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Kennedy DeBoer



April 12, 2023

7-12 Family Consumer Science Teaching Position
Fairbury, Nebraska, 68352

Dear Hiring Principal,

Please accept this letter as an expression of my interest in the family consumer science teacher position. This job was recommended to me by my fellow colleagues at Fairbury Jr. Sr. High School.

Throughout the course of my career, I have perfected my time management and communication skills. I am a capable and consistent problem-solver, skilled at prioritizing, and managing projects with proficiency.

I am in tune with new developments in my field. I have proven to be effective and collaborative with strong motivation talents. I enjoy collective brainstorming sessions which allow me to coordinate activities to achieve a common goal.

Please take a moment to review my attached resume. I would greatly appreciate the opportunity to speak with you regarding my candidacy.

Thank you for your consideration.

Sincerely,
Kennedy DeBoer

Kennedy DeBoer



Personal Qualities

Possess great leadership skills and can communicate well with others.

Enjoy working with colleagues and interacting with others.

Learned great work ethic and adaptability skills throughout the years

Achievements

Dean's List

FFA State Degree

FFA Proficiency Award State Finalist

Certifications

OSHA Certified

CPR Certified

Certified Medication Aide

Education:

UNIVERSITY OF NEBRASKA-LINCOLN

- Agricultural Education Major
- Junior, 3.6 GPA
- Expected Graduation December 2023

FAIRBURY JR-SR HIGH SCHOOL, Graduated in May 2020

- 3.7 GPA
- Top 1/3 of class

SOUTHEAST COMMUNITY COLLEGE, August 2018- May 2020

- Participant in Southeast Nebraska Career Academy Partnership

Work Experience:

FAIRBURY PUBLIC SCHOOLS, Fairbury, NE

Substitute Teacher

- Teach students the content given from teacher
- Show care and sympathy for all students
- Work with staff to provide a safe environment

CAPITAL CARE STAFFING, Lincoln, NE

Certified Medication Aide

- Sympathize and care for residents
- Assist residents with activities of daily living
- Communicate with other health care staff members
- Play a hands on role in resident care decisions

Volunteer Work:

CHURCH MISSION TRIPS

- Travel around the U.S. each summer helping those in need
- Clean churches, work with kids, make hiking trails
- Colorado, South Dakota, Chicago, Kansas City

FIREWORK STAND

- Cashier and work with customers, stayed over night
- Sponsor for FFA Chapter in 2021 summer

OTHER VOLUNTEER WORK

- Trash pick ups, serve meals, volunteer at FFA State Convention, work concession stand, counselor at Girls Adventure Camp

Activities:

National Honor Society:

Member for 3 years

Student Council:

Member for 4 years,

FFA:

Member for 4 years, Officer 2 years

Sigma Alpha:

Member for 1 year

UNL Lutheran Center:

Current member

Farm Bureau

Member:



Becky Haddad
University of Nebraska-Lincoln
Agricultural Leadership, Education & Communication
Assistant Professor
haddad@unl.edu | 402.472.3477 | 237 Filley Hall

March 28th, 2023

To the Banks-Glenn Scholarship Selection Committee,

Thank you for the opportunity to recommend Kennedy DeBoer as a candidate for your scholarship program. I have the opportunity to work with Kennedy in two courses at the University of Nebraska-Lincoln this term: Program Planning and Methods of Instruction Lab. In both, Kennedy has demonstrated the pillars of your scholarship program including high character, good citizenship, and moral conduct, and I appreciate the opportunity to elaborate on these.

First, Kennedy demonstrates high character in her work and interactions with peers. In a recent teaching demonstration, she risked boldly and reaped the reward of enjoying her facilitation. When praised for this during group feedback, Kennedy embraced the feedback with humility and found ways to support her peers in their facilitation as well. She reflects on student thinking and learning and pays attention to those she is working with. Given this attention, she works to push her practice to connect and extend students' thought processes.

Ms. DeBoer is an outstanding class citizen. She is present, thoughtful, and contributes. She willingly shares ideas and approaches her classmates with care, concern, and their best learning interest at heart as she gives feedback and shares ideas. I see this especially evident in our Methods of Instruction Lab. Students have numerous opportunities to provide each other feedback as they develop as teachers. Kennedy's is respectful of herself and her peers and seeks growth for all involved.

Finally, Kennedy demonstrates strong moral conduct. She is honest in her work, collaborating when she can and demonstrating her independent development when not. She understands the weight of her chosen profession—teaching—and this shows in her preparation and work towards consistent improvement.

I've very much enjoyed the opportunity to get to know Kennedy over this term and appreciate the opportunity to vouch for her current and potential success. I have no doubt Kennedy will represent your program well, both in her remaining time as a student at UNL and 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



Fairbury Public Schools

1501 9th Street

Fairbury, Nebraska 68352

Mr. Sean Molloy-Principal

Mr. David Davis-Activities Director, Assistant Principal



March 28th, 2023

Dear Banks-Glenn Scholarship Committee,

It is a great honor that I recommend Kennedy DeBoer for the Banks-Glenn Scholarship. I had the opportunity to work with her as her teacher and FFA advisor over the past five years. As her teacher, I can attest to her work ethic in the classroom on her academics. As her advisor, I can attest to the leadership ability she displays in the Fairbury FFA Chapter.

Kennedy has taken several courses in Agricultural Education and was most recently in my Agribusiness Management class and Agricultural Leadership class. She utilized these classes to help her gain knowledge and experience of key concepts and terms that she will be using in her major of Agricultural Education at the University of Nebraska at Lincoln next year. Academically, Kennedy has always been at the top of her Agricultural Education courses by excelling in her work ethic. She is always willing to help others when they are struggling with classroom materials and is also never too prideful in asking for help when she does not understand what we're covering in class. She is an excellent student with a good work ethic and has also excelled in the other classes that she has taken from me. Kennedy focuses in class and is a leader in group discussion and group projects. She works well with others and has the ability to work with a variety of individuals and personalities.

Kennedy was an FFA member for four years and was a great asset to our chapter. Kennedy served as the Fairbury FFA Reporter during the 2018-2019 school year and served as our FFA President during the 2019-2020 school year. Her leadership for the chapter was remarkable. She has also been involved in several community service projects through FFA including cleaning up a stretch of highway 136 by Fairbury, organizing and serving as a group leader for the Jefferson County Farm Safety 4 Kids Day, and she has also helped organize many events our chapter does for National FFA Week. She has also been active in leadership contests and different career development event contests like Parliamentary Procedure, Agricultural Sales, Ag Demonstration, and Livestock Management. Kennedy was a state qualifier in Agricultural Sales two years. Her dedication to the Fairbury FFA Chapter and its members is a testament of her love and passion for FFA and agriculture. She is currently going through the Agricultural Education Teaching block at the University of Nebraska-Lincoln and will be students teaching in the Fall of 2023.

