

Mikayla Martensen

PORTFOLIO

ALEC 413: PROGRAM
PLANNING

2023

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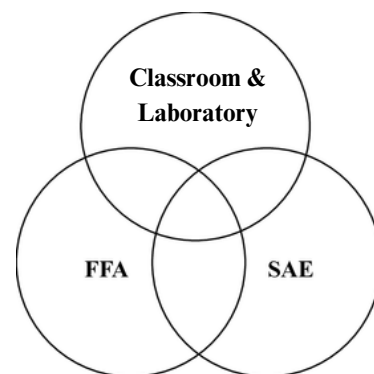
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PERSONAL INFORMATION

PERSONAL INTRODUCTION

Mikayla Martensen is a Junior Agricultural Education major originally from Humphrey, Nebraska. During her time at the University of Nebraska- Lincoln, she has been heavily involved in numerous organizations such as UNL Agricultural Education Club, FFA Alumni, and Sigma Alpha. In both Agricultural Education Club and FFA Alumni she served as the President and held the position of Director of New Membership within Sigma Alpha. She also serves as a student representative on the State Teach Ag Retention Committee (STAR Committee).



Mikayla's agricultural roots are strong through her experience with 4-H and FFA. First-hand experience in her family's cow-calf and row crop operations has given her the background to be better prepared to teach future generations of agriculturalists. When she is not in Lincoln, Mikayla can most likely be found in the cab of a tractor or wrangling some calves back home!

Mikayla Rose Martensen

PROFILE

- Hardworking individual who is passionate about agriculture and leadership
- Agricultural Education experience through Ag Innovators and Extension Education Internship
- Ability to work with a wide range of different people in many different environments

EDUCATION

Bachelor of Science Education in Agricultural Education December 2023
University of Nebraska- Lincoln (UNL) GPA 3.77/4.0

EXPERIENCE

Marketing and Communication Intern, Nebraska Women in Agriculture October 2022- Present

- Manage social media platforms including Instagram, Facebook, and Twitter
- Produce monthly event emails sent to 2,632 subscribers
- Design graphics to promote events on all social media platforms
- Increase following by 23.6% and accounts engaged by 23%

Ag Sack Lunch Ambassador, Brokaw Marketing January 2022- Present

- Present to an average of 30 students each lesson
- Interact with students in 4th grade and teach lessons on Nebraska Agriculture
- Monitor students to ensure they are paying attention and listening to the presentation

Farm Hand, Martensen Cattle & Crops- Humphrey, NE May 2015-Present

- Ensure proper animal health through vaccinations and constant care
- Follow Quality Assurance guidelines to keep animals safe
- Operate equipment such as tractors, grain carts, and feed wagon

Extension Education Intern, Platte County 4-H- Columbus, NE May 2022-August 2022

- Teach summer workshops to youth ages 5-15
- Coordinate 4-H Counsel Pop Stand during county fair
- Instruct 4-H teams ages 12-15 to prepare for livestock judging and Skill-a-thon competitions

Extension Education Intern, Boone/Nance County 4-H- Albion, NE May 2021-August 2021

- Aid in teaching summer workshops to youth ages 5-15
- Plan and conduct summer programs for students ages 5-7, 10-12
- Collaborate with Extension staff to ensure completion of all responsibilities

LEADERSHIP AND CERTIFICATIONS

Sigma Alpha, Alpha Delta Chapter November 2020-Present

- Director of New Membership (2022)

Agricultural Education Club, UNL September 2021-Present

- Chapter President (2022-2023)

FFA Alumni, UNL September 2021-Present

- Chapter President (2022-2023)

Nebraska Local Substitute Teaching Permit January 2023

Nebraska Beef Quality Assurance Certification March 2023

OSHA Safety 10-Hour Certification December 2022

Nebraska Corn and Soy Ambassador January 2022-December 2022

Mikayla R. Martensen

March 21st, 2023

Mr. Joshua Warren
Newman Grove Public Schools
101 S. 8th Street
Newman Grove, NE 68758

Dear Mr. Joshua Warren,

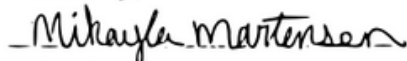
I am applying for your 7-12 Agriculture Education and FFA Advisor Position. This opening was brought to my attention by Mrs. Kylie Sweeter, as well as a posting on the Nebraska Department of Education website. As a current agricultural education major at the University of Nebraska- Lincoln, my enthusiasm to begin my teaching career grows each day. My numerous experiences, passion for agriculture, and determination would make me a great addition to the Newman Grove teaching staff.

My interest in agricultural education was first sparked as a junior in high school. Our local extension assistant asked me if I would be interested in training as a Teen Leader for the Ag Innovators Program, and teaching programs across Platte County. At first, I was leery, as I had never really taught anything independently before, but I decided to give it a shot, and boy am I glad I did! I quickly fell in love with teaching and spreading knowledge about agriculture. I knew teaching was something I wanted to be involved in. Throughout my time as a preservice teacher, I have had the opportunity to teach numerous lessons and develop my skills in the classroom. Each of these lessons was also accompanied by feedback from seasoned ag teachers, which has only helped me continue to flourish. Growing up and working on my family's cattle and row crop operation helped me to understand the time and dedication it takes to work in the agricultural industry. These firsthand experiences, as well as time involved in agricultural education classes and FFA, have prepared me for a position as an agricultural educator. My time as an Extension Education Intern with the Platte, Boone, and Nance County 4-H Programs has taught me to work in a fast pace environment and adapt to change quickly. With so many different events going on, especially during fair week, I have learned to manage my time wisely and be organized. Upholding all my obligations has strengthened my time management, organization, and planning skills. I firmly believe that each of my experiences has added value to my skillset and has prepared me to excel as a 7-12 Agricultural Educator and FFA Advisor.

I am requesting an interview with you, Mr. Warren, so I can expand on my skills, related experiences, and overall excitement to begin my teaching career. I have enclosed my resume and would be happy to provide additional information upon request. Please contact me at _____, or at _____

I hope you take my application into consideration, and I look forward to hearing from you.

Sincerely,



Mikayla Martensen

Enclosures

Mikayla R. Martensen

References

Jill Brown

Northwest Missouri State University
Director of Partnerships and Placement
800 University Dr.
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660-562-1251

Aliesha Meusch

Buttler County 4-H Extension Educator
Ag Innovators Supervisor
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David City, NE
aliesha.meush@unl.edu
308-660-3510

Robyn Graham

Agricultural Education Teacher
Humphrey FFA Advisor
405 S 7th St.
Humphrey, NE
robyngraham@humphrey.esu7.org
402-923-1230

Jill Goedken

4-H Volunteer and Professional Development
Extension Educator
1400 R St.
Lincoln, NE 68588
jgoedeken2@unl.edu
402-276-5838



March 22, 2023

Mr. Joshua Warren
Newman Grove Public Schools
101 S. 8th Street
Newman Grove NE 68758

Mr. Warren,

I am writing to recommend Mikayla Martensen for the 7-12 Ag Education/FFA Advisor position available at Newman Grove Public Schools for the 2023-2024 school year.

I have known Mikayla for eight years through the Platte County 4-H program. As a youth member, Mikayla demonstrated leadership and service through the Rising Stars 4-H Club and the 4-H Junior Leaders program. She was always willing to help and follows through with any assigned tasks. At all times, she was professional, courteous, as well as ready and capable to assist in many capacities. Mikayla also shows leadership by asking questions directly to our staff, while it is often parents asking on behalf of their children in other cases. I appreciated Mikayla's self-determination to make herself better in this way as a youth 4-H member.

