York Times strikes twice against the agriculture industry | AGDAILY

Daily Plan	Instructor:	Ms. Jarecke
Course: Plant Science		
Unit Title:		
Lesson Plan Title: Seed Structures		

Contextual/Set	**Where have you been?**	**Where are you going?**
Essential Question: (Law 2)	**Why is seed structure important to plant physiology?**	
Objective: (Law 1, 4)	The students will be able to identify 3 parts of a monocot and a dicot plant.	

Learning Activity 1 (Laws 3,4,5)	**Estimated Time:**	**5 min**
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	Ask bell ringer	Think-pair-share

Summary (Law 6,7)	**Transition**
Essential points to summarize	**Essential connections to the next Objective. (Scafold)**
-	- Bell ringer leads into the lesson

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 the PowerPoint	*Take notes on worksheets created for the PowerPoints.*

Summary (Reflection) (Law 6, 7) (End of the class)
Go over parts of a dicot seed and a monocot seed. Go over essential question.

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

Daily Plan		Instructor:	Ms. Jarecke
Course:	Home Repair		
Unit:	Basic Eletrical		
Subject Area:	Splicing a Wire		
Materials, Supplies, Equipment, References, and Other Resources:			
NE Agricultural/STS Content Standards:		**NE Academic Standards:**	
Essential Question(s):	**Why is it important to know how to splice a wire?**		

Objectives:
1. The learner must be able to splice a wire using the 8 steps
2.

Interest Approach/Set (Preflection)	Estimated Time:	5
Different colored wire review		

Learning Activity 1	Teching Method(s):	Demonstration	Estimated Time:	15
Instructor Directions / Materials	**Brief Content Outline**			
• Has anyone ever accidentally ruined an extension cord? • So what would we do next? • Has anyone ever used spliced a wire this way or another way? • Which way was easier? • Does anyone know why we only take ¼ of an inch off of the wire?	Step 1: Remove about 4 inches of the outer jacket Step 2: Find the size of the wire Step 3: Strip about 1/4 of an inch off the wire with the wire cutters Step 4: Twist the end of the wire Step 5: Put both ends into the heat shrink butt connector Step 6: Crimp the wires together with the the wire cutters Step 7: Heat the Butt connector Step 8: Wrap extension cord where the open area is with tape			

Learning Activity 2	Teching Method(s):		Estimated Time:	
Instructor Directions / Materials	**Brief Content Outline**			

Learning Activity 3	Teching Method(s):		Estimated Time:	
Instructor Directions / Materials	**Brief Content Outline**			

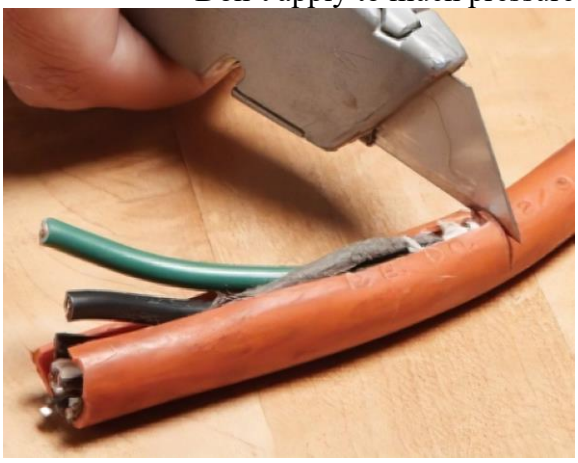
Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	
Go over 8 steps Does everyone feel comfortable using the crimping method to splice a wire? Tomorrow we will learn how to solder a spliced wire		

Evaluation Based on the Learning Outcome Expressed in the Objective(s)

Splicing a Wire Skill Sheet

Step 1: Remove about 4 inches of the outer jacket

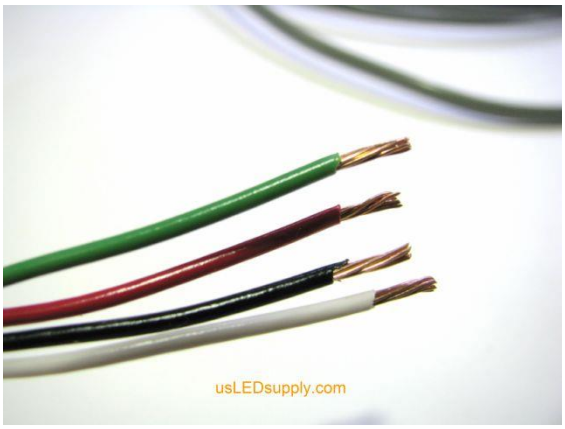
- Don't apply to much pressure the utility knife is sharp.