Kennedy is a young woman of character and integrity. Kennedy is excited about the next step of her life in college and is majoring in Agricultural Education. All of her agriculture experiences in the classroom as well as out of the classroom will help her thrive in college and beyond. I strongly recommend Kennedy DeBoer for the Glenn-Banks scholarship

Sincerely,

Thomas Dux
Fairbury Jr/Sr High School Agricultural Education Instructor
Fairbury FFA Advisor

To whom it may concern,

My name is Eric Knoll, and I am an Associate Professor of Practice at the University of Nebraska Lincoln. I oversee the Skilled and Technical Sciences program for future STS teachers at the secondary level. I teach the teaching methods courses in both the lab and classroom settings for STS and Ag education pre-service teachers. I have been privileged to know Kennedy Deboer.

Kennedy is currently completing the Ag. Education teacher preparation program and is just about ready to begin her teaching career. She continues to grow and improve as a future teacher in the Ag Education area. During her experiences in my Lab management and instruction class Kennedy performed with confidence in the technical skill welding area and is willing to try new things and RISK failure as she grows in her understanding of teaching and the instructional methods teachers use. She shows excellent improvement as she progresses through the course and showed a willingness to improve and enhance her instruction and preparation.

I was impressed with her desire to teach in the Agriculture Education area and to take on the rigors of the job. Kennedy is well liked by her peers and represents herself and her family with dignity and responsibility. I can see her being a positive role model for students in her classes as she starts her teaching career.

It is without hesitation that I recommend Kennedy Deboer for this scholarship opportunity. In my opinion she will become an excellent teacher as she continues to improve and I look for Kennedy to be a leader, directing the future for Ag educators in the years ahead.

Sincerely,

Eric Knoll

I am Kennedy DeBoer. I was born and raised in Fairbury, Nebraska. For as long as I can remember, I have always wanted to be a teacher. It was not until I was enrolled in my high school agricultural education program that I figured out that agricultural education was for me and I wanted to spend the rest of my life teaching that. Throughout high school I was involved in just about every activity and sport possible. I love staying busy and being involved with activities that help build my interpersonal skills and make memories.

Now that I live in Lincoln, there is a lot less that I am involved in but I stay busy working still. I am a medication aide for a traveling agency. I enjoy caring for the elders and making connections with them. Also, I have my substitute teaching license at Raymond Central as well as Fairbury. Before I had enough credits to be a substitute teacher I was filled in as needed as a substitute paraeducator in Fairbury on breaks and whenever else I would be home. All of these jobs and activities have taught me what a good work ethic is as well as being committed and reliable to something that people expect you to show up to.

Thinking about my future of being an agricultural education teacher is exciting to me because I have thought about it for years and I am almost to the point of student teaching which is just the beginning of my career in this. Attending the University of Nebraska-Lincoln for three years I have been able to take a variety of different classes just to have a little experience in all sorts of subjects that I may have the opportunity to teach to my own students someday. A few of my favorite classes have been floral design, welding, and a shop management class where I actually get to teach my own classmates while they act as the students. Having all of this variety will ensure that I am ready to take on a teaching position in the near future and UNL does everything they can to make sure that I am prepared.

Name: Kennedy Marie DeBoer
 Student ID: [REDACTED]
 Institution Info: University of Nebraska - Lincoln
 Print Date: 11/27/2022

Other Institutions Attended:

Southeast CC
 Fairbury Jr-Sr HS
 Central CC

Cumulative 50.00 50.00 26.00 87.32 3.358

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Coop Educ Diversified Occupations (9-12)
 Option: Teaching

Summer 2021

Transfer Credit from Central CC

ELEMENTS OF CHEMISTRY B 4.00
 Transfer Totals: 4.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	0.00	0.00	0.00	0.00	0.000
Transfer	4.00	4.00			
Combined	4.00	4.00	0.00	0.00	0.000
Cumulative	54.00	54.00	26.00	87.32	3.358

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Coop Educ Diversified Occupations (9-12)
 Option: Teaching

Beginning of Undergraduate Record

Fall 2020

AECN 141	INTRO ECON OF AGRIC	A	3.00	12.00	
AGRI 42	INTL/PRO DEVL EXPRNC	P	0.00		
	<i>CASNR Start Smart</i>				
AGRO 131	PLANT SCIENCE	C+	3.00	6.99	
AGRO 132	AGRONMC PLANT SCI LAB	C	1.00	2.00	
ALEC 135	FIELD EXPERIENCE	A+	3.00	12.00	
ENGL 150	WRITING AND INQUIRY	A-	3.00	11.01	
FDST 131	SCIENCE OF FOOD	A-	3.00	11.01	

Transfer Credit from Southeast CC

AG TECHNOLOGY A+ 2.00
 BASIC NUTRITION B+ 3.00
 COLLEGE ALGEBRA A+ 3.00
 CROP AND FOOD SCIENCE B 3.00
 INTRO TO SOCIOLOGY C 3.00
 NURSING ASSISTANT B+ 4.00

Transfer Totals: 18.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	16.00	16.00	16.00	55.01	3.438
Transfer	18.00	18.00			
Combined	34.00	34.00	16.00	55.01	3.438
Cumulative	34.00	34.00	16.00	55.01	3.438

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Coop Educ Diversified Occupations (9-12)
 Option: Teaching

Spring 2021

AGRI 115	BIOTCH:FOOD HLTH&ENV	C+	3.00	6.99	
ASCI 100	FUND OF ANIMAL	B+	3.00	9.99	
	<i>BIOL&IDUS</i>				
ASCI 100L	FUND:ANIMAL BIO&INDUS	B+	1.00	3.33	
	<i>LAB</i>				
SCIL 101	SCIENCE&DECISION-	A	3.00	12.00	
	<i>MAKING</i>				
STAT 218	INTRO TO STATISTICS	P	3.00		

Transfer Credit from Southeast CC

BASIC WOODS MANUFACTU A+ 3.00
 Transfer Totals: 3.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	13.00	13.00	10.00	32.31	3.231
Transfer	3.00	3.00			
Combined	16.00	16.00	10.00	32.31	3.231

Fall 2021

AECN 345	ISSUES IN AG&NAT RES	A	3.00	12.00	
ALEC 102	INTERPERSONAL SKILLS	A	3.00	12.00	
	<i>Pre-Service Ag Teachers</i>				
EDPS 457	LRN&MOTIVAT: SEC TCH	B+	3.00	9.99	
TEAC 330	MULTICULTURAL EDUC	A+	3.00	12.00	

Transfer Credit from Southeast CC

GMAW THEORY & LAB B+ 3.00
 Transfer Totals: 3.00

	AHRS	EHRS	QHRS	QPTS	GPA
Term	12.00	12.00	12.00	45.99	3.832
Transfer	3.00	3.00			
Combined	15.00	15.00	12.00	45.99	3.832
Cumulative	69.00	69.00	38.00	133.31	3.508

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Teaching
 Option: Work-Based Learning 9-12