In the summer of 2022, Mikayla and I covered for three full time positions in the Nebraska Extension – Platte County office. Mikayla was instrumental to the office team in so many impactful ways. She directly coached and prepared youth for livestock skill-a-thon practices for nine middle school age youth. She was well-prepared for the practices with age-appropriate materials and study materials. She did an excellent job of conducting the practices, utilizing many classroom management strategies and exceptional lesson plans.

Due to being short-handed, Mikayla handled many responsibilities of a full-time staff member. She did an excellent job with maintaining professionalism, a high level of character and desire to be a strong contributing member of our team.

I highly recommend Mikayla for this full-time teaching position. She is well-suited to be successful in this role.

Respectfully,

Jill A. Goedecken
Extension Educator



AGRICULTURE EDUCATION



The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource systems.

March 24th, 2023

RE: Recommendation Letter for Mikayla Martensen

To Whom It May Concern:

Mikayla Martensen is currently a Junior at the University of Nebraska- Lincoln as an Agriculture Education major. Mikayla is planning to student teach fall of 2023 and graduate December 2023. I have known Mikayla since she was in elementary school. Mikayla was a very active in the Humphrey FFA Chapter in high school. Mikayla managed her time efficiently between school, extra-curricular activities and her SAE Programs. She was active in the FFA, FCCLA, National Honor Society, Speech, Band, Choir, 4H, Farm Bureau Crew and Church. In addition to all of those activities, she also worked on her family's farm and at the local Bomgaars – Farm Supply Store during high school. College has not slowed Mikayla down, she often juggles many obligations: classes, organizational leadership, jobs, helping on the family farm and volunteering, just to name a few.

Mikayla has a wealth of FFA background. In high school, she competed in District Leadership Skills Events for four years, earning a blue or higher in Creed Speaking, Conduct of Chapter Meetings, Senior Parliamentary Procedure and Senior Public Speaking. She competed in several Career Development events such as Agriscience, Agronomy, Livestock Judging, Livestock Management, Food Science, Ag Sales and Veterinary Science. Mikayla served as a Senior Chapter Officer for 3 years, as Reporter and Student Advisor. Mikayla helped at almost every local FFA chapter activity: Local Leadership Night, Fruit Sales, Ag Olympics, Steak Feed & Silent Auction, FFA Week Activities, BBQ Bash, Donkey Basketball, Safety Academy and much, much more. Mikayla was a strong and dedicated member in our FFA Chapter. She could always be counted on to volunteer help to complete a project or to serve on a committee. Mikayla was always willing to work with the younger members, lead by example and was excited to work. She did a great job encouraging younger members to participate in contests and activities and was everything I would want a Chapter Officer to be. Mikayla earned her Greenhand and Chapter Degrees, as well as State FFA & American FFA Degrees. Mikayla has high moral standards and she leads by example. Mikayla easily completed over 50 hours of community service with the Humphrey FFA Chapter, including activities as Tractor Playground Build, Service with a SMILE, Dash 4 Trash, Electronics Collection, Flood clean up, Safety Academy, paper recycling, Ag in the Classroom, Feed A Farmer and repainting of animal playground equipment.

I believe that Mikayla will make a positive contribution to her career field, local community and society in general. She continually pushes herself to perform to the best of her abilities and to help others perform to their best also. Mikayla has excelled in all of her classes whether they are agricultural related or in her other classes, because of her strong work ethic, dedication and drive to be outstanding at what she does. Mikayla took several Ag Classes in high school, including: Leadership, Ag Science I & II, Food Science, Welding and Agribusiness classes. She has continued to grow her agriculture background with coursework in college. Mikayla has been very active in Agriculture, Leadership and Community Service and I foresee that she will return to her home rural area or one similar to Humphrey to continue these passions.

Mikayla is an incredible hard worker, motivated, very bright and a strong leader. I believe Mikayla's personality, agriculture experiences, teaching background and skill set would be a great fit for Newman Grove Public Schools! I highly recommend Mikayla Martensen for consideration for the Agriculture Education position! Please feel free to contact me at robyngraham@humphrey.esu7.org or 402-923-1230 with any additional questions.

Respectfully,

Robyn Graham
Humphrey Agriculture Education Teacher & Humphrey FFA Advisor

CLASSROOM CONTENT

Miss Martensen's Program Philosophy

Mikayla Martensen

The _____ Ag Ed program prepares students for future success in a welcoming and inclusive environment. Diverse learning opportunities help to meet the needs of all different learners.

Goal 1: Teach practical information with opportunities to apply it

Goal 2: Incorporate career exploration and planning into classroom instruction

Goal 3: Provide equal opportunities for every student, regardless of their background

Place yourself in the shoes of a student. You're not the best at English or Math, and you struggle with Science and History from time to time. These classes are why you dread going to school each morning when you wake up. However, you have other classes you look forward to each day as well. Intro to Agriculture, where you get to learn about things you are passionate about, like plants and livestock. Your ag teacher promised that by the end of the semester, you would get the opportunity to at least try welding, which you are super excited about. Woodworking, in which you get to work with your hands, building something you will be able to show off for years to come. This student I just described to you? That student is my brother. While he might not be the best in core classes, he finds himself at home in a learning environment that focuses on skills you can use in the future, industries he has grown up in, and topics he is passionate about. Kids like my brother inspire me to develop a CTE program that helps students feel at home, while helping them gain skills that will last a lifetime.

As a CTE teacher, we are in the position to spark students' interest in non-traditional career fields. We have a special job, as we get to provide hands-on opportunities to our students, open their eyes to career opportunities, and give them experiences they may not have in regular classes like math or science. We are also in the unique position of being able to help guide our students through life and support them as mentors. As a student my ag teacher was one of my biggest role models, and she still is today. Building connections with students will not only benefit them in high school, but as they progress into adulthood as well.

In my school and community, the Ag Ed department has always been seen as a welcoming place for everyone, no matter what their agricultural experience is. It is a place to learn and grow. The program helps meet the needs of students in numerous different ways. In reference to Maslow's Hierarchy of Needs, safety can be learned in the agriculture classroom, by teaching students how to safely operate tools in the shop, work around animals and equipment, and many more. It also can give students a sense of belonging that

they may not feel at home or in other classes. Esteem and self-actualization can be accomplished by reaching personal goals, learning new skills, and unlocking your true potential. Agricultural education can be a very hands-on and discovery-based class, which only makes the learning that more impactful to students.

Instruction in my classroom would be a mixture lectures and note taking, coupled with hands-on experiences. Students learn in different ways, so having a combination of both lecture and experience would target the contrasting learning styles. To incorporate the three-circle model of classroom, FFA, and Supervised Agricultural Experience (SAE), I would integrate FFA contests into my content when I see fit. It would also be beneficial for students to see what Supervised Agricultural Experience (SAE) areas they can apply the current knowledge they are gaining in, so we would have conversations about that as well! I also think that some things are just learned easier when you can see them versus just hearing about them. As a program that thrives off connections, guest speakers and “field trips” would also occasionally be part of my lessons. Who better for my students to learn from than experts in the field?

Often, thriving agricultural education programs have a supportive community backing them. While this may often be thought of as participating in fundraisers or congratulating students on their latest achievements, their aid runs much deep than that. In smaller towns, community supporters may also be business owners that can serve as Work Based Learning opportunities for students. They would also make great guest speakers for numerous different classes, depending on their area of expertise. It is also difficult for an agricultural education program to thrive without the support of their administration. With ag teachers trying to provide so many opportunities to their students, they often must miss school. Having an administrative team that sees that while it may be inconvenient to find a substitute, students are growing as leaders and expanding their knowledge.

