

Megan Vrbka



University of Nebraska-Lincoln

Agriculture Education

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Personal Introduction

My name is Megan Vrbka, I am a student at UNL, from Staplehurst, NE where I started my own cow-calf herd, showed livestock, and was very involved in my local 4-H and FFA. I held leadership positions within my 4-H club, 4-H Council, and Seward County Jr. Leaders as well as acting as the President of my FFA chapter in high school. I am a member of the Alpha Beta chapter of the Sigma Alpha professional agricultural sorority, Nebraska Cattlemen, and Block and Bridle. In addition, I am an Ag Sack Lunch Ambassador which has been a highlight of my college experiences. As an Ag Sack Lunch Ambassador, I teach 4th graders from across the state about agriculture. Presently, I am an intern at the Seward County Extension Office where I have the opportunity to work with youth of all ages and teach different workshops and clinics across a broad array of topics. In the past, I have also interned with the National Western Stock Show in Denver, Colorado as an education intern. Additionally, I interned in Dallas Center Iowa at Hy-Line International. I have worked at a vet clinic, commercial beef operation, seed stock operation, and seed corn company. I have been involved in agriculture in many different facets which have grown my passion for agriculture and made me want to share that passion with others which lead me to agriculture education.

Program Philosophy

Within my program, I hope to strive for preparing students for life after high school. I plan to accomplish this by developing hard workers, helping students find their passion, preparing them for the workforce, and assisting them with becoming respectful people. When I was in high school, I was given opportunities that helped me grow and molded me into the person I am today. Although you may think that I learned these in the agriculture classroom or maybe a classroom in general. I actually learned these all from my dad. I hope to one day also provide these experiences for my students in and outside of my classroom.

First things first, our world is at a shortage of workers. The problem is not only workers but good quality, hard workers are very rare in this day in age. One thing I want to implement to instill hard work in my students is getting them out on industry tours and local job shadows. My hope is that by doing this, my students can build connections, understand different workplace settings, and the benefit of knowing "what they don't want to do." Personally, I always wanted to be a vet from the time I was old enough to be asked what I wanted to be when I grew up. With my dad's help from his connections, I got a job at the vet clinic in my hometown and quickly came to realize the only aspect I really enjoyed working at the vet clinic was working cattle. This was one of my first jobs in high school so I was able to go out and get another job in something I was maybe more interested in. From there, I went and worked at a seed stock cattle operation where they took me on various trips to the cattle embryologist. This is where I grew an interest in cattle reproduction and was even able to start my own cattle herd. I was able to create many mentors within that process that I still have in my life today. I wouldn't want one of my students to decide what they want to do without going and seeing every aspect of that career and having them spend a bunch of money to go into the workforce not enjoying their job. It is my hope that this will help lead to finding their passion. If you are passionate about what you do, it won't be hard for them to work hard at their job. My hope is that they can get on multiple industry tours and job shadows to find what they are interested in and possibly find what they aren't passionate about. I hope to accomplish all of this through experiential learning and scaffolding through foundational, supervised agricultural experiences. I want them to be able to have direct experiences and focus reflection in order to increase knowledge, develop skills, and clarify values. I want to continue building those skills throughout their high school career.

Secondly, I hope to prepare my students for the workforce. I would like to implement a leadership class within my curriculum. In the leadership class, I would like to implement basic life skills such as addressing an envelope, filling out job applications, resume-building skills, and mock interviews. I want to teach them basic skills that will help them get jobs in the future. I remember sitting at the kitchen table with my dad writing 4-H thank yous and him teaching me how to address an envelope. This may not seem like that big of a deal, but I never learned this in any of my classes in high school. Therefore, I want to implement it in my classes as these things are essential but overlooked many times in today's day. I will also like to add a work-based learning portion to my class where the students get out into the workforce and work with a mentor or supervisor and get hands-on experience. For example, I had multiple supervised agricultural experiences during my time in high school. As I mentioned before, I worked at a vet clinic, a seed stock operation, a commercial beef operation, and a seed corn company. Through all of these experiences, I learned many things and still have mentors from each of these experiences. I strive to implement these things in my classroom to help my students prepare for life after high school. It is already scary enough moving into adulthood, but can be even scarier if they don't have basic life skills. I want them to be employable with a good resume and cover letter and prepared for their future, whether that's college or straight to the workforce. My goal is to provide them with a good foundation to start off right out of high school. I hope to accomplish this through individualized learning. Every one of my students is going to be at a different place in their leadership and life skills.