Spring 2022

AECN 235	INTRO COMMODITY	B+	3.00	9.99	
	<i>MRKTG</i>				
ALEC 234	PLNG LDRSHP&EXP PRGM	A	3.00	12.00	
HIST 222	HISTORY OF SPORT	B	3.00	9.00	
SPED 201	INTRO TO SPECIAL ED	A+	3.00	12.00	

	AHRS	EHRS	QHRS	QPTS	GPA
Term	12.00	12.00	12.00	42.99	3.582
Cumulative	81.00	81.00	50.00	176.30	3.526

Name: Kennedy Marie DeBoer
 Student ID: [REDACTED]

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Teaching
 Option: Work-Based Learning 9-12

Fall 2022

AECN 325	MRKTNG AG COMMODITY	(3.00)	0.00
ALEC 308	LAB INSTRUCTN & MGT	(3.00)	0.00
ALEC 494	UNDERGRAD SEMINAR	(1.00)	0.00
COMM 209	PUBLIC SPEAKING	(3.00)	0.00
NREE 357	NAT RES & ENVIRO LAW	(3.00)	0.00
PLAS 261	FLORAL DESIGN I	(3.00)	0.00

Term	AHRS	EHRS	QHRS	QPTS	GPA
Term	16.00	0.00	0.00	0.00	0.000
Cumulative	97.00	81.00	50.00	176.30	3.526

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Teaching
 Option: Work-Based Learning 9-12

Spring 2023

ALEC 405	MTHD INSTR SEC AG SC	(3.00)	0.00
ALEC 405L	MTHDS INSTRUCTN LAB	(1.00)	0.00
ALEC 413	PROGRAM DEVELOPMENT	(3.00)	0.00
ASCI 250	ANIMAL MANAGEMENT	(3.00)	0.00
ASCI 370	ANIMAL WELFARE	(3.00)	0.00
PLAS 306	GREENHOUSE MANGEMENT	(3.00)	0.00

Term	AHRS	EHRS	QHRS	QPTS	GPA
Term	16.00	0.00	0.00	0.00	0.000
Cumulative	113.00	81.00	50.00	176.30	3.526

Program: Ag & Natural Resources Ugrd
 Major: Agricultural Education
 Option: Teaching
 Option: Work-Based Learning 9-12

Undergraduate Career Totals

	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	85.00	53.00	50.00	176.30	3.526
Enrollment	85.00	53.00	50.00	176.30	3.526
Transfer	28.00	28.00			
Combined	113.00	81.00	50.00	176.30	3.526

End of Unofficial UNL Undergraduate Academic Record

Miss. DeBoer's Program Philosophy

I want to educate high schoolers as a CTE instructor while sharing my personal values, teaching them life skills, and showing my passion for education with hopes they will have the same.

Goal 1: Create a learning environment for students to succeed in.

Goal 2: Help students discover a career passion that they have in CTE.

Goal 3: Be an adaptable teacher that can be flexible for last minute changes.

Growing up, I always knew that I wanted to be a teacher from a young age, but I could never decide what age or subject because I never wanted to be limited to one thing. Once I enrolled into my high school agriculture education classes, I had no doubt that that was for me. As these classes were my favorite when I was a student, I want to give that same opportunity to more students when I am their teacher. Within a CTE program students can find individual opportunities, learn life-long skills and an endless amount of other advantages throughout their time in my agricultural education program.

Being a CTE teacher is a huge responsibility as I will be shaping the future in many careers. My students will have hands-on experiences during their high school years so that they will have an idea of what they want to do in their futures. If students are never exposed to different career opportunities, they will never know what they truly want to do until it is too late. Students will be able to go out into the workforce through their WBL and SAE as well as job shadows, mock interviews and anything else that will help them see first hand a certain career. A huge part of this will be through communication between the students and myself so I know what they are wanting from my program specifically. CTE programs entail multiple opportunities that there will be something for everyone.

There is no way as a teacher that I can teach students everything that they will need to know for their futures, but I can show the students that I care and want them to be the best employee possible. At the end of the day, we do what we do to inspire the future and support learning development involved with CTE classes that will have an impact on their lives.

The variety within CTE programs is never ending. For the students, what a great benefit for them as they can learn about anything within CTE programs. Growing up around the agriculture industry, I had exposure to it before my first agricultural education class. This isn't the case for all. I will strive to share my passion for agriculture and working hard with my students who didn't grow up with those values. The best way is to share my

experiences, and find ways for them to get similar experiences. Whether that is field trips, job shadows or any other way to get a student to see the reality.

As a CTE program can teach students a lot about content they can teach even more about life long skills through the hands-on experiences, FFA, and SAE/WBL that they will remember longer than the content that was taught from the powerpoints. As a CTE teacher, I will be adaptable to my students while continuing to check in on them to make sure they are learning but even more enjoying what they are learning. In a successful learning environment, my students will work hard as well strive for success. In my experience, in an environment that you feel welcomed in, students are more excited to be there, as well as more up for new challenges.

At the end of the day, as a teacher it's about the relationships that we build and our main goal is to watch our students have success throughout their entire life. Though not everyone is going to be an agricultural education teacher or a teacher in general, it is important to show how important it is as well as guide our students to find something they themselves are just as passionate about. If I can make my students in my program has success in the workforce, they are one step closer to being a successful adult than they were before they went through my program.

Professional Growth Plan

Student Name | Kennedy DeBoer

Write your program vision statement. Remember, a vision statement is future oriented in the 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
<p>Skill: Saying no</p> <p>Goal: I will prioritize the things I commit to and realize I cannot do everything.</p>	<ol style="list-style-type: none">1. Hand write in my calendar so I can physically see everything I have going on.2. Don't say yes to everything right away, rather say "I'll get back to you" and think about it3. Only do things that I know that I can handle4. Understand what each task I commit to entails	

Professional Development Goal	Key Steps	Reflection
<p>Skill: Confidence</p> <p>Goal: Gain more confidence teaching in front of my peers as well as my practicum students.</p>	<ol style="list-style-type: none">1. Understand that we all mess up2. Use these lessons as a learning opportunity3. Risk with content/activities I may not know as well4. Use feedback from peers, professors, and cooperating teachers to improve my skills as well as help me for student teaching	

Community Development Goal	Key Steps	Reflection
<p>Skill: Organization</p> <p>Goal: Have each week planned out in advance, and understand everything that has to be completed.</p>	<ol style="list-style-type: none"> 1. Every Sunday, write out all of my assignments on my computer 2. Write out bigger events/exams/projects on my paper planner 3. Continue to sort my Google Drive throughout the semester rather than everything at the end 4. Listen to other peers/teachers what organization skills that they have to help me in the future 	

Kennedy DeBoer
Needs Assessment Paper
4-25-23

Need

There is an issue/shortage everywhere in our world of reliable, useful employees. As this generation, there is a shortage in almost every career. In my program I want to make it my need to help this shortage in the town of my program. We will strive to have every student who graduates from our program to be a useful, reliable and dedicated worker to whatever career they choose to go into. As a person who is starting and applying for jobs, it is obvious what employers will do for a hardworker and the little hiring process they will take if the right person is applying for the job.