To continually have support from both the community and your administration, communication is essential. As a high school student, my parents always said they felt like I was always on the go due to the number of activities I was involved in. Yet, they were never concerned about my safety of whereabouts due to the communication that was utilized by the activity sponsors. This is one of the major reasons why it is important to communicate what you are doing in your program, whether it be in the classroom or with FFA. I also believe that it is essential to share updates from the classroom side, because no matter how many times you as a kid “what did you learn in school today”, you will not get a very specific answer. Sharing something as simple as a few photographs and a couple short sentences about different classroom content on social media can go a long way! This also serves as a great way for community members to see what they are supporting when they buy fruit from your yearly fundraiser, or simply what their tax dollars are going to!

When properly integrated into a school and utilized to meet student needs, an Ag Ed program can help students flourish. My vision of preparing students for future success in a welcoming and inclusive environment, along with diverse learning opportunities will provide a positive learning experience for my students. To make a successful Ag Ed program that aligns with my vision, I must consider what I want to achieve, as well as what my students want to achieve. Each component; my goals, student goals, and everything in between; will help lead me to achieving what I have my vision set to be. Each of these things may be good on their own for the program but working together will help us attain greater successes.

To home in on the practical knowledge students will be learning in my classroom, they will be asked to apply it in practical ways as well. Why learn about artificial insemination and be able to list the steps, but never have the actual experience of completing the task? The same can be said with career exploration. Sure, it may sound like an amazing job on paper, but you will never truly know if that's something you want to pursue if you don't get an actual hands-on experience like job shadowing. No matter what, these opportunities should be offered to all students, regardless of their background. If we bar students from opportunities just because they are "normal", how will they ever get to live normal opportunities?

Let's circle back to my brother again. I tried to keep him in mind as I thought out my program vision statement and goals. Would these goals and vision be applicable to him if he was in my program? I'm sure we all know a student like my brother. Heck, you may have even been that student at one point. Ag Ed is seen as not only a favorite class to him, but someplace he can be comfortable to take risks and expand his knowledge. I want to create that same environment for my students, so they can strive for success in the future and achieve great things.

Miss Martensen's Program Model Narrative Rationale

Mikayla Martensen

As I stated in my Program Philosophy, we as CTE instructors are in a unique spot to help students feel at home, while guiding them to gain skills that will last a lifetime. As they progress through our program, they should grow, but only if they take a sufficient and coherent path. My hope as an ag teacher is that students are able to meet their personal goals in my classes, while exceeding mine for the whole program. Those goals include the following:

Goal 1: Teach practical information with opportunities to apply it

Goal 2: Incorporate career exploration and planning into classroom instruction

Goal 3: Provide equal opportunities for every student, regardless of their background

In my mind, these goals will serve as a guide to what should be taught in class. If it is not beneficial to the program or my students, then why am I including it? By following this program model, both myself and my students will have the best experience throughout their times in agricultural education.

Agricultural education students will start their journey with Intro to Ag. Generally, this is freshman, but can also be students who are 7th or 8th graders. However, the way my program is modeled, I have decided Intro to Ag will be taken as a high school freshman. This will serve as a class that provides a broad overview to all things agriculture, including plant science, animal science, food science, and agribusiness. Depending on the time length of the class (semester or year-long) will impact how much time we spend on each content area. Students would also be taught basic FFA knowledge and complete the Creed reciting requirement for their Greenhand Degree in this class. With a realization that all students learn at difference paces and have varying needs, modifications will be provided when needed. This is just one of the many ways I will strive to provide equal opportunities for every student.

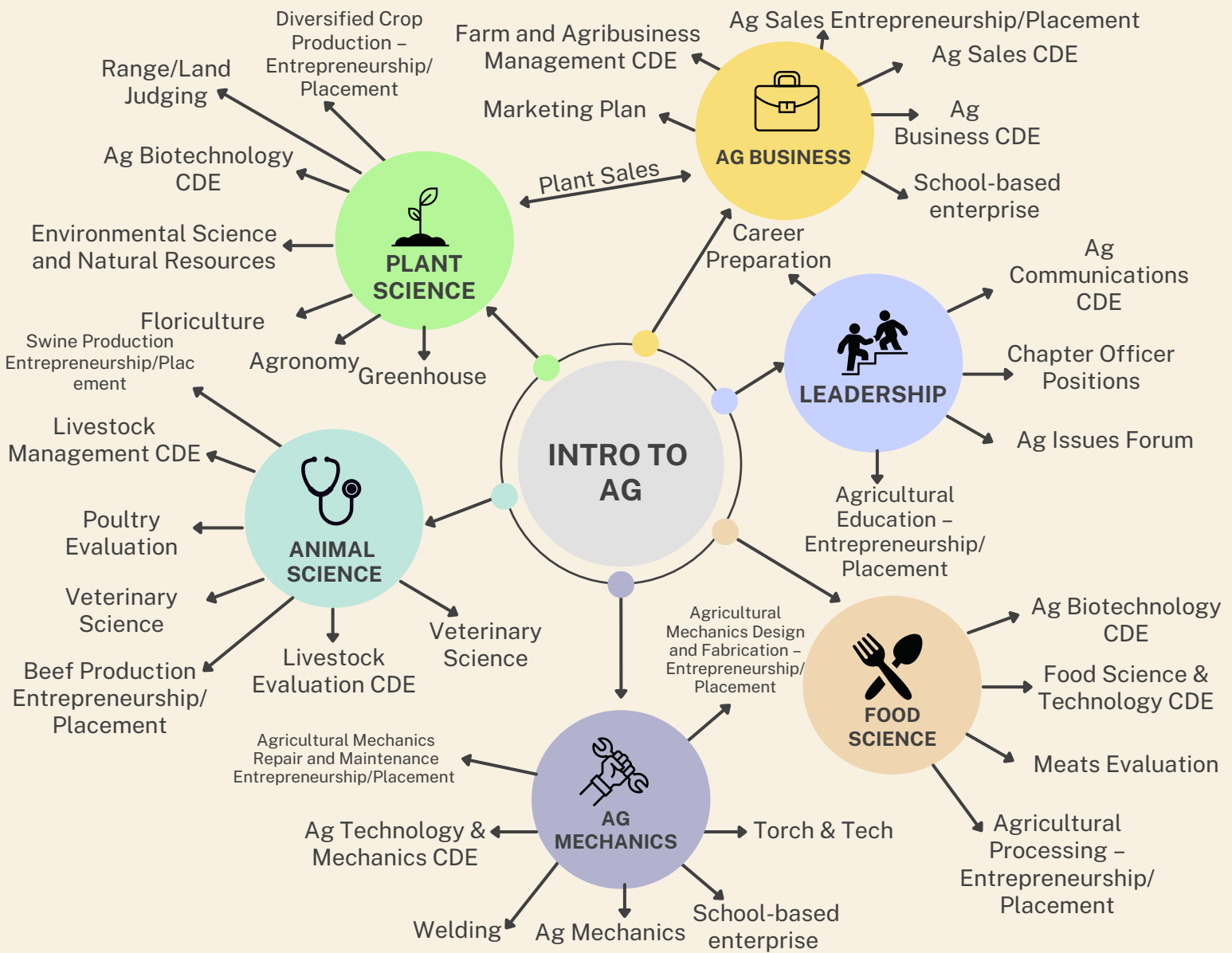
During their time in Intro to Ag, students will also gain exposure to the numerous opportunities available to their in the agricultural industry during our careers unit. My students will be tasked with identifying a potential career pathway they could see themselves pursuing, and this will help me to guide them during their agricultural education journey. This is where my career exploration goal comes into play. I also plan to utilize "employment points" as a classroom management tactic. Students receive a certain number of points in the gradebook at the beginning of the year. Every time they do something that may be concerning to an employer, i.e., cuss, arrive late, be disrespectful to the teacher, they lose points. My hope is that students learn to be respectful and learn about things their employers would not like.