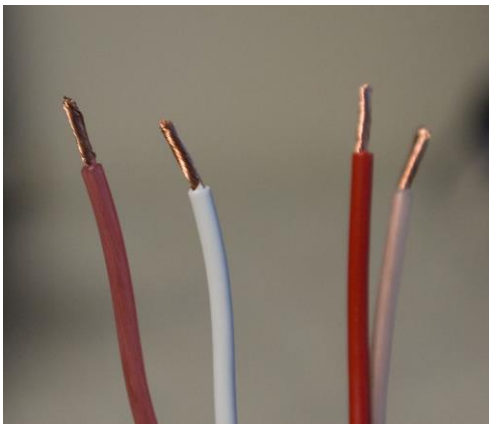
Step 2: Find the size of the wire

- This is so we can strip the correct amount of wire coating

Step 3: Strip about 1/4 of an inch off the wire with the wire cutters



Step 4: Twist the end of the wire

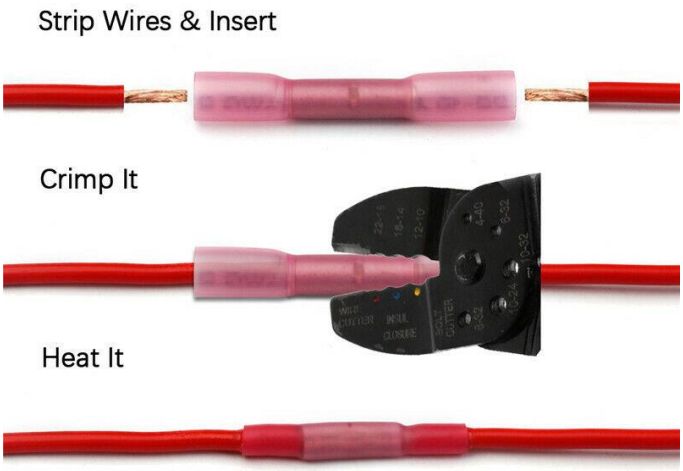


Step 5: Put both ends into the heat shrink butt connector

Step 6: Crimp the wires together with the the wire cutters

Step 7: Heat the Butt connector

- This provides a water tight seal.



Step 8: Wrap extension cord where the open area is with tape

Wednesday Review

Black

Nuetral

White

Ground

Green

Positive

Daily Plan	Instructor:	Ellie Jarecke
Course:	Animal Science	
Unit:	Swine	
Subject Area:	Swine Breeds	
Materials, Supplies, Equipment, References, and Other Resources:	projector, PowerPoint	
NE CTE Standards:	**NE Academic Standards:**	
AFNR.HS.2		
Essential Question(s):	What are the different breeds of swine?	

Objectives:
1. Identify the major breeds of swine by body characteristics.
2. Record a brief summary of the origin and development of the common breeds of swine.

Interest Approach/Set (Preflection)	Estimated Time:	5 min

When Students walk in have them start their bell
pictures of pigs
each kid grabs a picture of a pig and gets out their notebook and describes characteristics of the pig they got.

Learning Activity 1	Teching Method(s):	Hands On	Estimated Time:	5 min
Instructor Directions / Materials	**Brief Content Outline**			
When Students walk in have them start their bell ringer. pictures of pigs	each kid grabs a picture of a pig and gets out their notebook and describes characteristics of the pig they got.			

Learning Activity 2	Teching Method(s):	Visual	Estimated Time:	30 min
Instructor Directions / Materials	**Brief Content Outline**			
PowerPoint	kids take notes off the PowerPoint as I talk about the types of pigs on the slide.			

Learning Activity 3	Teching Method(s):	Game-Based Learning	Estimated Time:	15 min
Instructor Directions / Materials	**Brief Content Outline**			
Kahoot	Kids play the Kahoot to review what they just learned			

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	

students will learn the different breeds of swine, understand their origin and development, and know the main characteristics of the swine enterprise.

Evaluation Based on the Learning Outcome Expressed in the Objective(s)
A test over the breeds

Daily Plan	Instructor:	Ms. Jarecke
Course: Mig Welding		
Unit Title:		
Lesson Plan Title: Vertical Down Mig Weld		

Contextual/Set	**Where have you been?**	**Where are you going?**
Essential Question: (Law 2)	**Why would we use a vertical down weld in welding?**	
Objective: (Law 1, 4)	The learner will be able to produce a penetrated vertical down weld	

Learning Activity 1 (Laws 3,4,5)	**Estimated Time:**	**1 hour**
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	Chage settings to produce a vertical down weld Demonstrate a vertical down weld Watch the student and give feedback	Watch Weld Get feedback Weld

Summary (Reflection) (Law 6, 7) (End of the class)
Go over essential question and review welds.

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

Daily Plan	Instructor:	Ms. Jarecke
Course: Animal Science		
Unit Title: Genetics		
Lesson Plan Title: Punnet Square		

Contextual/Set	**Where have you been?**	**Where are you going?**
	Genetic mutations	**Genetic selection**
Essential Question: (Law 2)	**How do genetics impact the livestock we produce?**	
Objective: (Law 1, 4)	The students will be able to create a punnet square correctly to predict the outcomes of genetics.	

Learning Activity 1 (Laws 3,4,5)	**Estimated Time:**	**5 min**
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	Ask essential question and go over the objective	Answer essential question

Summary (Law 6,7)	**Transition**
Essential points to summarize	**Essential connections to the next Objective. (Scafold)**
-	- Go into powerpoint from essential question

Learning Activity 2 (Laws 3, 4, 5)	**Estimated Time:**	**35 minutes**
Instructor Directions	**What will the teacher do?**	**What will the student do?**
	Go through the powerpoint and teach students how to create and understand a Punnett square.	*Follow along and take notes* *Create a Punnett square based off scenarios provided.* *-Worksheet on punnet Squares Due next day*

Summary (Reflection) (Law 6, 7) (End of the class)
Go over why we use punnett squares. Go over why genetics are important. Go over essential question again.