Why is this a need?

After talking to businesses that hire students right out of high school, it is a common concern that they don't know how to commit to work and may not be the most reliable. Employers think that because some graduates do not have any work experience, they don't understand what it is like to commit. This worries employers to take a chance on young employees when there are also experienced employees applying for the position.

Our generation has a stereotype that "they don't want to work" and things along those lines. I think that that is half the issue because older people, as well as bosses and company owners, hear this and they are scared to waste their time and efforts training someone who may not end up being an employee that is what they want them to be. This is a need also because of the shortage of employees and people that are qualified to work within our society. This need can go away if I can ensure that my own students are prepared and career ready as soon as they graduate high school. This doesn't matter the career or the community that they are going to as every career path needs good employees that will improve their business.

For the Community

If my students are career ready as soon as they graduate, it will show the employers in the surrounding areas that as a staff, we are doing something right. I think the best way to do this will be to

have students have things within school that they are committed to as well as hold them to the standards that they would be held as as an employee. I think that the more that I hold the students accountable to as a teacher, the better off they will be able to be held accountable to as soon as they are done with high school and off into the workforce. As I want one of my objectives to be communication skills, I will include that in my classroom so students are gaining skills whether they are involved in other activities or not.

What will the program do to fix this?

Starting as soon as the students get into the program, they will be held accountable for little things like getting their work done and showing up on time. As a program, I want to get our students to talk to employers about what skills they look for most, as well as what skills are struggling and need major improvement on from young adults. We will work hard for as many people to have a SAE or WBL that the student will be able to reflect on. This potential can become a graded activity or an extra credit thing for students who are successful in their out of class work. The more we push students to get out in the community either as SAE or WBL, they will already have more work done than those who are not making the most of their free time. My program will reward the students who meet certain standards and awards at the end of the year banquet to show other students how beneficial it is. Not only will this benefit themselves but also could gain references and recommendations for when students are applying for college and scholarships.

Need Assessment

1. Meeting with employer and student who is doing WBL/SAE under them - For my students (I hope most of them) who are completing WBL and SAE's, we will meet at least once a year to go over what they can improve on, goals for the following year and other concerns the employer has. This way I know that the student is doing their part as well that the employer cares enough to sit down and meet with myself. I will have a note sheet that will be filled out throughout and will eventually be a grade as well as something that can be added to a proficiency award.

2. Surveys to students **done in class** - I think that another great needs assessment idea would be to have students fill out self reflection surveys during class time. This way there is no way that students will put it off if I am giving them time within class to do it as well as it will help their grades. There will be questions on it about skills that they need to improve and they will be able to rate themselves on it so they can see what is good and what could use work. This way, as a class, we will know the exact ways and skills that need improvements. This survey will be sent back out to their employer and see if they agree with everything that they wrote down.
3. If students do not have a WBL or SAE experience, they will reach out to an employer and fill out the same survey about what SHOULD an employee be like. This will be able to show the student what they should strive to work for when the day comes when they are employed or they have a SAE/WBL. Students will reflect on this and give me a report about what they learned. The issue with this is finding employers that will take the time to fill out a survey for a random student in the school. I hope we would be able to find employers that would, but also have to realize and be able to accept if they don't.

Kennedy DeBoer

Narrative Rationale

Model align with my program goals and vision

Every teacher has goals for themselves as well as the program. **My #1 goal is to have a learning environment that students have success in.** Within this, the program aligns with it as if my students are having success in the classroom, that will relate to outside of the classroom as well. As a future teacher, it is important to remember these goals and visions even when times are more difficult. Another goal of mine is to **help students discover a career passion that they will enjoy.** At the end of the day, I want what is best for my students and their future. The sooner they can figure out something that they are passionate about then they can put more time and effort into it. I want my students to not just be successful in my program but also the rest of their lives. My third **goal is to be an adaptable teacher.** This goes for the relationship with my students as well as co-workers and administration.

Supporting all students in the program

When in a program, it is hard to not have favorite students. It is a reminder that as a teacher, you have to support every student and do everything you can to help each individual student in any way they could possibly need. I want to model for my students the respect and support of everyone in hope that they will return the same to me. Respect is such a big thing that is sometimes overlooked as not. I will ensure that there will be respect in my classroom between everyone. Because of that, things will run more smoothly as well as have more success because students will strive to work together to achieve success with one another.

Help students make sense of CTE opportunities

Within CTE, there are an endless amount of opportunities that students can take advantage of and have great success in. As a CTE teacher, it is my responsibility to present and support my students throughout things that interest them and what they are passionate about. To make the most of this, I want to work to have a common language that works well in my classroom. As long as students and I can be on

the same page of what they expect, what I expect, and outcomes we want as a whole, students will work towards enjoying the possibilities of endless opportunities.

