

PORTFOLIO



ELLIE STOHLMANN

2023

AGRICULTURAL EDUCATION

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Personal Introduction

Ellie Stohlmann is a junior Agricultural Education major originally from Ashland, Nebraska where she attended Ashland Greenwood Public schools K-12. Growing up Ellie has always had a passion for agriculture, she grew up around feedlot production and the rodeo industry her whole life. Both her parents have taught her the importance of hard work and achieving her goals no matter what it takes. She honestly never saw herself being an Ag teacher until she enrolled in Ag classes and became an FFA member. Annalisa Estrela was her ag teacher and she truly made a huge impact on Ellie's life which then made her passionate about Ag education. Ellie truly wants to make an impact on students' lives the way Annalisa made an impact on hers.

Ellie Stohlmann's Program Philosophy

To me, teaching means that I am making a difference in a student's life. It means that I am giving them the opportunity to pursue their passions while I am supporting them along the way. Teaching means that I am providing students the chance to take ownership in their life and the way they learn. I strive for my students to want to come to school and my class each day. I realize that every time I stand up to teach students, I am teaching myself new ways to connect with my students and new ways to teach information each day.

Learning means that I get to be creative and to better myself/broaden my horizons with information that I already know. Learning is to never tell someone that they can't accomplish their dreams. Learning is discovering the world around you. Learning is discovering our interests and moving past the familiar and into the unknown. We need to overcome the fear of failure and judgment from our peers and other obstacles to be able to step out of our box and find out what we can accomplish. Learning is overcoming fear. Learning is discovering ourselves. The best way to accomplish learning is to have a stimulating and safe atmosphere. I plan to provide multiple ways to complete assignments and teach the material to accommodate the different learning styles. I want to challenge students academically and make a balance between caring and being challenging as I teach. To allow students to be creative and broaden their learning, I will assign tasks that allow them to work on their strengths as well as their weaknesses and makes them step out of their comfort zone. This will allow the students' confidence to flourish and to create a positive view of themselves.

Preparation is critical to any lesson. If I am not prepared and organized, learning will not occur, and I will have to reteach the lesson. Having clear objectives for each lesson plan, unit, and class will help keep me on track to ensure students are taught the most important information. I love teaching via the demonstration-performance method because I am a visual and hands-on learner. Combining this method with lectures would allow auditory learners to retain the information. The hands-on approach will also give students motivation to participate in my activities and give them something to look forward to each day. Once I have taught the information, it is important for students to apply the knowledge they have learned or to reflect on it. This allows for a deeper understanding of information and for the student to connect new information with prior knowledge. I will motivate students by being enthusiastic about the material. If I am, then students will be too. Praising students for their accomplishments and giving feedback to allow students to fix their failures will be a crucial part of my teaching.

To be able to execute my program, I will require each student to have taken my Introduction to Agriculture, Food, and Natural Resources course prior to being able to take any other class that I offer. Students will learn basic agriculture practices and agriculture literacy in this class, so it is imperative that this is a prerequisite. Within all of my classes, I will require experiential learning through the students' supervised agriculture experience (SAE) to allow my students to gain a work ethic, work experience, and communication skills. Participation in FFA competitions will allow students to explore and learn about different pathways that could lead to a career.

I hope that my students obtain a lifelong understanding of agriculture and I want to give them the passion to learn more about what is going around in the world around them. I want my students to have a great work ethic because you can succeed at anything if you work hard

enough. Finally, I want my students to know who they are and what they want in life. If you know your goals, the outline of the pathway is laid for you.

As a professional, I plan to first learn to communicate with other teachers in my building and also with other ag teachers by being active in NAEA. At the same time, I hope to become a member of the community that I am teaching within. I will do this by attending community events and having advisory committees. My next goal would be to have updated equipment in the classroom/shop to allow deeper and safer learning of processes. This will be easily accomplished by learning to write grants. Then, I want to become involved in Project Lead the Way and become trained in CASE to, again, allow for better learning by the students. Finally, I would like to have the ability to pursue a master's degree to allow my students better learning opportunities.