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

Daily Plan	Instructor:	Ms. Jarecke
Course: Plant Science		
Unit Title: Soils		
Lesson Plan Title: Soil Chemistry		

Contextual/Set	Where have you been?	Where are you going?
	Soils Basics	Soil ph Lab
Essential Question: (Law 2)	What does chemistry have to do with soil?	
Objective: (Law 1, 4)	The students will be able to list 3 conditions that can lessen or increase the impact of soil pH on plant growth.	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	5 min
Instructor Directions	What will the teacher do?	What will the student do?
• Make sure Jackson and David aren't in a group • Could be groups of 3	• Ask essential question wait 2 minutes • Have them pair up in 30 seconds or less • Ask each group what they came up with as an answer	• Think pair share • Write down their thought in the journal • Pair up with a partner and discuss • Each group will share with the class

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scafold)
- Correct them if theyre wrong with the right answer	- Hand out worksheet for follow along during powerpoint - Review from yesterday at beginning of powerpoint

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	30min
Instructor Directions	What will the teacher do?	What will the student do?
• Stand at the back of class they talk a lot • Check pace and see if anyone needs you to slow down	• Go through the powerpoint • Ask questions periodically	• Follow along with the notes • Ask questions as needed

Summary (Reflection) (Law 6, 7) (End of the class)
• Go over essential question • Have students write 3 conditions that can lessen or increase the impact of soil pH on plant growth on a sticky note from each person. • Review for the ph lab tomorrow • Answer any questions

8:15

Demo 30 30
Reflection 15 8
Skill/plan 15 15

53/60

ALEC 308 – Laboratory Instruction and Management
Scoring Rubric for Assignments # 1 through # 3
Presentations Demonstrations

Evaluating a Demonstration

Subject of Demonstration ______________________________

Student Ellie Jarecke Observer Knoll Date 9/29/22

Evaluation Code: 1=Strong; 2=Satisfactory; 3=Needs Improvement; 4=Not Observed

Criteria		Comments
1. Group was arranged as all could see and hear.	(1)–2–3–4	Go to the back sheet and save me your best guess.
2. Proper materials, equipment and/or supplies were ready and correctly arranged.	(1)–2–3–4	
3. Equipment was in good and working condition.	(1)–2–3–4	Good job following up with students to guide them
4. Overview of the demonstration (important steps, key points, techniques, or operations) is presented to students emphasizing the need for instruction.	(1)–2–3–4	answers to Review
5. Devices for arousing and sustaining interest were evident.	(1)–2–3–4	stated OBJ
6. Demonstration presented in a step-by-step fashion that clearly discerns the components of the process. White board, handouts, or technology used as appropriate.	(1)–2–3–4	Transition; Step 1 using the skill sheet
7. Principles basic to important steps where brought out and steps were repeated as necessary to clarify hard-to-conceive procedures.	(1)–2–3–4	Step 2, Step 3, Step 4, Step 5, Step 6
8. Questions were used to good advantage.	(1)–2–3–4	
9. Safety precautions were stressed.	(1)–2–3–4	
10. Operations were performed skillfully.	(1)–2–3–4	
11. Key procedures were effectively summarized.	(1)–2–3–4	
12. Proper use and care of equipment were emphasized.	(1)–2–3–4	students then reviewed
13. Student participation added to the effectiveness of the demonstration.	(1)–2–3–4	Good questions to guide them to think and to state each steps
14. Content or task demonstrated was of appropriate scope and sequence.	(1)–2–3–4	
15. Equipment and supplies were properly returned.	(1)–2–3–4	

Notes:

~~Ellie – I liked how you kept questioning students to think and follow your process. You did a good job keeping on task and focused on your objectives. The fact you had all students do the videos and talk through it gave you confidence that they could start welding the next day with focus on the steps.~~

EQ – (might question at the start of it give)
OBJ – stated
INT APP – used previous instruction
CONTENT – good clear process
SUMMARY – Good practical review

overall good job!

It's clear you know the content!

Evaluation of Classroom Instruction

Student Teacher Observed: ELLIE J Cooperating School: —
UNL Evaluator: KNOLL Date: 3/9/2023
Lesson(s): INQUIRY

Competency	YES/No	Comments
Connecting with Students		
Was the teacher ready for instruction? Did the teacher: • know their content? • use familiar analogies? • practice what they asked students to do? • prepare varied instruction at an appropriate level?	yes	planned well and ready for instruction
Were students ready for instruction? Did the teacher: • gain student interest and attention before beginning? • pause when attention was interrupted? • exhaust students' attention?	yes	yes.
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: • know the language of the learners? • USE the question through the lesson to gain feedback from students? • use clear and concise language?	yes	EQ used as a bell ringer. students write answer. why is rationing cattle just important.
Objectives presented Did the teacher state/present the lesson objectives? Did they: • 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	on a slide: knowing your audience you may want to answer "why" this matters
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? • could students connect to the learning? • did the teacher activate students' thinking and encourage students to do the work of learning?	yes	Good, just use questions to confirm all students know content and terms
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: • assess/summarize with students based on the objective?	yes	I says your work that was good. because of your slips in 4054 you might talk on your EQ as well.