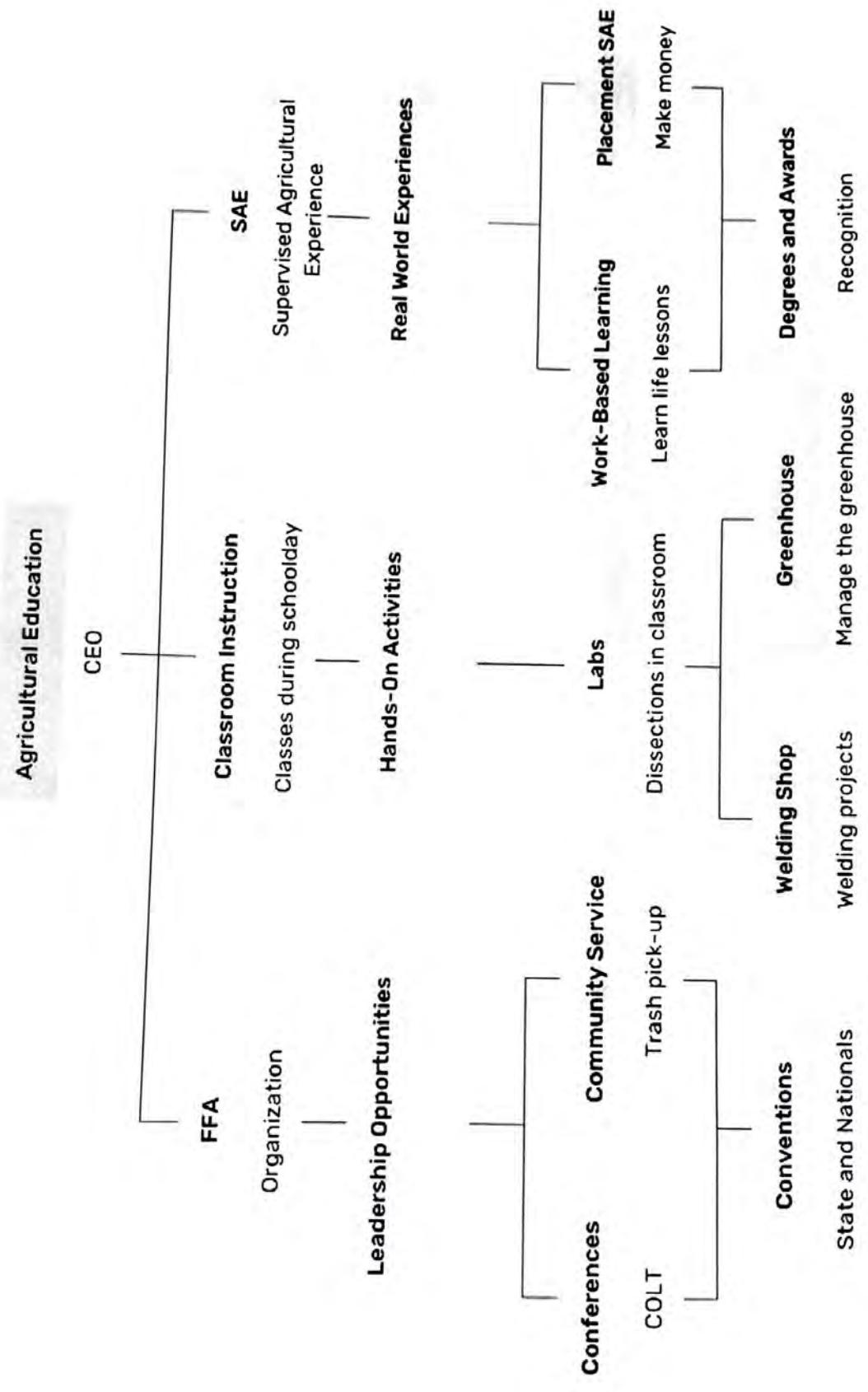
<p>us. Students are expected to careers related to natural resources systems. Students also track closely at Nebraska's natural resources and management technologies.</p> <p>Standards Met</p> <p>1. Uses critical thinking</p> <p>2. Models ethical leadership and effective management</p> <p>3. Demonstrates innovation and creativity</p> <p>4. Applies appropriate academic and technical skills</p> <p>5. Applies appropriate academic and technical skills</p>	<p>Standards Met</p> <p>AFNR.HS.CEL.4 - Evaluate and implement the steps and requirements to pursue a career pathway in an AFNR career.</p> <p>AFNR.HS.CEL.5 - Examine and choose career pathways that are aligned with personal life skills, talents, and career goals in an AFNR pathway of interest.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>
<p>Unit 1: Careers</p> <p>Guiding Question: What are possible careers in natural resources?</p> <p>Course Learning Outcome: Describe career opportunities and means to achieve those opportunities in each of the AFNR career pathways.</p>	<p>AFNR.HS.CEL.4 - Evaluate and implement the steps and requirements to pursue a career pathway in an AFNR career.</p> <p>AFNR.HS.CEL.5 - Examine and choose career pathways that are aligned with personal life skills, talents, and career goals in an AFNR pathway of interest.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>
<p>Unit 2: Humans vs. Natural Resources</p> <p>Guiding Question: How do natural resources and humans help and hurt each other?</p> <p>Course Learning Outcome: Analyze the interrelationships between natural resources and humans.</p>	<p>AFNR.HS.3.2 - Describe current programs and initiatives that promote conservation and sustainability of natural resources and explain their importance.</p> <p>AFNR.HS.3.4 - Explain how technology has affected the use of our natural resources.</p> <p>AFNR.HS.3.1 - Communicate thoughts and feelings about environmental and natural resources using verbal and nonverbal communication.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>
<p>Unit 3: Issues and Goals</p> <p>Guiding Question: What activities/plans can help current issues and goals within natural resources?</p> <p>Course Learning Outcome: Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based natural resources.</p>	<p>AFNR.HS.3.1 - Communicate thoughts and feelings about environmental and natural resources using verbal and nonverbal communication.</p> <p>AFNR.HS.3.2 - Describe current programs and initiatives that promote conservation and sustainability of natural resources and explain their importance.</p> <p>AFNR.HS.3.4 - Explain how technology has affected the use of our natural resources.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>
<p>Unit 4: Nebraska's Natural Resources</p> <p>Guiding Question: How does Nebraska take care of our natural resources?</p> <p>Course Learning Outcome: Understand management techniques for Nebraska's natural resources.</p>	<p>AFNR.HS.3.1 - Communicate thoughts and feelings about environmental and natural resources using verbal and nonverbal communication.</p> <p>AFNR.HS.3.2 - Describe current programs and initiatives that promote conservation and sustainability of natural resources and explain their importance.</p> <p>AFNR.HS.3.4 - Explain how technology has affected the use of our natural resources.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>
<p>Unit 5: What can we do?</p> <p>Guiding Question: What can you do to help manage natural resources?</p> <p>Course Learning Outcome: Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.</p>	<p>AFNR.HS.3.1 - Communicate thoughts and feelings about environmental and natural resources using verbal and nonverbal communication.</p> <p>AFNR.HS.3.2 - Describe current programs and initiatives that promote conservation and sustainability of natural resources and explain their importance.</p> <p>AFNR.HS.3.4 - Explain how technology has affected the use of our natural resources.</p>	<p>Student Activities</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>	<p>Activities, Assessments & Accommodations</p> <p>1. Use critical thinking</p> <p>2. Model ethical leadership and effective management</p> <p>3. Demonstrate innovation and creativity</p> <p>4. Apply appropriate academic and technical skills</p> <p>5. Apply appropriate academic and technical skills</p>

You should also identify key learning activities your students will participate in. Incorporate any resources and add time as needed. Summarize below for your scope and sequence chart below.

Event Outside of School	Estimated Extended Days Spent	Why Do I Need to Do This?
SAE Visits	Imagine 35 students, 1 hour a kid including drive time and time spent with students. 4 days	A part of students receiving their State FFA degree, is having their agricultural education teacher be another "supervisor" to what they are doing. Students will feel supported and I will know they are actually completing their SAE hours which they are documenting about.
County Fair	If students show multiple species, I could be there the whole weekend. 3 days	Students who show livestock could use this as their SAE. Our FFA chapter could also help with plenty of things throughout the county fair including serving food, having a booth, helping run shows, etc. This is an opportunity to have our livestock kids show off what they have put work into as well as different kids exhibit things in the static division.
COLT Conference	4 days	This is a 4 day event that is very beneficial in growing leaders as well as getting a lot of our POA done and ready for the following year. This is very beneficial for everyone who attends.
National/State FFA Convention	4 days	Although most of these events occur during the school day, it also includes every evening as we will have to stay in hotels and not be able to drive back and forth everyday. About 4 evenings spent at each convention = about 4 days.
FFA Plant Sale	1 day	Plant sales is a great fundraiser but also a way that classes can show off all their hard work. Being open for the community on a weekend or in the evenings allow for more customers to attend.
Fundraisers	3 days	Fundraisers are necessary for every chapter to raise money for their activities that they do. This allows for the students to have to pay less as well as free food at certain things.
Banquets	If you count each evening as a half a day plus the planning the would be required = 3 days	Banquets are an opportunity for students to be recognized for their success and awards that they have earned. This is also a chance for the chapter to go to bigger banquets and get to meet other people in the industry.
NCE Conference	4 days	This is necessary as it is a great way of networking and connecting with agricultural

		education teachers as well as all CTE teachers all across the state. Teachers are able to work and learn together.
Random Summer Events		This could vary depending on the school but could be up to 4-5 more days if the chapter is very involved. I'm not going to count any on mine, but something to keep in mind. Ex. Farm Safety Days, officer prep, volunteering at a variety of events, 4-H camp, beginning of year kick off, etc.