Professional Growth Plan

Student Name: Ellie Stohlmann

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

Ag Ed Program Vision:

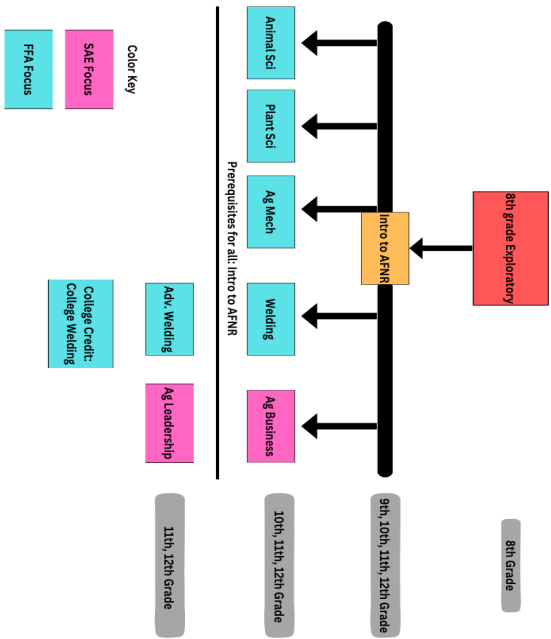
Educator Development Goals:

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

Personal Development Goal	Key Steps	Reflection
Skill: Public Speaking Confidence Goal: Put myself out there in my classes, answer with confidence, talk when input is asked	-presenting lesson plans -interacting in groups -get involved in discussions -gain relationships with my peers	Goal was achieved
Professional Development Goal	Key Steps	Reflection
Skill: time management Goal: set specific time for each class	-do work at least 2 days ahead of time -online classes- start assignments when they're posted -set time for me outside of work and school -write due dates in a planner	Goal was achieved but need to focus on time management more
Community Development Goal	Key Steps	Reflection
Skill: branch out to new curriculum Goal: focus on plant science and agronomy	-focus more in my classes that cover that topic -show more "care" to those topics	Goal is still in progress

Graphical Representation

Program Model



Program Model Rationale

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As I go along throughout the classes I teach, I will bring in community members who have a connection with the content I am teaching. This will allow my students to learn from an outside perspective while gaining respect for those in our community who serve a role in a certain position. Bringing community members into my classroom will allow students to make connections while learning content, hopefully, get some input on their current SAEs if it falls into the same topic, and oftentimes help them as they compete in FFA competitions.

As I go through activities that will take place outside of the classroom, most of them are community service events. One activity I hope to be able to put together is a flea market/farmers market, students will once again be able to make connections within the community as they mingle around the event that is bringing community members together. Another event is trash pickup, students will serve our community by picking up litter along the highways. Once community members see students taking time out of their day to pick up trash, it will show those members that we respect the community that we're a part of.

Having an officer team will allow students to go through a process that is a mock interview. This process will give students an understanding of what a job application and interview will contain before they go out into the workforce and start applying for jobs. Once students are elected onto our officer team they will immediately take a leadership role which will set them up for success in future leadership roles and decision-making. My officer team will also participate in team bonding and training, team bonding will teach them how to work together when personalities clash and training will teach them how to execute decisions and leadership when situations come about.

I plan to require FFA members to compete in at least one LDE or CDE to hold their membership. By doing this, students will encounter teamwork, decision-making, public speaking, hard work, determination, and much more skills. Many of the classes that I plan to offer will allow students to find out what their passion is, this may also allow them to determine which FFA competition they want to compete in. Those classes they take will also provide material to use in FFA competitions that correlate. For the SAE component, the classes I will provide, especially Ag Business, will allow students


to understand the importance of how to handle money throughout their SAE. My Ag business class as well as my Intro to Ag class will provide times for students to dig deeper into AET record books. The intro class will be a brief cover as many students won't have an SAE yet but will direct them in the right direction when the time comes for them to determine their SAE and keep records. Most Fridays will be available for students to work on their record books during class time, this time will allow me to work with students to ensure they're in the right direction with their SAE and records. Students will set goals for themselves in FFA and their SAE project. Goals will be evaluated throughout the semester, and in the summer with SAE visits.

Ultimately, my program will allow students to gain respect for not only themselves but community members as well. Students will gain skills to prepare them for success as they start working and go into their future careers after high school by participating in FFA and community service events, running their SAE, and gaining knowledge in the classroom with hands-on experiences.

Scope and Sequence

📄 Copy of Scope & Sequence-Blank

Extended Contract

 Extended Contract

Example Lesson Plans

Daily Plan	Instructor: Ellie Stohlmann
Course: Animal Science	
Unit Title: Equine Breeding	
Lesson Plan Title: Stud Selection- Inquiry	

Contextual/Set	Where have you been?	Where are you going?
	Beginning the breeding lesson	further into species breeding selection
Essential Question: (Law 2)	Why is it important to know the qualities studs have before you breed them to your broodmare?	
Objective: (Law 1, 4)	TLWT- Collect Data on 4 studs to meet the right qualities (stud fee, breed, age, semen, height, color, specialties) for their broodmare TLWT- understand the importance of breeding to a stud with the right qualities for your broodmare	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	20 minutes
Instructor Directions	What will the teacher do?	What will the student do?
collect data on the 4 studs given, determine the correct stud that meets the requirements	hand out data sheets, give instructions to students	determine the correct stud to breed to based on the requirements

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
- Students understood how to find a stud that meets their breeding requirements	

Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)		
Objective: (Law 1, 4)		

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?