Something that may be beneficial to implement at the beginning of each year is a short survey about student interests. This way I would be able to better gauge what content they want to spend more time on, versus what they would rather not learn about. It would also be handy to know more about how each of my students learn so I can tailor class activities and content to their learning styles. With so many different models of instruction I can easily vary the way I am teaching to appeal to different learning styles. Getting to know my students in general will be my best academic tool though, because this will help me to avoid teaching them things they already know. I will be able to broaden their knowledge rather than reiterating what they already know. If they would like to learn more on the subject, they already have a background on, I would be able to provide an “advanced” section of this class with higher levels of learning.

Overall, Intro to Ag allows students to experience numerous aspects of agriculture in one class. They can learn many different skills that can be applied in multiple different areas, including safety, collaboration, and respect. These are all general things that are utilized each and every day in the agricultural industry, so they will also be expected to be used in my classroom.

Providing classes that the students want to take appeals to the numerous students involved in my program. While I know that I may not be able to teach the class that every kid really wants, I would be able to provide this option to a majority. Covering numerous topics in the Intro to Ag class will show them at the very beginning that there are tons of opportunities available within the CTE scope. My overall hope is that I can develop leaders in the agricultural industry while also meeting the goals I have set for my program.

Graphical Representation of Program Opportunities



Agribusiness Scope & Sequence

Scope & Sequence

Course Title: Agribusiness	Program: Alliance-	Description: This course prepares students to drive into the world of business, specifically in the ag industry. The course includes the study of business planning, creating and analyzing financial information, developing business plans, and using sales and marketing principles.	
Facilities Needed: N/A			
Course Goals: -Apply AFNR business planning, management, and development principles. -Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles -Use sales and marketing principles to accomplish AFNR business objectives. -Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.		Career Readiness Standards Met: -Attends to personal and financial well-being -Models ethical leadership and effective management -Contributes to employer and community success -Communicates effectively and appropriately -Uses critical thinking -Demonstrates innovation and creativity	
Unit Topic/Framing Question	Standards Met	Activities, Assessments & Accommodations	
Unit 1: Business Planning Guiding Question: What steps are taken when developing and managing your business? Course Learning Outcome: Apply AFNR business planning, management, and development principles.	AFNR.HS.1.1.a: Apply and analyze different types of risk management strategies and structures in AFNR businesses. AFNR.HS.1.1.c: Differentiate between and explain different business structures.	Student Activities	Develop a Business Plan Product Flow Chart
		Assessment Tools	Students will present their business plan to local business owners. Begin Farming Simulator Activity
		Accommodations	Partially filled out product flow chart Simplified Business Plan based on student ability Present business plan to para staff member
		Career Development Opportunities	Farm & Agribusiness Management
		Work-Based Learning Opportunities	Develop a Business Plan for their SAE Identify different management principles used at their WBL
Unit 2: Budgets and Financial Responsibility Guiding Question: How can we be financially responsible in our business endeavours? Course Learning Outcome: Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.	AFNR.HS.1.3.a: Develop, assess and manage cash budgets to achieve AFNR business goals. AFNR.HS.1.3.b: Develop production plans.	Student Activities	Personal Finance Budgeting Project Interview with local business owners on determining budgeting for the year Cash Flow Statement Unit
		Assessment Tools	Update Farming Simulator Activity Create a mock "Annual Budget" for the business you created
		Accommodations	Budgeting Project Partnered interview/Observe interview Simplified Notes or Notes w/ Para
		Career Development Opportunities	Speaker from local bank/loan officer
		Work-Based Learning Opportunities	If they earn a paycheck from their WBL, create a budget using only those funds If they don't get a paycheck, how large of a paycheck would they need to earn to maintain their current lifestyle
Unit 3: Understanding External Influences Guiding Question: What outside factors impact my business? Course Learning Outcome: Use sales and marketing principles to accomplish AFNR business objectives.	AFNR.HS.1.5.a: Analyze the role of markets, trade, competition and price in AFNR business sales and marketing.	Student Activities	Marketing Plan Agricultural Market Product Research
		Assessment Tools	Update Farming Simulator Activity Create 5 marketing materials for mock business.
		Accommodations	Simplified Agricultural Market Product Research Modified Marketing Plan assignment based on student abilities
		Career Development Opportunities	Marketing Plan CDE Ag Sales CDE
		Work-Based Learning Opportunities	Create a marketing plan for your SAE Identify different marketing tactics used by your employer/WBL
Unit 4: How to Not Get Sued 101 Guiding Question: What laws and regulations do I need to follow in order for my business to be successful? Course Learning Outcome: Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.	AFNR.HS.1.2.a: Apply accounting principles, systems, tools, laws, and regulations to record, track, and audit AFNR business transactions AFNR.HS.1.2.b: Create and analyze financial information and reports to monitor AFNR business performance and support decision making.	Student Activities	What is legal and ethics? group presentation Do you need a lawyer? Situation Activity
		Assessment Tools	Update Farming Simulator Activity Government and Agribusiness Paper Laws and Regulations Overview Test
		Accommodations	Adjusted Government and Agribusiness Paper requirements based on student needs Simplified Do you need a lawyer? Situation Activity
		Career Development Opportunities	Farm & Agribusiness Management
		Work-Based Learning Opportunities	Review THEIR paperwork for WBL Worksheet about what legal regulations they have to follow in the workplace during their WBL/SAE



To access this document and the live links, scan the QR code below or [click here](#).

Extended Contract Table

Program Goals:

- Teach practical information with opportunities to apply it
- Incorporate career exploration and planning into classroom instruction
- Provide equal opportunities for every student, regardless of their background