Lastly, I want respectful students to come out of my program. I want to be the chapter known as the one with the most respectful students. I think the root of this will start with my classroom management skills. My dad was very hard on my brother and me growing up but now that I am older, I understand why he did that. He gained respect from us which then carried on into respecting the other people around us. If I let my students walk all over me, they are going to think they can treat other adults in their life in a similar fashion which could include their future bosses. Although classroom management is a big part of gaining respect, I think work-based learning will be another opportunity for them to learn respect with co-workers, supervisors, and bosses that they can then carry on in their future careers. My hope is that they can build connections and their network through their work-based learning experience and learn how to maintain a job. I will implement this through experiential learning, direct experiences, and focusing on reflection.

In conclusion, I strive to prepare students for life after high school. I plan to accomplish this by developing hard workers, helping students find their passion, preparing them for the workforce, and helping them become respectful people. I

will use what I learned through my experiences and things from my dad to turn them into classroom lessons for students.

Professional Growth Plan

Ag Ed Program Vision: My career goal is to become an agriculture educator. With my background knowledge in agriculture in and out of the classroom. I want to share my passion with others and make an impact in students' lives.

<p><u>Personal Development Goal</u></p> <p>Skill: Confidence</p> <p>Goal: Gain more confidence in areas I am not proficient at.</p>	<p><u>Key Steps</u></p> <ul style="list-style-type: none">- Give lessons on areas I have little knowledge in- Ask others for help- Do a lot of research
<p><u>Personal Development Goal</u></p> <p>Skill: Accepting Change</p> <p>Goal: Be able to accept change and go with the flow</p>	<p><u>Key Steps</u></p> <ul style="list-style-type: none">- Try to be more open when things don't go as planned- Ask for help from others if I have too much on my plate.

Program Model

PROGRAM PLAN

MISS. VRBKA

**7&8th grade
Agriculture**
Agriscience Contest



**Intro to
Agriculture
(9th grade)**
Conduct of Chapter Meetings



Welding
10,11,12 grades



Horticulture
Floriculture
10,11,12 grades



Plant Science

**Animal
Science**

10,11,12 grades
Livestock Judging
Livestock Management



Agronomy

11,12 grades

Agronomy



**Livestock
Management/
Meat Science**

11,12 grades
Meats
Livestock Management
Biotechnology



**Food
Science**

10,11,12 grades

Food Science



All students will start in seventh and eighth-grade agriculture. They can then decide from there whether or not they want to take Intro to Agriculture, where everyone will create a foundational Supervised Agricultural Experience. They can then choose a variety of pathways from there. In Intro to Agriculture, they will learn about all these pathways and the different opportunities they have throughout the agriculture program. Some pathways I included in my graphic representation are welding, animal science, plant science, and food science. There are additional upper-level options which include livestock management, agronomy, advanced horticulture, and meat science. I am sure I will alter this as I get my first teaching job and find the interests of my students.

My program goals are to educate people on where their food comes from and the processes involved, create reliable and responsible workers for the workforce, and let them know of the opportunities presented to them, whether that is in agriculture or choosing a college. I can accomplish these goals through the classes that I teach whether it's Intro to Agriculture or advanced horticulture. I hope to include career readiness in every class, the process of producing food, or showing them opportunities after high school in that field.

I believe that my program model will support students across the board through their foundational SAEs. A foundation SAE helps students pick a career path and allows students the opportunity to change their career path multiple times as they learn more about themselves and each career. It helps students explore careers, find a career mentor, and find their passion. They will get to work with multiple kinds of people to learn from their experiences along with getting their own

hands-on experience. My goal is to have each student in my Intro to Agriculture classes create their foundational SAE and then in each class after that, I will have a component that they will continue their foundational SAE. There are five different areas included; these include Career Exploration and Planning, Employability Skills for College and Career Readiness, Personal Financial Management and Planning, Workplace Safety, and Agriculture Literacy. Through these five components, my students will gain a lot of knowledge in areas they are passionate about.

My model helps students make sense of CTE because my goal is to provide each student with the knowledge and skills required to earn an industry-based certification. I want to provide each student with the knowledge that ethical behavior and workplace skills are integral to successful employment. I want to do this by implementing and creating lesson plans in every one of my classes that aligns with these goals.