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

Students have gathered information about 4 studs and determined the right stud to breed to based on their breeding requirements

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

file:///Users/elliestohlmann/Downloads/Tellers%20Dash-%20Inquiry.pdf
file:///Users/elliestohlmann/Downloads/A%20Streak%20Of%20Law-%20Inquiry.pdf
file:///Users/elliestohlmann/Downloads/Pepsis%20Color%20Master-%20Inquiry.pdf
file:///Users/elliestohlmann/Downloads/Midnight%20Exhibition-%20inquiry.pdf
file:///Users/elliestohlmann/Downloads/Your%20Stud%20Requirements-%20Inquiry.pdf

Example Lesson Plan

Daily Plan	Instructor: Ellie, Brandon, Thomas
Course: Animal Science	
Unit Title: Genetics/Breeding	
Lesson Plan Title: Field trip to Neogen	

Contextual/Set	Where have you been?	Where are you going?
	Animal genetics/breeding	further into genetics
Essential Question: (Law 2)	How do producers test for genetics in their herd/program	
Objective: (Law 1, 4)	Students will observe Neogen while on a tour to determine how producers test their herd to achieve genetics that fit their program	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	20 minutes
Instructor Directions	What will the teacher do?	What will the student do?
Tour Neogen	attend the tour with students to make sure they're engaged in the tour	Students will attend the tour of neogen

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
Students toured Neogen to better their understanding of genetic testing	Now that the students have learned information about genetic testing they will complete an assignment


Contextual/Set	Where have you been?	Where are you going?
	Toured Neogen	Check for understanding
Essential Question: (Law 2)	How does Neogen help producers meet their goals for their program?	
Objective: (Law 1, 4)	students will understand basic genetic concepts and the idea of artificial selection through the lens of animal agriculture.	

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?
Assignment/assessment	assist students throughout the assignment	Students will complete the assignment "Create your own herd" after completion of the field trip

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

Students have learned the importance of businesses like neogen which help producers achieve their goals within their program

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

 Untitled document

SAE/FFA Integration Philosophy

RESUME

EDUCATION

Anticipated August 2024	Bachelor of Agricultural Education, <i>University of Nebraska Lincoln, Lincoln, NE</i>
2022	Associate of Applied Science, <i>Nebraska College of Technical Agriculture, Curtis, NE</i>
2021	High school diploma, <i>Ashland Greenwood Public Schools, Ashland, NE</i>

EXPERIENCE

July 2018-November 2018	<p>Wahoo Livestock Sales, <i>636 E 1st St, Wahoo, NE 68066, (402)-443-3512</i></p> <p>Jason Swanson: (402)-480-0589</p> <p>Tyler Sudik: (402)-443-8669</p> <p>Duties primarily included cleaning pens by hand, clean sale ring, put hay and water in lots and work on sale days.</p>
February 2020-March 2021	<p>Matt Philips Performance Horses, <i>920 Co Rd 4, Ashland, NE 68003</i></p> <p><i>Matt Philips: (402)-616-5331</i></p> <p>Duties primarily included cleaning stalls, feeding, and watering horses, and watching over the health and care of horses.</p>
April 2021-May 2021	<p>Wahoo TLC Childcare, <i>223 S Sycamore St, Wahoo, NE 68066</i></p> <p>Cynthia Beasley: (402)-443-1800</p> <p><i>Duties primarily included working with children from ages 1 month to 12 years of age. Feeding, teaching, playing, and helping the children grow.</i></p>
June 2021-August 2021	<p>Oklahoma Equine Hospital, <i>2652 Reece Lake Rd, Goldsby, Oklahoma 73093 (405)-288-6460</i></p> <p><i>Tanner Snowden: (405)-434-1229</i></p> <p><i>Duties primarily included administering medicine to horses, changing bandages, vet tech assistant during surgeries, and procedures, traveling to farm calls, organizing pharmacy, on-call nights/weekends.</i></p>
March 2022-December 2022	<p>Cowboys, Corgis, Coffee, <i>220 Center Ave, Curtis, NE 69025</i></p> <p><i>Jaden Clark: (308)-660-3224</i></p> <p><i>Duties primarily included managing the coffee shop by myself, communicating with customers, opening and closing the shop, working under pressure and handling money.</i></p>