Event or Activity Outside of School	Date/When Will Time Be Used?	Justification of Time	Meeting Program Goals	Estimated Extended Days
Chapter Officer Leadership Training (COLT)	End of May, Early June	Chapter officers are able to network with State Officers and other chapter officers from across the state while developing their leadership skills. I will provide transportation to the students and supervise them. There is also chapter planning time during the conference that we will utilize.	COLT serves an opportunity for our officer team to plan activities for the next school year, while also developing themselves as leaders. I see this as learning practical information as they are learning to communicate with others, plan and organize activities, and also develop their leadership skills.	3
Nebraska Career Educator (NCE) Conference	June	NCE Conference serves as a professional development opportunity for all teachers involved in the CTE world. There are a wide variety of sessions that are beneficial to both you and your students. It is also a great way to network with other educators, and gain resources along the way.	The focus of NCE Conference this year is "CTE Without Limits". There is a heavy focus on providing equal opportunities with disabilities. Attending will open my eyes to new ways that I can make my class content and activities more inclusive to all my students.	4
Ag Tour Day	Mid-June	Students who attend Ag Tour Day can visit local community partners and get a deeper look at what goes on at that business every day. This serves as a great opportunity for students to also talk with employers to learn about what they look for in an employee, what internship opportunities are available in the future, and much more. I will supervise students and provide transportation/ride the bus with them (attendance impacts this)	Ag Tour Day serves as a Career Exploration opportunity to my students. We spend all day visiting local partners, which is something we are not able to do during the school day. They are able to ask employers what they look for in potential employees, so they can also gain practical information.	1
SAE Visits	June	SAE Visits serve as an opportunity for me to check in on students and their work-based learning opportunities. We cover how their responsibilities have increased since the previous year, review protocol, and if they foresee any changes in the future. It also is an opportunity for me to just check up on the students and make sure they are doing well. I would be able to visit with multiple students each day and during the school day, which is why I have only listed 2 days.	SAE visits tie directly back to the practical information students are learning in the classroom. This is where they are not only applying the information they have gained, but expanding on it as well. It also serves as a career exploration opportunity in some cases. SAE visits allow me to check on my students to make sure that what they are doing as an SAE is beneficial to them, and they are growing their knowledge, not just plateauing.	2
Summer Workshops	June	Summer workshops are an opportunity to introduce students to different CDE areas such as Vet Science, Welding, Floriculture, and many more. During these workshops they can create a project that is also eligible for entry at the county fair! Each workshop is two half-day sessions.	Summer workshops allow students to learn new skills during their summer break. Workshops are hands-on opportunities that we just don't have enough time to complete during regular class periods. These skills may also be turned into a new SAE project, or lead to a new career pathway discovery.	3
State and County Fair	July/August	Students are able to exhibit their hard work and skills at the county and state fair where they receive recognition for their talents. As an advisor I will transport their projects and assist my students at shows.	Practical information learned in classes like welding, plant science, and animal science is utilized while competing at State Fair. This is their time for all their hard work to shine!	3
Feed A Farmer	End of September/October	Participating in Feed A Farmer helps students give back to those in the community who are spending hours in the field during harvest. This serves as another way for us to give back to the community that supports us as well. I will supervise students and collect more supplies when needed. Only half a day will be used for this as Feed A Farmer only lasts a few hours.	Students will be the main coordinators of their event, teaching them to plan and organize an event with local community businesses. This practical information will be helpful no matter what path you choose in life, which is why it is important for students to have this opportunity!	0.5
National FFA Convention	November 1-4, 2023	Attending National Convention is a privilege, and student will be expected to take the opportunity seriously while also having fun. They will have the opportunity to visit with vendors, colleges, and other members while attending tours, sessions, workshops, and so much more. My hope is students will see what they can achieve and have something to strive for in their time with FFA. Many hours of travel, supervision, and coordination will be required to attend such a large event, which is why I will need to attend with students.	National Convention has a wide range of opportunities available to students. Career fairs and industry tours will allow students to explore career opportunities. They will have to learn to manage their time, safely travel in groups, and manage their money during the trip as well, which are all important life skills.	4

To access this document, click [here](#).

Event or Activity Outside of School	Date/When Will Time Be Used?	Justification of Time	Meeting Program Goals	Estimated Extended Days
Local Leadership Night (LLN) & Banquet	November & May	<p>LLN- To prepare for the upcoming LDE competition, the FFA Chapter will host a Local Leadership Night where students will present their speeches in front of families and community members. A meal will be served, and we will recognize the Jr. Officer Team and Jacket Scholarship Recipients. I will need to coordinate the meal, awards, and speech presentations.</p> <p>Banquet- This is an opportunity for us to celebrate our successes from the year. We invite members, families, and community supporters so we can all come together to celebrate. Students and supporters will feel recognized. It is a great way to wrap up the year as well. I will help to coordinate awards and the meal</p>	For some students it may be difficult to speak in front of groups of people, so this serves as an opportunity to practice that. This will be important no matter what job you have! The numerous recognition opportunities we give students give them something to strive for throughout the year, showing that all opportunities are available to everyone.	0.25
Fundraisers	November/March	Chapter Fundraisers teach students to responsibly handle money and helps them gain customer service skills. It is the responsibility of the student to turn in order forms and money, and sort the product, compile each order, and deliver it in a timely manner. I would help to compile orders, collect money, and offer times for students to come sort their orders.	Fundraisers give students the chance to learn about money management and customer service. Another example of practical information that will be useful in the future.	0.75
District Leadership Development Events	December	Students will need transportation to the competition, as well as supervision. I will be in charge of an event, and may also have to host the competition some years.	Public speaking, job interviews, parliamentary procedure, and many other leadership development events are applicable in numerous areas of life besides FFA. Depending on the event, there may also be an opportunity for career exploration if you compete in Cooperative Speaking or Job Interview for example.	1
State Degree Application/Interviews	January	Students are recognized for their commitment to FFA and SAE through State Degrees. As an advisor I am required to help with the interview and review process, while also preparing my students for their State Degree Interviews.	Interviewing is ESSENTIAL for life, as it is necessary to receive most job positions. State degrees also motivate students to keep good records on their finances and work hours, which is a good life skill to have.	1
District Career Development Events	February/March	Students will need transportation to the competition, as well as supervision. I will be in charge of an event, and may also have to host the competition some years.	Career development events are a great way for students to explore numerous different careers. While they aren't exactly like the day-to-day of every job, it is able to give students some background on what the content of the job is, and if it may be something they would like to pursue in the future.	1
State FFA Convention	April	The students who attend State Convention will be the students who qualified. They will attend sessions, watch other competitions, network with other members, and visit with career fair participants. I will need to transport students to their competitions, ensuring that they arrive on time. Students will also need supervision and someone to make sure that they are attending sessions, making this an educational experience.	Networking, competitions, sessions, career exploration, and everything in between is what students experience while attending State Convention. Students could also apply to attend the Ag Issues Academy, a Teach Ag workshop, or take advantage of numerous other opportunities available to them.	3
Practices	Year-Long	In order to have a successful chapter, students will need to have a dedicated time to practice as a team or individually.	In order to have opportunities like district and state competitions, possibly even Nationals, students need to practice. This allows them to apply the knowledge they need to be successful in their specific contest area, while working with their teammates to improve and work towards a common goal-success.	1
Meetings	Year-Long	Chapter and Officer Meetings are essential to the success of our chapter. This serves as a way for use to communicate and plan for upcoming events, and get organized for all of our opportunities.	Meetings allow us to communicate current events of our chapter. We cannot expect our members to attend things if they don't know what is going on. Meetings are planned by the officer team, and committee time may often take place as well. Students are asked to plan events or communicate with our supporters to make our events the best possible!	1
Total Number of Extended Contract Days:				29.5

To access this document, [click here.](#)

Daily Plan	Instructor: Miss Martensen
Course: Intro to Agriculture	
Unit Title: Ag Careers	
Lesson Plan Title: Intro to Ag Careers	

Contextual/Set	Where have you been?	Where are you going?
	This is the start of my lesson	<ul style="list-style-type: none"> • Student understanding of the broadness of ag careers • Evaluating information about ag careers
Essential Question: (Law 2)	What career opportunities are available to me in the ag industry?	
Objective: (Law 1, 4)	1. The learner will categorized ag careers as either agribusiness, animal science, plant science, food production, natural resources, or power, structural, and technical systems	

Learning Activity 1 (Laws 3,4,5)		Estimated Time:	10 minutes?
Instructor Directions	What will the teacher do?	What will the student do?	
<ol style="list-style-type: none"> 1. Ask students to identify one career that comes to mind when they think of agriculture. They will write this career on a sticky note. <i>(4 seconds)</i> 2. Instruct students to pair up. Share the first career you wrote down. Ask each group to share an example of the careers they discussed. 3. Brainstorm as many careers as they can think of that relate to agriculture. Write each of them down on a sticky note. <i>(Minute and half?)</i> 4. Categorize each career under agribusiness, animal science, plant science, food production, natural resources, or power, structural, and technical systems. <i>(2 minutes)</i> 5. Lead students on a gallery walk of the categories and discuss why the careers were placed in certain categories <i>(5 minutes?)</i> 	<ul style="list-style-type: none"> -Hand out sticky notes to each student -Monitor student discussions to ensure they are staying on topic -Write categories on the board -Facilitate gallery walk and discussion of each category 	<ul style="list-style-type: none"> -Identify careers independently and in partners -Categorize careers as agribusiness, animal science, plant science, food production, natural resources, or power, structural, and technical systems 	