Additionally, I hope to be able to help and include students who are from diverse communities. If they have language barriers, I will do my best to make sure they are getting all the same information that everyone else is getting. I want to design learning experiences that facilitate learners' understanding of diverse communities within and outside of their communities. I want to promote an understanding of inter-and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities. I want to be able to collaborate with learners, families, and school colleagues to expand the range of resources that address learning needs and enable learners to meet their expectations and exceed high standards.

EXTENDED CONTRACT TABLE

Chapter Officer Leadership Training Conference	3 days	A 3-day conference to help the chapter officers gain leadership skills for the upcoming year. This ensures that the officer team has goals and a common ground of what they want to accomplish throughout the year.
Supervised Agricultural Visits	5 (20-60 minute SAE Visits)	I as the teacher go out a visit students while they are working at their supervised agricultural experience. I take pictures and notes on. The students can then apply for award through their SAE.
National FFA Convention	3 days	A three day conference in Indianapolis. Provides students with workshop and session to help better their leadership and personal skills.
State FFA Convention	3 days	A three day conference in

		Indianapolis. Provides students with workshops and sessions to help better their leadership and personal skills. Students can compete in competition if qualified.
Animal Chores over school breaks	4 days (8 days of no school days)	When there is no school and students are unable to do the animal lab chores I may have to go in and do them.
Plant Sale	1 day (two days after school)	Having a spring plant sale of all the plants my classes have been growing in the greenhouse throughout the year. Would be after school hours mabe a saturday.
Fruit Sales	1 day (two days after school)	Once all the fruit comes in from fruit sales, students need to come pick up all the fruit they sold.
TOTAL	20 days	

Example Lesson Plans

Discussion Lesson Over Beef vs.Plant-Based

https://docs.google.com/presentation/d/1RGz5Doq1Lf8ArFEFEHbM9LZXnV6M_vxEvQE WmHwkXmQ/edit?usp=sharing

Careers in Agriculture

<https://docs.google.com/presentation/d/15Ok8w7YYyYP2NWMcjtntfKQ6Me5HavcdpW Qob0Toezgs/edit?usp=sharing>

Inquiry Lesson on Bull EDP'S

<https://docs.google.com/presentation/d/1fqopM94QDak9eUILLtB7EJulPYsKRAspxeaI9 vHBVMA/edit?usp=sharing>

Intro to Meats Lesson

<https://docs.google.com/presentation/d/1rUqbHcjh8a2LZXKFawN02mJxbuwdqVMwV d5osom0MPo/edit?usp=sharing>

Resume

EDUCATION:

University of Nebraska- Lincoln Aug 2020-PRESENT
Agriculture Education/Minor in Nebraska Beef Scholars and Animal Science
Seward High School Aug 2017-May 2020

WORK EXPERIENCE:

National Western Stock Show, Denver, CO — *Education Intern*

JANUARY 2023

Attended Pre stock show visits in elementary schools, set up and facilitated multiple education setups during the 17 days of Stock Show.

Seward County Extension, Seward, NE — *Intern*

MAY 2022-AUGUST 2022

I prepared and taught lessons, helped with livestock ID, and assisted with county fair duties. Hy-Line

International, Dallas Center, IA — *Research Data Collector*

DECEMBER 2020 - JANUARY 2021

I Record Data on Egg Collection, Housed Birds, and Organized Pedigree

Pioneer Hi-bred International, York, NE — *Field Safety Technician*

MAY 2020 - PRESENT

Ensure Detassellers are taking safety precautions, Perform Bus Audits and make sure buses are supplied, and Relay information to area supervisors.

Ridgewood Rehabilitation Center, Seward, NE — *Dietary Aid*

JAN 2020-MAY 2020

Served food to residents at the nursing home

Cross Creek Animal Health Center, Staplehurst, NE — *Veterinarian Assistant*

OCTOBER 2018 - PRESENT

Assist Dr. Cori Stava while she performs surgery, Check animals in and out, process payments for veterinarian services and Clean surgical tools as well as clean and sanitize kennels.

Sloup Simmentals, Staplehurst, NE — *Herdsmen*

OCTOBER 2015 - PRESENT

Prepare cattle for various sales throughout the year. Ear tag and take records on cattle.

Schmeding Cattle Co., Gresham, NE — *Veterinarian Assistant*

JANUARY 2015 - PRESENT

Poured, vaccinated, implanted, and prepared cattle for breeding.