Engaging & Adjusting to Students		
Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they: • use questions to confirm learning? • solicit specific feedback to help students self-assess? • AND can students reproduce what was taught?	yes	as you start your lesson spend time with questions confirming info. If you speak to one group try to confirm with all
Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?	yes	this is an area of strength. Because you are prepared and have planned well -
Instructional adjustments Did the teacher adjust to instructional disruptions? Did they: • adjust to student behavior? • vary timing/methods in relation to student understanding?	yes	good as you responded to Frank, Bailey and Logan good as the PPT did not work!
Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?	yes	Keep working in this area. you all tell me! good job pressing student to think

Additional comments: ELLE, you do a good job confidently teaching from your power point. Today was a good example of why you may "always" need a "Plan B" just in case. Print your PPT & include that with your lesson plan. I also want you to think about planning for 5 or 6 steps daily. How do you see planning working in that reality for you?

1:48

Evaluation of Classroom Instruction

Student Teacher Observed: Ellie J
UNL Evaluator: Karoll
Cooperating School:
Date: 2/23/2023
Lesson(s): Careers

Competency	YES/No	Comments
Connecting with Students		
Was the teacher ready for instruction? Did the teacher: • know their content? • use familiar analogies? • practice what they asked students to do? • prepare varied instruction at an appropriate level?	Yes	Bell Ringer • you were well prepared • you knew Ale Explorer • you used the survey well
Were students ready for instruction? Did the teacher: • gain student interest and attention before beginning? • pause when attention was interrupted? • exhaust students' attention?	Yes	Good jobs getting out from behind the podium
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: • know the language of the learners? • USE the question through the lesson to gain feedback from students? • use clear and concise language?	Yes	Followed Bell Ringer w/ EQ. what careers interest you
Objectives presented Did the teacher state/present the lesson objectives? Did they: • 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	POSTED on board Good Visual powerpoint
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? • could students connect to the learning? • did the teacher activate students' thinking and encourage students to do the work of learning?	Yes	T-P-S separate each component THINK ... Time wasters JOT DOWN ... SHARE ... • structured well • explore Ale QUIZ AS EACH TEACH • Good organization • SHARE small group points
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: • assess/summarize with students based on the objective?	Yes	Good job Summarizing information for your students Good job Summarizing the lesson goals and objectives

Engaging & Adjusting to Students		
Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they: • use questions to confirm learning? • solicit specific feedback to help students self-assess? • AND can students reproduce what was taught?	yes	Good w/ TPS Good transition to Hot Explored Good use of the article to facilitate discussion
Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?	yes	Good job interacting with students
Instructional adjustments Did the teacher adjust to instructional disruptions? Did they: • adjust to student behavior? • vary timing/methods in relation to student understanding?	yes	Good job keeping students at the same pace.
Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?	yes	Good facilitation

Additional comments: Very good job.
- you were organized
- you did a great job facilitating the flow
- good job of allowing discussion

Ms. Jarecke's Program Philosophy

Ellie Jarecke

As a senior in high school, I was allowed to teach our Intro to agriculture and animal science classes. Which taught me so much inside the classroom and outside of the classroom. The approach in which I did things became vastly different. As a prior student in those classrooms I knew the kids didn't want to sit in a lecture, they wanted more hands-on experience and projects to learn. The classes I got to teach her were vastly different than the way that I was taught them. The Ag classes and FFA are a place where kids go to learn real world experiences. Which was what I wanted to provide them with.

From being a kid in the classroom to being the one teaching I realized that not all the students learned the same way I did. As I like to lecture and do more projects some of the kids needed more hands-on experience. Which CTE classes offer more leadership skills, real world experiences, and career development than a general education classroom. I plan on helping kids expand that knowledge in and outside of the classroom. I hope to be able to take my students out for real world experiences such as harvesting in fall, calving in winter, and a spring trip to welding and fabrication shop. By going on these trips it would allow them to see the work it takes to make those things go around.

As balancing procedures and constraints can be hard to balance in an ag classroom. Working with them will always be vital. Working with those provides a safe environment that allows students to gain experiences and career development. As I was given the opportunity to teach, I found my passion. By opening the doors for these students we allow them to work on career devilment. CTE programs span from nursing to welding which is a broad area. As the students get to do hands on work in programs it allows them to find a passion. Which can be beneficial to their future for leadership roles, college, and life after high school.

When delivering information I want the students to retain as much as possible and expand on the material I give them. As the 5th Law of teaching states "Excite and direct the self-activities of the

pupil, and as a rule tell him nothing that he can learn himself." I want to have a program that allows students to challenge their mind. I want them to be able to work through problems and challenges and be there for guidance. By allowing them to figure things out and come to me for more information then what was provided to them they will gain more knowledge. As problems and challenges don't always have an answer I hope to provide them with information to make them successful.

Being a consistent teacher well how many students with becoming successful. Throughout my program I hope to be able to have students who achieve goals that they never thought were possible. Giving them real world experiences, aiding in their learning, and career development to help them succeed in the future careers that they choose. By being consistent and setting the pace will provide them with the valuable material in a classroom. I hope that being consistent will set the pace for their lives. Being consistent will also provide them with an environment of successful learning.

I had that consistency in my high school Ag program which allowed me to grow. I was trusted and given all the tools to be successful. By being allowed to teach those courses I made so many contacts outside of the ones I already had. It allowed me to thrive and become a better future teacher as I sit back and think about how thankful I am for that opportunity. I hope to provide students with the exact same. By helping them find their future career and supply them with those real world experiences that I gained. CTE programs are so beneficial to students minds as we open so many new doors. I wouldn't be an ag teacher without that opportunity.