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> - There are many different careers that are related to agriculture that you may not innitally categorize as an agriculture career. 	<ul style="list-style-type: none"> - Students will use the career knowledge they gained from the T-P-S activity to analyze different statistics about the provided ag careers

Contextual/Set	Where have you been?	Where are you going?
	An overview of ag careers	Specific logistics of ag careers
Essential Question: (Law 2)	What are important aspects I need to consider before selecting a career?	
Objective: (Law 1, 4)	<ol style="list-style-type: none"> 1. The learner will identify salary, required education or training, responsibilities, and recommended high school courses of potential ag careers. 2. The learner will compare and contrast two careers with a partners 	

Learning Activity 2 (Laws 3, 4, 5)		Estimated Time:	10-15 minutes?
Instructor Directions	What will the teacher do?	What will the student do?	
<ol style="list-style-type: none"> 1. Hand out sheets of paper that will help guide students on what facts they need to collect from the website. 2. Separate students as either A or B 3. Tell students when to begin reading about the careers (<i>give them about 5 minutes</i>) 4. Have the students pair up A and B and discuss what they learned 5. In partners, compare and contrast some of the pros and cons of each career. 	<ul style="list-style-type: none"> - Distribute worksheets - Divide students as A or B - Monitor time - Pair students with an opposite letter 	<ul style="list-style-type: none"> - Read either article A or B about the careers - Fill out the worksheet with the required information - Discuss their article with another student 	

Summary (Reflection) (Law 6, 7) (End of the class)
As a group we will discuss key points from the articles and reflect on what knowledge they gained. We will also talk about if anyone would be interested in pursuing these careers and why. Students will take the AgExplorer Career Finder quiz in the next class to help them discover what ag career would be recommended to them based on their interests.

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
Grain Buyer Article- https://agexplorer.ffa.org/career/grain-buyer Ruminant Nutritionist Article- https://agexplorer.ffa.org/career/ruminant-nutritionist Sticky Notes Worksheets Whiteboard w/ Categories <ul style="list-style-type: none"> - Agribusiness - Animal science - Plant science - Food production - Natural resources - Power, structural, and technical systems

Daily Plan		Instructor: Miss Martensen
Course:	Intro to Woods	
Unit:	Coffee Table	
Subject Area:	Table Saw	
Materials, Supplies, Equipment, References, and Other Resources:	Safety Glasses Pencils Boards Tape Measure? Table Saw	
NE Agricultural/STS Content Standards:	NE Academic Standards:	
Essential Question(s):	How do you operate a table saw safely?	
Objectives:		
1. The learner will be able to operate a table saw using 7 steps		
2. The learner will be able to cut a rip board within a 1/16 th of an inch		

Interest Approach/Set (Preflection)	Estimated Time:
"As we make our way through the semester, we will be working on a coffee table project. We will be reviewing some of the main tools that we will be using today."	
"Who has operated a table saw before?"	
Grab your safety glasses when I say go and wait outside the classroom door. Once everyone has their safety glasses on properly, we will head to the wood shop. When we get to the woodshop everyone, please meet around the table saw.	

Learning Activity 1	Teaching Method(s):	Estimated Time:
Instructor Directions / Materials	Brief Content Outline	
	Overview the parts of a table saw so students are familiar with the terms that will be used.	
	Discuss kickback and how it can be dangerous	
Go over the steps of how to use the table saw:		
<ol style="list-style-type: none"> 1. Square the blade to the table <ul style="list-style-type: none"> • You can use a speed square for this. 2. Set the blade so the teeth are just above the thickness of the board 3. Adjust fence to five inches <ul style="list-style-type: none"> • Double check this with your tape measure to ensure all measurements are true 4. Place the board snug against the fence and turn on table saw 5. Slowly feed the board towards the blade, pushing until it is past the blade. <ul style="list-style-type: none"> • Use a push stick as needed 6. Turn the saw off and retrieve your board 		

	<p>7. Remeasure board to check for accuracy</p> <p>Do each step “together”, each student cuts their board to the correct size and measures for correctness</p>
--	--

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	
<ul style="list-style-type: none"> • Review the seven steps of operating the table saw • “What is the most important step in this process in your mind?” • “How will you help yourself remember these steps?” • Review the five parts of the table saw and their purpose • Continue learning about the main tools we will be using for our coffee table 		

Evaluation Based on the Learning Outcome Expressed in the Objective(s)
Each student can demonstrate the seven steps of ripping a board with a table saw.
Each student can correctly identify and describe the purpose of the five main parts of a table saw

Daily Plan	Instructor: Miss Martensen
Course: Plant Science	
Unit Title: Crop Diseases	
Lesson Plan Title: Crop Disease Discovery	

Contextual/Set	Where have you been?	Where are you going?
	We have gained basic scouting knowledge	We want to begin ID'ing specific diseases so we can apply our knowledge
Essential Question: (Law 2)	What are common diseases in Nebraska corn crops?	
Objective: (Law 1, 4)	The learner will be able to identify common diseases in corn crops.	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	5 minutes
Instructor Directions	What will the teacher do?	What will the student do?
<ol style="list-style-type: none"> 1. Divide students to groups and assign them to a poster. They will be acting as an agronomist today, and they just received a picture from a producer asking what the disease is they found in their field. 2. Direct students to use their Field Guide to identify what they think the disease is based only on the photo. 3. After each group has settled on a disease, begin transition to activity 2. 	-Guide students through the activity, keep them on track, and answer any questions they may have	-Using pages 216-230 of the Nebraska Soybean and Corn Pocket Field Guide, students will identify common diseases found in corn crops.

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> - What are some ways you were able to identify the disease? - Why is it important to know your crop diseases? 	<ul style="list-style-type: none"> - You have called the farmer and told him what you think the disease is based off the picture. He wants to know for sure, but you don't have time to meet with him in the near future. He asks for different ways he might be able to determine it himself.

Contextual/Set	Where have you been?	Where are you going?
	We have identified the diseases	We want to gain more context on the diseases
Essential Question: (Law 2)	How can we prevent and treat issues we discover in our corn field?	
Objective: (Law 1, 4)	The learner will identify causes (epidemiology), scouting recommendations, and management tips about corn diseases.	

The learner will defend their findings when presenting the information on their crop disease and treatment to fellow students

Learning Activity 2 (Laws 3, 4, 5)		Estimated Time:	15 minutes
Instructor Directions	What will the teacher do?	What will the student do?	
<ol style="list-style-type: none">Using the Field Guide, ask students to look for different things they may be able to tell the producer to look for that may serve as indicators for that specific disease.The producer would also like to know what was the cause of the disease, and how he can manage the issue.After students have completed their research, ask them to present their information (posters) as if they were sharing it with the farmer.Give the students a situation that will cause them to defend their findings<ol style="list-style-type: none">An app on his phone told him it was _____ disease, not the one you identified. How will you defend your findings?The neighbor guy said he thinks the disease is _____ because he has been seeing that in his fields nearby. Why isn't it that?	<p>-Guide students through the activity, keep them on track, and answer any questions they may have</p>	<p>-Using pages 216-230 of the Nebraska Soybean and Corn Pocket Field Guide, students will identify causes (epidemiology), scouting recommendations, and management tips about corn diseases.</p>	

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

- Reflect on each disease covered by groups, and how they are treated
- Why is it important to be able to identify these diseases?
- For next class...