UNIVERSITY INVOLVEMENT:

University of Nebraska Collegiate Meat Judging Team (2022)

Sigma Alpha Fundraising Committee Chair (2022)

Ag Sack Lunch Ambassador (2021-Present)

Big Red Beef Show Committee Member (2021)

Nebraska Cattlemen's Classic Committee Member (2021)

Block and Bridle (2020-Present)

Nebraska Farm Bureau (2020-Present)

Sigma Alpha Professional Agricultural Sorority (2020-Present)

Nebraska Cattlemen Member (2018-Present)

HONORS:

A.I Certifies by ABS Global

William and Barbara Rishel Block and Bridle Honoree (2021)

Academic Merit - Sigma Alpha

Certified in Masters of Beef Advocacy

Cover Letter

November 28, 2022
Matt Kreifels
University of Nebraska- Lincoln
4314 Y Street
Lincoln, NE 68503

Dear Mr. Matt Kreifels

I am writing to you to express my interest in the Agriculture Education position. After reviewing the position requirement, I am confident that my abilities and educational pursuits are a great fit for the type of teacher desired in this community and school.

I have been involved in the agriculture field my whole life. I grew up on a cow calf/row crop operation. I have also held multiple jobs within the field including a vet clinic, seed corn company, egg production farm, commercial cow calf, as well as a seed stock operation. During that time I have developed a strong understanding of the concepts that are essential for teaching in this area. I have taught kids of all ages and backgrounds, I have multiple experiences both in and out of the classroom. I have a passion for agriculture and impacting students and am looking forward to showcasing my knowledge and teaching style in my first high school teaching position.

Thank you for your time and consideration. I look forward to meeting with you in person to discuss the Agriculture Education Position and learn more about the program and the community it serves.

Sincerely,

Megan Vrbka

Letters of Recommendation

Dear To whom it may concern,

Sept 20, 2022

It is my privilege to write a letter of recommendation for Megan Vrbka as you consider her for this Job. I have known Megan for several years because she has worked for me to prepare for and help during our cattle sales. She has helped prepare for and worked at our sales throughout the last three years.

Megan carried out her duties at our farm in a very respectful and pleasant way. Her tasks that she has done for me have mainly included washing, rinsing, drying, and grooming cattle. These are very important jobs as we get the cattle ready for upcoming sales throughout the year, both for live auctions and online sales. She has also helped with breaking calves so that they can be led with halters. She has also helped on picture day when we are preparing cattle for when photographers come to the farm. The photographers are used for advertising and sale catalogs.

Megan is very calm and comfortable around cattle and knows how to approach them and work with them. Her terrific demeanor is a very special trait that I really appreciate. She is always prompt, responsible, works hard, and completes tasks before she heads home.

I also appreciate Megan because she works well with others. She communicates well. There are times when I need someone last minute and she is very good about being flexible and reliable at short notice.

If you have any questions or want to talk about Megan with me, you may contact me at the number below.

Sincerely,

Nick Sloup

303 Northern Heights Dr.
Seward, NE 68434
402-641-2936

Todd Schmieding
4090 Davey Rd
Gresham NE 68367
[Date]February 11, 2021

Nebraska Cattlemen Foundation Scholarship Committee
c/o Lee Weide
4611 Cattle Drive
Lincoln, NE, 68521-3409

Dear Nebraska Cattlemen Foundation Scholarship Committee:

Megan Vrbka has been my neighbor her entire life. I have had the pleasure of watching her skills with cattle develop over these years. From 4-H and FFA projects to assisting me with my own cow/calf operation, she has gained an understanding of how to care for and manage livestock.

As Megan has grown in her abilities, I have given her more responsibility in handling my cows and calves, including administering vaccines, sorting cattle and operating equipment (squeeze chutes, head gates, sorting gates). Her attention to detail makes her an excellent record keeper as we artificially inseminate our cows and heifers. She is very eager to learn and has a strong interest in beef reproduction.

As I've helped Megan with her own cows, I have seen her investment of time and effort. She has progressed from a 4-H bottle calf, market and breeding projects to owning and caring for several cows. I have assisted her in synchronizing and artificially inseminating her herd. She has also spent time helping a local seed stock producer prepare his cows and bulls for sale. While still in high school, Megan's passion for cattle led her to wake at 5 a.m. every day to tend to her own animals before going to her job.