Program Model Rationale

My program model revolves around hands-on experience, real-world experiences, leadership skills, and career development. The purpose of this model in my classroom will be to help students navigate through the courses in the ag classroom, SAE's, and FFA. By giving them so many vast opportunities, I will be able to help prepare them for post-high school. Keeping students involved and coming back to take classes may take some strategy.

The students will have had hands-on experiences from SAE's to classroom activities. Students will have many opportunities to learn leadership and employment skills from reports and career development activities that tie into their supervised agriculture experiences. Even if the students are not in FFA they will have an SAE that will get graded weekly on progress. The weekly grading can be found in the SAE packet. As I will grade these weekly it will keep the students on top of keeping track of paycheck, spending money, and weekly activities. Teaching students to track this and be efficient at it. By having every student have an SAE it will provide all the students in my class with the ability to broaden knowledge on colleges, learn different types of projects and SAE's, and use immersion SAE's to do school based projects that reflect on post high school experiences. As post high school experiences are valuable to determine which college they're going to attend, if they're going straight into the work force, and can even provide them with an internship in your future field of work.

The students in my classes aren't required to join FFA, but it's recommended in the courses. As the material students learn in class can be tied back into their SAE's and contests. The FFA contests can be used as scholarship opportunities, SAE's, and classroom activities and information. The classroom materials based on the classes will relate to a contest in which the students can compete to offer real world experiences and leadership opportunities. There are a

vast variety of contests in LDE's and CDE's which all can relate to the following classes. Through FFA students will have the opportunity to join committees, run for office, and be on teams. By learning these basic skills and can help them excel in a future profession, be an active team member at work, and provide them with opportunities such as scholarships to further their education. These contests, meetings, and conferences help students to become more diversified with network working, better communication, and even learning parliamentary procedure. FFA provides students with a vast variety of opportunities from peaking their interests in a contest, learning, and becoming a leader. To be a leader with influence their future positions in college, jobs, committees.

By starting with the 7th and 8th-grade students, I can start planting the seed of agriculture in their heads. Using creative ways to keep the students engaged, beginning at an exploratory level, will help me involve students in my program. As the students will have taken my classes in 7th and 8th grade, they should have gained knowledge of my program. Students will start by taking Intro to AFNR their first year, they will have gained background in many aspects of agriculture. They will have learned about animal science, plant science, the history of agriculture, and so many more topics.

As the students move onto the 3rd semester of high school in a classroom, they will be given basic classes to develop their interest. Those classes are animal science, plant science, welding, and natural resources. They will start to learn the basics of the chosen class or the scheduled available class. These will serve as a basis for understanding the classes. These classes will help the students engage in real-world experiences as well as hands-on experiences. We will do many hands-on activities and a job shadowing project in each of these classes to help the

students better understand the jobs in these career fields. It will give the students a more diverse knowledge of the curriculum and the area.

The 4th semester of their high school career will be based on students' numbers and amount of interest. From the class animal science, it will either lead to vet science or livestock management. Plant science will go into Soils or Horticulture. Welding will lead to small engines or metal fabrication. Finally, Natural Resources will go into wildlife management or rangeland management. These classes will rotate every year. I will provide one of the courses and the next, and I will teach the other class. To provide the students will a more diverse background. This will allow the students to investigate different fields of agriculture. As students who have a diverse background it can help them get jobs in specific fields, help them decide on a future job, and give them opportunities to branch out and risk while trying new things. As your future isn't set in stone things can change. Being cattle ranch you may need to know the quality of grass. Which these classes allow you to be diverse to prepare you for your future.