GRAPHICAL REPRESENTATION OF PROGRAM MODEL



21

Daily Plan		Instructor: Kennedy DeBoer
Course:	Intro to Welding	
Unit:	Using a Metal Shear	
Subject Area:		
Materials, Supplies, Equipment, References, and Other Resources:		
NE Agricultural/STS Content Standards:		NE Academic Standards:
Essential Question(s): How do I cut metal for my welding projects?		
Objectives:		
1. TLWBAT demonstrate 8 steps and successfully cut a piece of metal		

Interest Approach/Set (Preflection)	Estimated Time:
<p>Have all students stand up and head to the front of the room. Have someone measure paper with their eyes open and someone measure paper with their eyes closed. Have two other students cut paper with eyes closed on mark and cut with eyes open on mark. Have the last two students glue the cut paper together, one with their eyes open and one with eyes closed. Prove to the class how important it is to be cutting correctly and how different measurements make a difference in the cut.</p>	

Learning Activity 1	Teaching Method(s):	Estimated Time:
Instructor Directions / Materials	Brief Content Outline	
<p>Now that we have done our little activity to show the importance of making good cuts, we are now going to do a quick review of the machine parts. If you were here yesterday, we discussed all of this and did a quick review worksheet on it. So if you look on the board we are just going to go around the room and name the 5 different parts that we learned yesterday.</p>	<p>Show the machine on the board and review the 5 parts of it</p> 	

Learning Activity 2	Teaching Method(s):		Estimated Time:	
Instructor Directions / Materials		Brief Content Outline		
<p>Are we all confident in knowing the 5 different major parts? Show me on a scale of 1-5 with your hand.</p> <p>Since we all know all of the parts, I think it will be easier to go over the steps once we are in the shop. Let's head to the shop.</p> <p>Now that we are out here, can anyone tell me my essential question or the objective of this class?</p> <p>How does our interest approach come into play here?</p> <p>Let's start with going over the steps. Everyone get out their skills sheet.</p>	<p>Grab safety glasses, stop at double doors. Follow the students into the shop telling them where to go. Demonstrate all the steps myself and then have multiple students also demonstrate the steps. Continue this until we are out of time.</p> <ol style="list-style-type: none"> 1. Turn machine on 2. Adjust settings 3. Place metal against the blade 4. Make sure metal is against the fence 5. Press foot pedal until the blade has successfully completed cut 6. Release foot pedal 7. Remove metal 8. Turn off machine when done <p>Have students demonstrate together with each person doing a different step.</p>			

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	
<p>Relate back to the interest approach. What was similar? What is different? How can we remember the bad cut paper and think about our metal pieces? What was the advantage of that activity?</p> <p>Go around the class and each student says a different step until we have covered all steps.</p> <p>Ask if anyone has questions?</p> <p>Have students give a thumbs up to thumbs down on how comfortable they are with using this machine.</p> <p>Remind students we will start welding tomorrow so they need to have proper PPE with them.</p>		

Skills Sheet



Step 1 - Turn the machine on



Step 2 - Adjust the settings to correct measurement



Step 3 - place metal against the blade

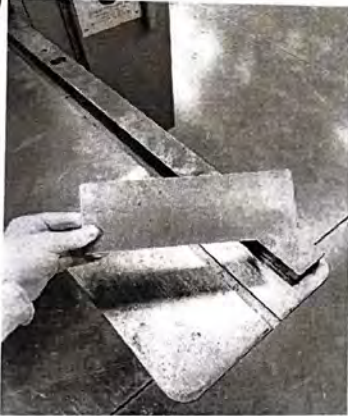


Step 4 - Make sure metal is against the fence



Step 5 - Press foot pedal down until blade is through the metal

Step 6 - Once ALL the way through, release foot pedal



Step 7 - Get your cut metal



Step 8 - Turn off machine

3:35

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

Score 75 - 70
Reflection - 35 - 35
PPT/Poster - 40 - 20
Ready for points 125 / 150

Evaluating a Demonstration

Subject of Demonstration Course Review Date 11/10/22
Student Kennedy Decker Observer Knoll

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

Criteria		Comments
1. Group was arranged as all could see and hear.	2-3-4	way to ask with your interest approach! good
2. Proper materials, equipment and/or supplies were ready and correctly arranged.	2-3-4	
3. Equipment was in good and working condition.	2-3-4	PPT Ed. 2 OBT.
4. Overview of the demonstration (important steps, key points, techniques, or operations) is presented to students emphasizing the need for instruction.	2-3-4	
5. Devices for arousing and sustaining interest were evident.	2-3-4	ACTIVITY Parts Review Transition of students
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.	2-3-4	
7. Principles basic to important steps where brought out and steps were repeated as necessary to clarify hard-to-conceive procedures.	2-3-4	Fire Drill good reaction!
8. Questions were used to good advantage.	2-3-4	
9. Safety precautions were stressed.	2-3-4	Set out return to your process
10. Operations were performed skillfully.	2-3-4	
11. Key procedures were effectively summarized.	2-3-4	Good job's keeping the focus on your process.
12. Proper use and care of equipment were emphasized.	2-3-4	
13. Student participation added to the effectiveness of the demonstration.	2-3-4	Summary of students
14. Content or task demonstrated was of appropriate scope and sequence.	2-3-4	
15. Equipment and supplies were properly returned.	2-3-4	

Notes:
Kennedy, I love your enthusiasm to teach. You come across so positive and creative. Your initial approach was that enthusiasm. I loved how you asked. I hope you set more challenges to teach and work on themselves from one objective to another.
good job!