EXTRACURRICULARS

-
- FFA: 2018 – 2021
 - ❖ Former Secretary 2021
 - ❖ Attended District FFA in 2018, 2019, 2020, 2021
 - ❖ Attended State FFA in 2018, 2019, 2020, 2021
 - ❖ Received Greenhand, Chapter, and State FFA Degrees
 - ❖ Attended National FFA in 2019

 - NCTA Rodeo Team 2021-2022
 - ❖ Competed in barrel racing and team roping in 5 different states

 - ❖ Put together team roping jackpots for the community as a fundraiser for our team

COMMUNITY SERVICE

High Way Clean Up: 2018-2021

- This service was associated with my FFA chapter. We would be assigned a section of highway 6 to clean trash off of, this would happen every spring and fall.

Feed the Farmer: 2018-2021

- This service also was associated with my FFA chapter. Every fall we would make goodie bags of food, go throughout Saunders county, and drop off the bags to farmers in their fields.

District FFA: 2021-2022

- This service was accomplished while I attended NCTA, I judged FFA contests in the spring and the fall. I judged 3 different districts in the fall and spring.

State FFA: 2022

- I volunteered as a judge at state FFA, and I judged 3 different contests.

Letters of Recommendation

Notes of Appreciation

Example Assessments

Floral Design Rubric

Category	10 points	5 points	0 points
Height of the arrangement to the vase	The arrangement was in the correct size relationship.	An attempt was made but the arrangement did not follow the rules of the Greek Mean.	The arrangement did not follow the Greek Mean.
Creation of Dominance	The arrangement had a clear focal point.	The arrangement had a focal point but in the wrong location.	The arrangement did not have a clear focal point.
Creation of Line & Form	The arrangement created a definite line.	Line was created but was not done well.	Minimal line was created
Color Scheme	The colors of materials matched and complemented each other.	The colors of materials somewhat complement each other.	The colors of materials did not match at all.
Balance of Design	The arrangement had both physical and visual balance.	The arrangement had physical balance but minimal visual balance	The creation did not have physical balance and minimal visual balance.
Overall appearance of the design	The arrangement was very pleasing to the viewer.	The arrangement was somewhat pleasing to the viewer.	The arrangement is slightly pleasing to the viewer.
		TOTAL FOR DESIGN	

Teaching Evaluation

Evaluation of Classroom Instruction

Student Teacher Observed: ELITE Cooperating School: _____
 UNL Evaluator: KNOW Date: 4/16/2023
 Lesson(s): Discussion

Competency	YES/No	Comments
Connecting with Students		
Was the teacher ready for instruction? Did the teacher: <ul style="list-style-type: none"> know their content? use familiar analogies? practice what they asked students to do? prepare varied instruction at an appropriate level? 	yes	Good prep w/ ppt.
Were students ready for instruction? Did the teacher: <ul style="list-style-type: none"> gain student interest and attention before beginning? pause when attention was interrupted? exhaust students' attention? 	yes	Good Link's provided
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> know the language of the learners? USE the question through the lesson to gain feedback from students? use clear and concise language? 	yes	USE YOUR EQ. IS IS GOOD ONE BUT. YOU DID A GOOD JOB TRYING TO DEFINE ANIMAL RIGHTS DURING ANIMAL WELFARE, BECAUSE YOUR GROUP COULD NOT ANSWER YOUR EQ. YOUR REGULAR CLASS WILL!
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? assess/summarize with students based on the objective? 	yes	Good clear objectives excellent ppt. slide
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? <ul style="list-style-type: none"> could students connect to the learning? did the teacher activate students' thinking and encourage students to do the work of learning? 	yes	Good and organized all were involved
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: <ul style="list-style-type: none"> assess/summarize with students based on the objective? 	yes	Be sure to focus on details of your objective!

Engaging & Adjusting to Students		
Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they: <ul style="list-style-type: none"> use questions to confirm learning? solicit specific feedback to help students self-assess? AND can students reproduce what was taught? 	yes	Good job moving between groups
Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?	yes	Good. just managing time with short class period
Instructional adjustments Did the teacher adjust to instructional disruptions? Did they: <ul style="list-style-type: none"> adjust to student behavior? vary timing/methods in relation to student understanding? 	yes	Good adjustment to just write on the board
Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?	yes	Very appropriate you got students to think deeper about the content

Additional comments:

LENE. good job using the methods to accomplish your objective. you engaged students with clear directions and as a result good learning took place. Your questions did a good job setting the stage for "HOT SEAT".

THE HOT SEAT was focused on differences between Scenario 1 and Scenario 2. Students return to seats.

Did you differentiate between concepts? This was set up well to accomplish your objective. your students were ready. Use them.