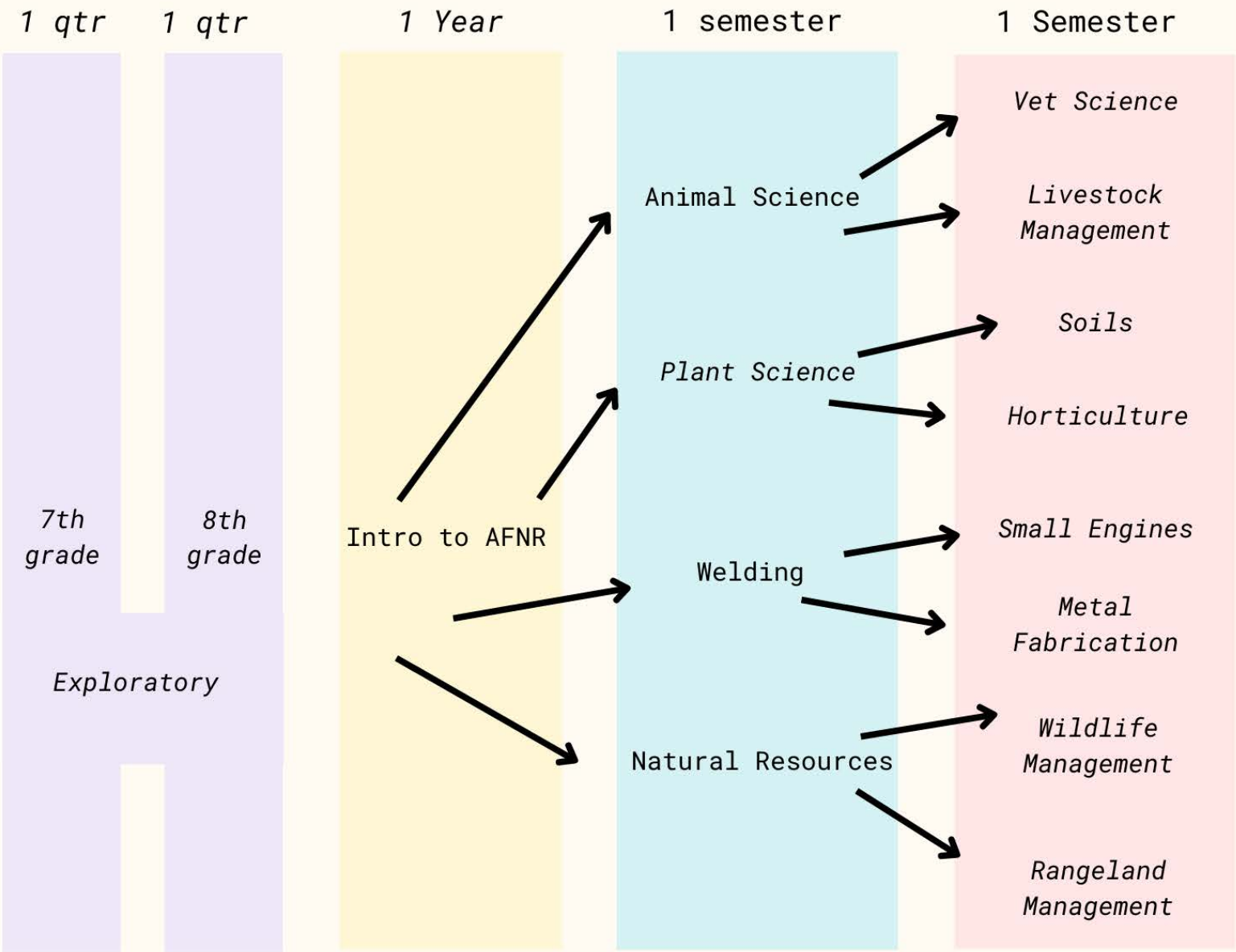
The final class I will offer the students will be agribusiness and ag leadership. One of the previously listed will be offered each semester. The students will be given an opportunity to work on career development, employment skills, and leadership skills. This class will revolve around their SAEs and developing critical strengths for the students. By taking this class, it will allow the students to create many new opportunities or avenues they can go down for career paths. Not all students choose the college route, so this class will provide them with essential business skills. This class will enhance what life after school is like with their SAE's in full swing. They can use it as an entrepreneurship, money management, learn responsibility to harbor lifelong learning and preparation for post high school. As students will need know how to manage money for buying a house, saving for a car, or for a family. They could start their own

company from their SAE's they have already started. Learning how to be responsible in many aspects such as paying bills on time, showing up to work on time, and finishing a project on time.

As not all classes can work around the student's schedule, I will have the option of independent study. This class will only be offered to juniors and seniors. The students' material will be provided online to work in a self-paced environment with regular check-ins and homework. The student in the independent study will be allowed to benefit from the in-class activities as coordinated with other teachers. They will be offered the same learning outcome as the students in the regular classroom.

The students will have plenty of opportunities to gain hands-on experience, real-world experiences, leadership skills, and career development in my classroom through classroom lessons and activities, SAE's and FFA. By creating an environment that is not only exciting but educational, it will take the students far and help them gain the necessary knowledge to help prepare them for post-high school.

PROGRAM MODEL



1 Year (Seniors)

Ag Business/Ag Leadership

Marketing Plan

Strategy	Activities	Timeline	Successful Criteria
Officer Retreat		End of May- Summer	Meet and create bond with officer team
Meet & greet students and community	1. Food 2. Questions about me 3. Questions about the program	Done by July	Meet community members, meeting students, show plans
Make flyers	Convince students to join FFA	August	Getting new members
FFA monthly meetings	Hold a meeting and go over business	August- May	Get through all information on itinerary
Reach out to community members/ businesses	Contact member of community	August	To gain support of the chapter
Alumni Meeting	1. Tell them about my program philosophy. 2. Take input	August- September	Get to know the alumni
CDE & LDE contests	1. Take students to contests. 2. Publish paper articles. 3. Post on social media	CDE Season	Get the public to see our achievements and the students involved
Fundraisers x2	Get students to participate	One each semester	Gain money for the FFA program
Community Volunteer Activity	Student volunteer hours where needed in the community	1st semester	Give back to the community
Paper and Social Media	Update paper and social media	Entire year	To show our community involvement and projects
Attend State FFA	State FFA	April	Have students compete and go to the conferences
End of year Banquet	Sell tickets for $5 to our banquet .	April	Showcase all our achievements and install new officer team
SAE visits	Visit kids SAE's	Summer	3 visits in first year

Ms. Jarecke's Classroom

Code of Conduct & Due Process

ABC Public Schools

Respectful

- We will be respectful of others.

Accountable

- We will be accountable.

Risk

- We will risk

Effort

- We will provide effort.

Contact Sheet

Please have a parent or guardian fill out this information.