ALEC 308
Eric Knoll

FFA CREED FINAL PRESENTATION WITH QUESTIONS

Trait	1	2	3	4	5	Teacher	Student
Content	Does not seem to understand the topic very well by missing 11 or more words but has it memorized without looking at the creed.	Does not seem to understand the topic very well by missing 8-10 words but has it memorized without looking at the creed.	Shows a good understanding of parts of the topic by missing 4-5 words but has it memorized without looking at the creed.	Shows a good understanding of the topic by only missing 1-3 words but has it memorized without looking at the creed.	Shows a full understanding of the topic by getting all the words correct AND has it memorized without looking at the creed.		
Preparedness	Student is not prepared. Did not memorize the creed. No rehearsals done.	Student is somewhat prepared, but has never rehearsed. Most of the creed memorized.	Student is somewhat prepared, but it is clear that rehearsal was lacking. Clearly little practicing was done.	Student seems pretty prepared but could have benefitted from a couple more rehearsals.	Student is completely prepared and has obviously rehearsed.		
Enthusiasm	The student did not use any facial expression or body language. The student did not generate any interest in the topic.	Very little use of facial expressions or body language. Did not generate much interest in the topic being presented.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.		
Presentable	The student looks like they just rolled out of bed. Student does not care.	The student needs improvement on what presentable means.	The student could improve by being better dressed. (Sweatpants, tshirt, etc.)	The student is nicely dressed but not looking presentable. (No sweatpants and tshirt)	The student is nicely dressed and presentable.		
Questioning	Students had no idea how to answer questions. Answered few to none of them.	Students attempted to answer questions but could use more studying.	Students did not care about the content. Answered questions in not complete sentences.	Students answered questions in not full sentences. They cared about the content.	Students answered questions in full sentences. Showed they cared about the content.		
Reflection	Wrote less than 1/4 of a page. Did not try to reflect.	Wrote less than a page with no detail about the experience.	Wrote less than a page in great detail about the experience.	Wrote a full page with minimal detail about the experience.	Wrote a full page in great detail about the experience.		

Daily Plan		Instructor: Miss. DeBoer
Course:	Intro to Ag	
Unit:	Food science	
Subject Area:	Brownies Compare and Contrast with Ingredients	
Materials, Supplies, Equipment, References, and Other Resources:		
NE Agricultural/STS Content Standards:		NE Academic Standards:
Essential Question(s): How do substitute ingredients affect the final baked good?		
Objectives:		
<ol style="list-style-type: none"> 1. The learner will identify the process 5 step of the cooking of the brownies from the day before 2. The learner will compare and contrast the two recipes that each group made (2 cons and 2 pros) 3. The learner will analyze how the different ingredients affect the brownies 		

Review	Teaching Method(s):	Estimated Time:
Instructor Directions / Materials	Brief Content Outline	
	Talk about the 5 step process from the day before that we used to cook the brownies.	

Learning Activity 1	Teaching Method(s):	Estimated Time:
Instructor Directions / Materials	Brief Content Outline	
Let's discuss the recipes that we used yesterday. Make a powerpoint slide for each recipe. Have students write down each recipe and the differences within them.	<p>Recipe 1 (with eggs) $\frac{2}{3}$ cup of oil $\frac{1}{4}$ cup of water 2 eggs Pillsbury milk chocolate brownie mix</p> <p>Recipe 2 (without eggs, Dr. Pepper substitute) $\frac{2}{3}$ cup of oil $\frac{1}{4}$ cup of water 1 can of Diet Dr. Pepper Pillsbury milk chocolate brownie mix</p>	

Interest Approach/Set (Preflection)	Estimated Time:
<p>Now that you know both of the recipes and everything that was used. Each of you are going to make a hypothesis for the following questions.</p> <ul style="list-style-type: none"> - Which brownie will be the gooey - - Which brownie will taste better? - ? - What brownie will be the most chewy? - 	

Learning Activity 2	Teaching Method(s):		Estimated Time:	
Instructor Directions / Materials		Brief Content Outline		
Taste the brownies!		Have each pan of brownies set up on different sides of the room. Students will fill out the worksheet that has different questions about each brownie.		

Learning Activity 3	Teaching Method(s):		Estimated Time:	
Instructor Directions / Materials		Brief Content Outline		
Found other ingredients that could be substituted when making box brownies		Think pair share		

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	
After everyone tastes the brownies, and fills out their papers. Bring the class back together as a whole and discuss what everyone thought. Have students get up and move and talk with people who thought brownie A was better than brownie B?		

Kennedy DeBoer
Formative assessment #1 (Lab 2)

Name: _____

Date: _____

Steps of making brownies

1. _____ the over
2. Put _____ together in the _____.
3. _____.
4. Place _____ in the _____.
5. _____ until the brownies are _____.

After looking at the recipe, let's fill this out.

	Eggs?	Dr. Pepper?	Temperature Baked At?	Time Baked?	One pro of this	One con of this
Brownie A						
Brownie B						

Let's make some hypotheses!

What brownie will be more gooey?	
What brownie will taste better?	
What brownie will be more chewy?	

Now that you have tasted the brownies

What brownie will be more gooey?	
What brownie will taste better?	
What brownie will be more chewy?	

What are your final thoughts on this cooking lab?

Tell me 2 thing that you learned.

Reason behind it:

I used this in lesson for lab 2 of the brownie comparison. The first reason behind this is to keep the students organized throughout the lesson. Making this a formative assessment (a grade) makes them fill it out even more as well as care more instead if it was just a paper to do while the cooking experiment.

This first off shows me that every student who turned in this paper completed the lab in some way or form. Also the last two summary questions will tell me that they learned something as well as what they thought. This will be helpful for me in future years to see if I should change anything if students did not enjoy the lab. This also shows me that each student fully hypothesized the questions ask as they had to write down what they thought.

I think that this is the most beneficial way to have a formative assessment within this cooking lab. If students had questions, I would be there during class for them to ask. If I wanted to get more in depth, I could easily add more difficult questions about the nutritious facts rather than simple and to the point like they are here.

Formative Assessment #2 (Lab 5)

Quizizz

<https://quizizz.com/profile/643d5e145cc700001dad7cb3?section=library>

I would use this exact quizizz as a review at the end of the unit before the test. Because it is just a review I would count it as a formative grade. This way the students can see how well they will do on the actual test but this will be a smaller part of their grade so they have a chance to look more into it and see what needs to be reviewed for the test which would be a summative grade.

I really enjoyed using quizizz because the students can work at their own pace as well as it is much more of an individual activity than quizlet live is. This also gives me the exact scores back from each student after so that I can look at the questions and see the most commonly missed questions to make sure that we review them as a class before the actual test.

This is a good use of a formative assessment because it eventually is leading up to a bigger grade with very similar questions that will be on both of the assessments. If students use this to their advantage there is no reason that they should not have a very good score on the summative assessment at the end of the unit.

Formative Assessment #3

Lab 5

Bell Ringer 5 Question Assignment

1. In your own words, tell me what paragraph 1 of the FFA creed means to you?
2. Who wrote the FFA Creed?
3. How many sentences are in paragraph 1?
4. Why is it important to learn the FFA creed?
5. What are 4 speaking skills you want to improve on when you present the creed to the class?

This simple 5 question assignment would be used as a bell ringer. I would have these 5 questions on the board at the beginning of the class and students would have time to get out a piece of paper and answer these questions. Students will turn their sheet into me so I can count it as a formative assessment. These certain questions show me that they understand what the FFA creed means and they understand simple information about it. Students can write in their own words as these are all mostly open ended questions. This will show me what students understand as well as those who are still struggling. This would be early on while learning paragraph 1 as we will move into the next paragraph pretty soon.

Formative Assessment #4

Metacognition Reflection - I found this idea online, but I like it!!