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

- Markers
- Large sheets of paper
- Nebraska Soybean and Corn Pocket Field Guide (x5)

- Gray Leaf Spot Pictures
- Northern Corn Leaf Blight Pictures
- Holcus Leaf Spot Pictures
- Eyespot Pictures
- Bacterial Leaf Streak Pictures

Livestock Breeds Project

Name: _____

Due Date: _____

You will be assigned 2 breeds within each species to research and organize information about these breeds. This is a major grade and you will be graded on the information in your Google Slides. You will use this to present your information to the class. You will be graded on the information on the slides and your presentation skills. Check this rubric to make sure your project is complete. See points below.

Dairy Cattle	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Beef Cattle	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Sheep	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Goats	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Horses	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Poultry	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Swine	Assigned Breeds:	Points Possible for each breed	Points Earned Breed #1	Points Earned Breed #2
Name of Breed (include alias, etc.)		1		
Picture (Male & Female)		2		
Characteristics (frame size, color/identifying marks, breed traits)		3		
Place of Origin (include a map)		1		
Breed Purpose (specific qualities)		2		
Interesting Fact (unique information)		1		
Total Points Earned		/20		

Overall Presentation	Points Possible for each	Points Earned
Cite your Sources	5	
Eye Contact	5	
Voice Level	5	
Organization	5	
Grammar and Spelling	5	
Accuracy	5	
Total Points Earned	/30	

Total Grade: _____/170

Exit Ticket

Name: _____

Date: _____

3	Things I learned today...
2	Things I found interesting...
1	Question I still have...

Exit Ticket

Name: _____

Date: _____

3	Things I learned today...
2	Things I found interesting...
1	Question I still have...

Name: _____

Date: _____

Make Your Own Review Questions

Using the information we have covered throughout this unit, create five potential questions you would expect to see on an exam related to this unit. These questions should be fill in the blank or essay questions. Each question should also have a corresponding correct "answer".

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

Question 5:

Answer:

Name: _____

Date: _____

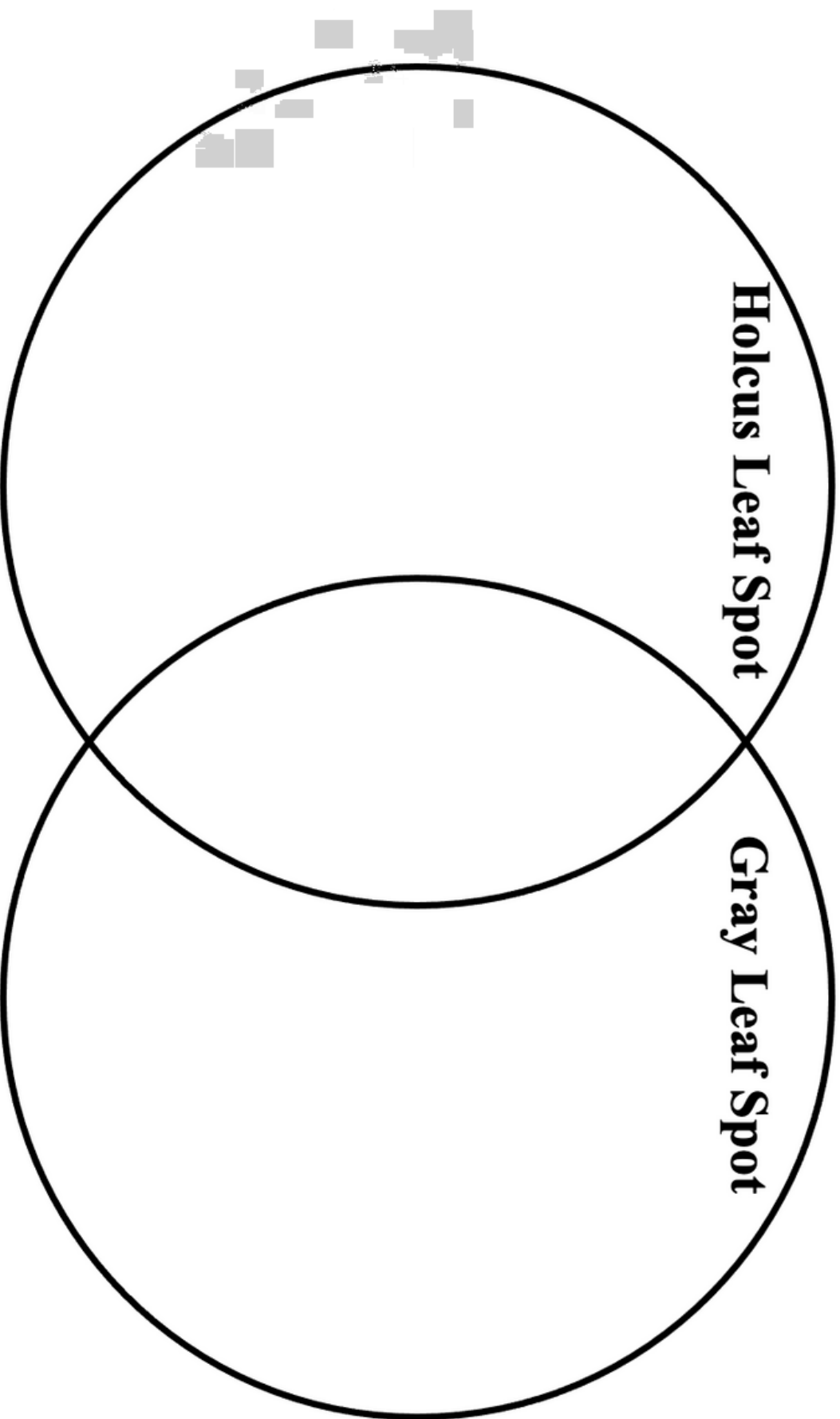
One Minute Paper

A minute paper is a type of essay that is done in just a minute. Using the information we covered in class today in class, discuss the importance of being able to identify crop diseases, and how it can be beneficial as a producer.

Compare & Contrast

Using your Nebraska Soybean and Corn Pocket Field Guide, compare and contrast Holcus Leaf Spot and Gray Leaf Spot.

Name: _____



FFA CHAPTER RESOURCES

do doing to learn earning to live living to serve learning to

Ms. Martensen's

CHAPTER HANDBOOK

Newman Grove FFA Chapter
Newman Grove, NE
2023-2024



Welcome to _____ Agricultural Education!

Welcome to the _____ Agriculture Education Handbook. You'll notice that this is not just a handbook for FFA, but for the entire Agriculture Education program, including agriculture education classes, Supervised Agricultural Experiences (SAEs), and FFA - meaning the program is intracurricular rather than extracurricular. This handbook should answer most questions you have about the program. If you have any questions that are not addressed in the handbook, feel free to contact Mikayla Martensen, Agriculture Educator, at

or

Meet Your Ag Teacher!

Miss Martensen is the agricultural education teacher and FFA advisor at _____. She attended the University of Nebraska- Lincoln and graduated in December 2023. If you have any questions regarding FFA, SAE, or Agricultural Education classes in general, do not hesitate to reach out!

Miss Martensen can be reached _____ or

Program Description

The Agricultural Education Program is much more than a class. Classroom instruction gives students the knowledge and skills they need for success in today's world, and students get a chance to practice and apply these knowledge and skills in their Supervised Agricultural Experience Projects (SAE) and through the National FFA Organization. When the three parts are properly integrated, student education is maximized. Students learn important academic, career, technical, and life skills when all types of instruction are used. To make the most of the Agricultural Education Program, all students should participate in FFA and have an SAE project.