Students Name: _____

Primary Contact

Parent or Guardian Name: _____

Parent or Guardian Number: _____

Parent or Guardian Email: _____

Secondary Contact

Parent or Guardian Name: _____

Parent or Guardian Number: _____

Parent or Guardian Email: _____

Code of Conduct

In this classroom I expect you to be respectful, accountable, risk on tasks, and put in effort. I want you to succeed in my classroom and will give you all the necessary materials to achieve this goal. I will also need you to put in the work though.

Respectful:

- Be respectful towards everyone
    - Treat others the way you want to be treated.
- Respectfully leave your phone in the bin

Accountable:

- Bring papers, pencils, notebooks to class
- Turn in homework on time
    - Unless discussed with Ms. Jarecke
- Show up to class on time
    - If late get a note from the office

Risk:

- Don't always go the safe route in projects. Branch out and explore new opportunities.
- Ask questions if you need help
-

Effort:

- Put effort into homework, group projects, assignments, and projects.
- Provide effort to keep fellow classmates on task

By not following these expectations or ones stated in the McCook Public Schools handbook will result in system shown below.

Expectation broken	1st time	2nd time	3rd time
Respectful	Have a conversation with the student	Contact parents/guardians	Inform parents/guardians and administration
Accountable	Have a conversation with the student	Contact parents/guardians	Inform parents/guardians and administration
Risk	Have a conversation with the student	Contact parents/guardians	Inform parents/guardians and administration
Effort	Have a conversation with the student	Contact parents/guardians	Inform parents/guardians and administration

Ms. Jarecke's comments:

_____
_____
_____
_____

Parental/ Guardian Comments:

_____
_____
_____

Administration Comments:

_____
_____
_____

I _____ have read and understand the statements made above and agree to follow them. If I am to disobey them I understand disciplinary action will be taken. I am fully aware of the consequences which could happen.

Students printed name: _____

Students signature: _____

Date: _____

Parent/Guardians printed name: _____

Parent/Guardians signature: _____

Date: _____

Ms. Jarecke's Classroom

Safety Code of Conduct

Responsible

- We will be responsible in the shop.

Alert

- We will be alert of our surroundings.

Task

- We will be on task.

Effort

- We will put effort into keeping the shop safe

Contact Sheet

Please have a parent or guardian fill out this information.

Students Name: _____

Primary Contact

Parent or Guardian Name: _____

Parent or Guardian Number: _____

Parent or Guardian Email: _____

Secondary Contact

Parent or Guardian Name: _____

Parent or Guardian Number: _____

Parent or Guardian Email: _____

Code of Conduct

In this classroom I expect you to be respectful, accountable, risk on tasks, and put in effort. I want you to succeed in my classroom and will give you all the necessary materials to achieve this goal. I will also need you to put in the work though.

Responsible:

- Be responsible with tools and equipment provided.
- Put tool back where you got them or in the correct location.
- Inform Ms. Jarecke with any problems that may arise.

Alert:

- Pay attention to work you're doing.
- Alert other students of the activity you're doing such as welding, cutting, etc.
- Always be alert of your surroundings

Task:

- Stay on task
- Check machines and make sure in proper conditions

Effort:

- Put effort into homework, group projects, assignments, and projects.
- Provide effort to keep fellow classmates on task

By not following these expectations or ones stated in the McCook Public Schools handbook will result in system shown below.

Ms. Jarecke's comments:

_____

_____

Expectation broken	1st time	2nd time	3rd time	4th time
Responsible	Have a conversation with the student	Have a conversation with the student	Have a conversation with the student	Contact parents/guardians
Alert	Have a conversation with the student	Have a conversation with the student	Have a conversation with the student	Contact parents/guardians
Task:	Have a conversation with the student	Have a conversation with the student	Have a conversation with the student	Contact parents/guardians
Effort	Have a conversation with the student	Have a conversation with the student	Have a conversation with the student	Contact parents/guardians

_____

_____

Parental/ Guardian Comments:

_____

_____

_____

I _____ have read and understand the statements made above and agree to follow them. If I am to disobey them I understand disciplinary action will be taken. I am fully aware of the consequences which could happen.

Students printed name: _____

Students signature: _____

Date: _____

Parent/Guardians printed name: _____

Parent/Guardians signature: _____

Date: _____

University of Nebraska Lincoln

INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
DEPARTMENT OF AGRICULTURAL LEADERSHIP,
EDUCATION AND COMMUNICATION

May 1, 2023

Dear School Administrator,

I am pleased to recommend Ms. Ellie Jarecke as a candidate for your position as a secondary agricultural education teacher. I have known Ms. Jarecke as an undergraduate student in UNL's agricultural teacher preparation program for almost two years as an NCTA transfer student, my academic advisee, a student in my class, and an active student on campus. Over this time, Ms. Jarecke has grown as a thoughtful student and promising teacher.

I particularly respect Ms. Jarecke's dedication and resiliency in navigating teacher preparation programs through two institutions and covid. Originally from the McCook area, Ms. Jarecke attended the Nebraska College of Technical Agriculture, where she excelled on campus. Starting at a smaller school, she learned many practical hands-on aspects of production agriculture, which will be valuable to her in a high school teaching position. She brought these experiences with her to UNL's East Campus and our programs, where she is completing her teacher preparation. She has extended her preparation to include work experiences in technical agriculture and natural resources, including working on a ranch, as an agronomy intern, working in a welding fabrication shop, and as an entrepreneur. Because of these diverse experiences, I expect that Ms. Jarecke will be able to build quick and positive relationshiops with students and local stakeholders in a way unique to many new teachers.