If you would like additional information about Megan, you may call me at 402-641-3417.

Sincerely,

Todd Schmieding

Example Assessment

Formative

Summative

Example Teaching Evaluation

Evaluation of Classroom Instruction

Student Teacher Observed: Megan
UNL Evaluator: _____

Cooperating School: _____
Date: 3/7

Lesson(s): _____

Evaluation of Classroom Instruction

Student Teacher Observed: Megan Vrbka
UNL Evaluator: Kaitlin Taylor

Cooperating School: Conecogue
Date: 2/24

Lesson(s): All About Chickens

Competency	YES/No	Comments
<p>Was the teacher ready for instruction? Did the teacher:</p> <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	Megan was well prepared and she went through the material ahead of time.
<p>Were students ready for instruction? Did the teacher:</p> <ul style="list-style-type: none"> gain student interest and attention before beginning? pause when attention was interrupted? exhaust students' attention? 	Yes	Megan did a great job of keeping students on task.
<p>Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they:</p> <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	can go back to it throughout lesson
<p>Objectives presented Did the teacher state/present the lesson objectives? Did they:</p> <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	objectives were present
<p>Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process?</p> <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	Megan brought in several tidbits of her own knowledge on chickens!
<p>Summary/Closure Did the teacher summarize all key elements of the lesson? Did they:</p> <ul style="list-style-type: none"> assess/summarize with students based on the objective? 	Yes	Lesson was summarized

Evaluation of Classroom Instruction

Student Teacher Observed: Megan Cooperating School: _____
 UNL Evaluator: _____ Date: 3/7
 Lesson(s): _____

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	you were knowledgeable to be able to explain terms the students didn't know
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	I like the question of the day. It is a way to get the students involved
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> • know the language of the learners? • USE the question through the lesson to gain feedback from students? • use clear and concise language? 	yes	
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> • communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? • assess/summarize with students based on the objective? 	yes	↑ I liked how you had it in the slide and on the board
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	you made sure everyone was answering. you had the students present the bull they wanted
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	I liked the exit ticket.

Evaluation of Classroom Instruction

Student Teacher Observed: Megan Verba Cooperating School: Conestoga
 UNL Evaluator: LuAnn Taylor Date: 3/24/23
 Lesson(s): EPDS

Competency	YES/No	Comments
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? 	✓	Megan was well-prepared for the lesson
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? 	✓	framed w/ scenarios to get student attention
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> know the language of the learners? USE the question through the lesson to gain feedback from students? use clear and concise language? 	✓	Yes
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? assess/summarize with students based on the objective? 	✓	objectives were stated
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 - r/w as class small group inquiry had students present
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

Evaluation of Classroom Instruction

Student Teacher Observed: Megan Cooperating School: _____
 UNL Evaluator: _____ Date: _____
 Lesson(s): _____

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	YOU looked comfortable even though you said you were nervous.
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	I <u>LOVED</u> the activity It was a fun way to get the students excited for the lesson
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	TRY to put your ESSENTIAL question where the students can see it.
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	JUST like the ESSENTIAL question have it where the students can look back at.
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	I liked how YOU switched UP the groups for T-P-S and A-B teach.
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	I like how YOU used an Exit ticket.

Evaluation of Classroom Instruction

Comer

Evaluation of Classroom Instruction

Student Teacher Observed: Megan
UNL Evaluator: _____

Cooperating School: 405L
Date: 2-20-23

Lesson(s): _____

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	- Make sure you sound confident, you are the teacher, it is your classroom. - Multiple interest approaches
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	- Question of the day got students thinking about food which will gain their attention. - getting students out of their seats gets them involved.
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	try keeping your EQ visible - had EQ in middle of lesson
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	Try keeping your objectives visible - stated the objective - objectives aligned well with learning activities.
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	- gave clear instructions - the basket game got students thinking and then allowed time for new knowledge delivery.
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	- go around and ask questions of the group. - try to directly restate

the objective even though its in the Review
 - ticket out the door

Evaluation of Classroom Instruction

Student Teacher Observed: Megan Vrba Cooperating School: Conestoga
 UNL Evaluator: Kaitlin Taylor Date: 3/15/23
 Lesson(s): Agriculture Careers - 8th

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	prepared + has variety of activities
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	relays ag/nong activities great way to get them moving
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	students understood topic / language
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	goal stated @ beg. of class
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? 		relays lecture matching?
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	summarized careers learned