What did we do today?
Why did we do it?
What did I learn today?
How can I apply it?
What questions do I still have?

I would have a bunch of these printed off and once a week, I would have students fill this out individually. For the ones who give solid answers back to me, it is an easy 5 points for them. For those who missed classes or never learned anything, they are going to realize that these will eventually hurt their grades. I think this is a great way to see that students ARE learning something but more importantly they know what to do with it next (How will I apply it?). Students sometimes think there is no good from schools but this way they will have to write something out. This could take a quick 5 minutes at the end of class on a day that I think the content was very important to remember. This could relate to either of my labs that I had done.



Code of Conduct

We Will **Respect** Others

We Will Be **Safe**

We Will Give **Effort**

We Will Show Up **Prepared**



Student Incident Contact Sheet

Student Name _____ Date _____

Incident Described by Teacher

Incident Described by Student

Action Needed

Action in Future

Student Signature _____

Teacher Signature _____



Due Process

(A contact sheet will be filled out for each offense)

Respect

First Offense - One on one conversation between student and teacher

Second Offense - Call to parent to inform them of the issue

Third Offense - Meeting with administration, parent, student and teacher

Fourth Offense - Out of the class

Safe

First Offense - One on one conversation between student and teacher

Second Offense - Student will not participate in lab settings

Third Offense - Call to parent to inform them of the issue

Fourth Offense - Meeting with administration, parent, student and teacher

Effort

First Offense - One on one conversation between student and teacher

Second Offense - Another conversation and an extra assignment for student

Third Offense - Call to parent to inform them of the issue

Fourth Offense - Meeting with administration, parent, student and teacher

Prepared

First Offense - Ask a classmate for what the student doesn't have

Second Offense - One on one conversation between student and teacher

Third Offense - Call to parent to inform them of the issue

Fourth Offense - Meeting with administration, parent, student and teacher

Student Signature _____

Teacher Signature _____

Past Leadership Roles Affect Future

I have been fortunate enough to have multiple different leadership opportunities in my life that will really benefit me in my future. A couple that stick out would be working as a medication aide at an assisted living home and also serving as an officer in multiple organizations in high school.

I worked to receive my medication aide license once COVID started and schools were shut down. I did it first just for the money and to get a raise, but quickly realized after my first few shifts that it was a huge leadership role. I was in charge of 30 residents' lives. I was required to administer pills, serve meals, schedule appointments, talk with families, answer phone calls, and be the head person in any emergency. When I first began, I dreaded every phone call as I hated answering questions because I was scared I wouldn't know the answer. I became very confident in myself and actually now enjoy those phone calls as I have built relationships with many of the family members as well as I am now more confident in myself and my ability to answer any question and admit when I don't know something. That is just one example of how I grew as a leader throughout this experience. Becoming a leader in healthcare will benefit me in my future because it is where I learned basically all of my people and communication skills. Nothing is harder than talking to a resident who is non-verbal and can't say what they are wanting to. These communication skills will help me build relationships with students in my future as well as be a better teacher to help build my students own communication skills.

Another example of past leadership roles would be my high school experience. I was involved in every organization and club you could think of, while holding an officer position in a lot of those as well. The two organizations that stick out are FFA and being on the volleyball team. In FFA, I got to organize many events, run meetings, and work with younger students. All

of these skills will relate directly to my future goals of being a FFA advisor as I will have to provide these same opportunities to my own students someday to make them great leaders. In volleyball, I served as a different type of leader. I wasn't the all-star player but was still one that everyone looked up to because of my attitude, willingness to help, work ethic and just being a person anyone could talk to. This will benefit me in the future as being more of a silent leader and not the one always in charge to step back and help other leaders as needed. Realizing that there are different types of leaders is important as they all are needed to have their own roles.

All of these leadership opportunities will help me become an even more successful AgEd teacher and person in my future. Learning how to work with people and improve my communication skills will give me an advantage of working with colleagues as well as administration and students in my school. This will help me be the best communicator possible and do my best to make sure everything is clear. Outside of teaching, these skills will help me be a better person in the community, FFA advisor, and any other roles that I may stumble upon in my future.

Values in Leadership

There are many different aspects that affect my own leadership philosophy, but I really think that one of the main factors is my values in life. My four core values are faith, family, respect and happiness. I really think that they relate to my own philosophy well. We all strive to be the leader that our Savior was. I feel like that is my whole point of living is to work to be as selfless of a person he is so that is why faith is important. My family has raised me to have a great work ethic and that is a big part of being the leader who I am today. If you work hard in silence, the success will make you known. I feel like that quote relates exactly back to leadership as if you are a successful silent leader, you will eventually be a great leader all together. My

value of respect is important because if you can't respect others, nobody will ever respect you. You cannot be a successful leader without respecting people who you work with. My last core value is happiness. I think that this relates to my leadership philosophy because if you are a really good leader, you love what you are doing and you are happy about it. If it isn't something you enjoy, then there is no point in going through all the work of it.

Leaders Who Shaped Me

Fortunately, I have had many people who have had an impact on me becoming the leader that I am today. When I think of the most impactful, three names come to my mind: Kam Lenhart, Thomas Dux, and Becky Bruce. All three of these people have been great role models in my life and have shaped me into the person I am. First off, Kam. He was my junior high math teacher and a very close friend of my parents. He is probably the greatest leader I have ever seen. He now teaches and coaches at Bennington. He lived by his values and he always said the key to leadership is putting others before yourself, which is a sentence I also live by. Mr. Dux is another one I will always look up to because he believed in me before I believed in myself. He always said when I was in junior high "You're going to be the FFA president someday" and "You are going to be a great ag teacher someday" and I always just laughed about it because I never thought he would be right. My goal as a teacher someday is to be able to see success in students before they can and make them believe it as they soon see it. I give a lot of credit to Mr. Dux for the person I am today. The last person that I thought of was my boss at Cedarwood, Becky. I have seen her more of a leader in the past almost two years with covid. I cannot imagine trying to run a nursing home during these times, especially at the beginning. She was never once scared to ask for help, show her emotions when times were the hardest, and the thing I admire most, she was always thanking others around her and giving credit to all of her employees. I hope that I am

the leader who can always see that my success is because of others helping me. Cedarwood would not be a successful nursing home if it wasn't for the employees and Becky all working together and wanting what is best for the residents. I strive to take different things I learned from each of these individuals in my own leadership philosophy to hopefully become a great leader just like they are.

Overall Philosophy of Leadership

All of these topics touched on my philosophy of leadership. In short, we become better leaders from new experiences and skills we learn from past roles that we have had. We would never learn and become better if we didn't try new things and have history with other roles. Our values shape who we are. If it wasn't for them, we would have nothing in our life. And lastly, people who we look up to and leaders who we follow have a bigger impact on us than we could ever imagine. We have daily interactions that we never realize are that important until looking back and realizing how those people really did make a difference in our philosophy. Being successful and realizing all of these ideas will make me a great leader someday. I will continue to work on myself as I have a ton of growing to do, but it is great to write out these things and really see who I am.