As a preservice teacher, Ms. Jarecke will be student teaching at Eustis-Farnam High School under Mr. Chad Schimmels. Knowing him, Mr. Schimmels will expect the best from Ms. Jarecke every day. Eustis-Farnam is known as one of (if not the most) competitive schools in Agricultural Education and FFA in Nebraska. After winning three state championship Career Development Events (Meat Evaluation, Food Science, and Agronomy), Eustis-Farnam will be competing at the National FFA Convention in these events this fall. Ms. Jarecke will be learning from Mr. Schimmels on how he sets high expectations for and motivates his students—which will be invaluable in helping her frame her approach as a future teacher.

Ultimately, I am pleased to give Ms. Ellie Jarecke a **high recommendation** as a candidate for an agricultural education teaching position. To me, her past speaks well about how Ms. Jarecke will fully engage her students and community as a future secondary agriculture teacher. Please feel free to contact me with questions about this excellent preservice teacher at matt.kreifels@unl.edu or [redacted].

With appreciation,

Matthew S. Kreifels
Associate Professor of Practice

Becky Haddad
University of Nebraska-Lincoln
Agricultural Leadership, Education & Communication
Assistant Professor
haddad@unl.edu | [redacted] | 237 Filley Hall

May 3rd, 2023

To the Agricultural Educator Search Team at [redacted] Public Schools,

Thank you for the opportunity to recommend Ellie Jarecke as a candidate for the Agricultural Education position at [redacted], Public Schools. I have had several opportunities to work with Ellie over the last year and have been impressed with her dedication, fortitude, and desire to maximize opportunities.

My primary interactions with Ellie have been through our Program Development course (ALEC 413), however, that class also presents several opportunities to engage with students beyond class. One such opportunity is helping with Career Development Events (CDEs) at the Nebraska State FFA Convention. This spring, Ellie volunteered to help with the Ag Issues CDE after she got done with another commitment. She didn't need to commit this extra time, but what really highlights Ellie's dedication—beyond her willingness to show up—was her willingness to dig in. Ellie was unfamiliar with Ag Issues forum prior to volunteering for the event, but during the event, engaged with me and the judges to share what she was learning and how she was thinking about synthesizing this experience in her future classroom. She is truly dedicated to finding meaning for her students in each opportunity.

Ellie has also shown immense fortitude over this semester. While balancing being a full-time student and the demands that accompany our junior block (including additional time outside class *in* agriculture classrooms), Ellie has been taking up an immense supporting role for her younger siblings as her mom battles ongoing health issues. Balancing a courseload, work, and relationships is often enough for any college student. Despite the toll it has taken on her physically and emotionally, Ellie has committed to the effort to support her family and maintain her progress in our program.

Finally, Ellie's work in ALEC 413 communicates an immense desire to provide her students with the best experience in Agricultural Education. While Ellie has a lot to learn, I have no doubt she will learn it with her students' and community's best interests at heart. She endeavors to support those she works with to harbor lifelong learning and prepare them for what's next.

I've very much enjoyed the opportunity to get to know Ellie over this term and appreciate the opportunity to vouch for her current and potential success. I have no doubt Ellie will excel in her future career as an agricultural educator. Thank you for your time, and please feel free to reach out with additional questions.

Sincerely,

Becky Haddad, Ph.D.

Agricultural Education

April 29, 2023

To whom it may concern:

I am pleased to write this letter of recommendation for my mentee Ellie Jarecke. Ellie is an outstanding young lady who I have had the privilege of working with since she was a sophomore in high school.

I have worked alongside Ellie first as her FFA advisor, next as a 4-H mentor, and most recently I have assisted her with her preparations to become an agriculture educator herself. Ellie has always had a passion for FFA and gave her heart to serving the organization. While in high school she was elected to serve as the chapter President two years in a row. When I was her teacher it was a no-brainer to go to Ellie for assistance or to compete in an FFA contest because she always said yes and she always completed tasks at a high level. While in high school she competed in a variety of contests and was extremely successful. This taught her what it takes to become a champion.

Once I left the education world I continued to maintain my relationship with Ellie through 4-H and got to spend a summer with her showing sheep. Her lamb was housed at my farm as she didn't have facilities at her house suitable for the lambs to stay. Ellie was faithful about coming out to feed, exercise, wash, and train her lamb all summer long. In just one summer she went from never having a sheep project before to getting a purple ribbon in showmanship at the State Fair. The purple ribbon is truly a testament to her hard work and dedication in learning something new and becoming proficient at it.

Her time at NCTA and UNL have been no different when it comes to her level of involvement and dedication to ag education. Ellie has taken the initiative to complete practicum hours at schools that have strong ag ed programs which has helped broaden her knowledge of the profession. This year alone she helped with various contests as a volunteer at State FFA Convention which helped to introduce her to other people in the ag ed realm that will be of continued assistance to her as she transitions into serving as a full time teacher.

I know that Miss Jarecke's commitment and dedication to this profession and her ability to inspire students will make her a qualified applicant for any position within our profession. I feel confident that she will instill a tradition of excellence in your school's program and I highly recommend her for this position.

Sincerely,

Lauren Miller
Former Agriculture Education Instructor