Classroom	Supervised Agricultural Experience (SAE)	FFA
<p>The following are the classes available to students: <i>Plant Science/Leadership</i> <i>Welding</i> <i>Agriculture, Food, and Natural Resources (AFNR – Ag 9)</i> <i>AG 7</i> <i>AG 8</i> <i>Adv. Welding</i> <i>Animal Science (two-year rotation)</i> <i>Agribusiness (two-year rotation)</i></p> <p>Independent Ag Public Law 740 defines SAE and FFA as integral parts of Agricultural Education classes.</p>	<p>An SAE project is any experience outside of regularly scheduled class time in which the student gains new skills or practices skills in agriculture. Students could hold an ag related job, job shadow an ag professional, or own any agribusiness enterprise such as an animal or plant project or agriculture service business. The student should select their project based on their career and interests, as well as the amount of time they are willing to spend. The type of project and duration of the project is up to the student. Students should have at least one SAE project each year that they are enrolled in the Ag Ed/FFA program. This can be the same or different projects.</p>	<p>The _____ FFA Chapter offers a multitude of opportunities to get involved in leadership projects, community service, recreation, competitive events, scholarships, and skills development. This handbook explains many of the opportunities available this school year. Students do not have to participate in all FFA activities – they can pick the activities that they want to get involved in. All FFA members should plan at minimum to attend all meetings and the Annual FFA Banquet. A student's level of involvement and participation in FFA can boost, but will never reduce, a student's grade in Ag Ed Class.</p>

What is SAE?

A Supervised Agricultural Experience program is the actual, hands-on application of agricultural skills outside the classroom. Students are supervised by agricultural education teachers, parents, employers, and other adults who assist them in the development and achievement of their educational and career goals. SAE is a time-honored and tested form of work-based learning. An SAE program can be whatever the student wants it to be—an agricultural business of his/her own, a job shadowing experience, or placement in a paid or unpaid job using agriculturally-related skills and competencies. It is a program designed cooperatively by the student, advisor, and parents. Some examples of recent SAE projects conducted by Nebraska FFA Members:

- Unpaid Internships
- Raising & Selling Vegetables
- Working in a Greenhouse
- Raising & Selling Game birds
- Custom horse training business
- Breeding & Selling Purebred Dogs
- Community Service projects
- Lawn Mowing Business
- Volunteering within the community
- Working at locker during deer season.
- Landscaping Projects at Home
- Job-Shadowing an Ag Career
- Working at a Floral Shop
- Raising a Garden
- Working at a Fertilizer Plant
- Grocery Store Produce Dept.
- Hunting & trapping (wildlife mgt.)
- Work at a welding shop
- Working on a Dairy Farm
- Selling Pumpkins
- Turf Care at a Golf Course
- Raising bucket calves
- Working in the hayfield
- Growing and Selling Sweet Corn
- Managing irrigation pivots
- Serving as a docent at a museum
- Serving as a Teacher's Assistant
- Implementing the PALS Program
- Growing and Marketing Asparagus
- Restoring a Tractor
- Painting houses, sheds, and barns
- Raising Sheep, Cattle, Chickens, Hogs or even Butterflies

Students keep records (including pictures) for each SAE project, and these records are submitted at least quarterly to the Ag Ed instructor as part of the Ag Education class grade. Livestock-based projects may be entered and exhibited at the county and state fairs, but this is not required. Students are rewarded for successful SAE projects through the FFA's Proficiency Award Program. SAEs are also one component of selection to the various levels of FFA membership, also known as Degrees.

How are SAEs Graded?

SAEs will be graded according to numerous different standards. Each student in class will be required to earn 200 SAE points each school quarter per class enrolled, regardless of if they are in FFA or not. Students can earn these points by recording the date, hours, skill, and get the instructor or supervisor initials to validate the skill learned. Skills **and** FFA events will be counted for points (skills, attending FFA events, community service). Students may not relist skills they have already learned, as they have already learned them once. This will push students to continue to grow and gain new skills. Point values are assigned based on "brainpower" needed to complete the task. Students will also be required to keep records on their SAE projects through AET. Students are required to have 30 activity and 25 financial records at the end of each quarter, which pans out to be 3 activity entries a week and 2-3 financial records each week. FFA activities/events, community service, or any other preapproved activity may be included in record book activity entries.

Classroom Expectations and Procedures

In accordance with the _____ Student Behavior (found in the student handbook), this is what students demonstrating the expectations will look like in Ms. Martensen's classroom and laboratory (expectations may change as we go through the school year):

Be Prepared

- *Bring items listed in Procedures below with you to class each day.
- *Bring or wear appropriate and safe clothing (especially if we are in the shop).

Be Responsible

- *Complete homework and turn it in on time
- *If there are issues, talk to Ms. Martensen about it.
- *Use your time wisely: if given time, use it for what you are supposed to be doing or other homework.

Be on time and ready to learn

- *Being on time for FFA or other events means being there at least five minutes before event starts or departure.
- *Being on time for class means being through the classroom doors (not the hallway outside classroom) by the time the bell is done ringing.
- *After entering the classroom go to your assigned seat, sit down, and quietly start bell work.

Be Respectful

To self, others and property.

- *Please keep your hands to yourself and use only your items unless you ask.
- *If you want to use or take something, please ask (even if they are your friend, it's polite to ask).
- *Listen to Ms. Martensen, classmates, substitute teachers, guest speakers, etc. at appropriate times.
- *Respect other teachers.

Be Safe and Do the Right Thing

No matter what the circumstances.

- *Have integrity – even if no one is watching, do the right thing. Be honest.

Procedures

Procedures may change as we go through the school year. However, the following general guidelines will be used and enforced:

1. Entering the Classroom
 - Students must enter the classroom quietly without pushing or shoving. Enter the classroom and find your seat. Begin your bell work I will provide you with five minutes in the beginning of class to complete bell work before starting class.
2. Seating Arrangement
 - Students will be assigned seats and a seating chart will be made. Students may be moved to different seats if need be to avoid distractions or discipline issues. Students should be prepared to find their seats easily and with little confusion at the start of class.
3. Moving Around the Room
 - Please do not get up during lecture, new materials, videos, or movies - it is distracting to other students. Wait until work time to ask to go to the restroom, get a drink, or retrieve materials.
4. Attendance Procedures - Tardies & Absences
 - Tardy means not being past the classroom door by the time the bell is done ringing - tardies will be recorded in PowerSchool.
 - Absences mean you missed class - absences will be recorded in PowerSchool. It is your responsibility to get the information (notes or handouts), complete them, and hand them in. Missed assignments will be in the “missed work” compartment for your class period in the gray shelving labeled. **Missed assignments (without penalty) are due two school days following your absence for class.** The first day being the day you return to school. Assignments turned in after the two school days will not receive full credit, late policy will apply.
 - Absence slips - I will sign in the beginning of class - bring to me and wait for me to sign.
 - Please ask about make up work during work time - not the beginning of class, you will get an absent form emailed to you and you’re in charge of reading and making up work!
5. Materials Needed for Class
 - Planner or agenda
 - Chromebook
 - Assignments or other materials taken home
 - Pen/pencil
 - Backpacks need to be on a chair next to you or hung on the back of your chair
6. Asking and Responding
 - To ask a question, comment, or answer a question, raise your hand and wait patiently.
 - Be prepared to discuss with others and share your answers if called upon. Be proactive and volunteer.
 - If you do not know the answer, you can say “pass,” the teacher will ask another student and then may come back to you for an answer.
7. Heading of Papers
 - When given an assignment ALWAYS put your name at the top. If there is not a name slot, put your name in the top right corner.

8. Procedure for Turning in Completed Work - Late Policy Included
 - Hand in your work when it is completed and on time. Assignments are due at the beginning of class on the due date unless told otherwise. I will accept them for full credit if they are turned in by the end of the day (4pm). I DO NOT appreciate late assignments. Assignments turned in the day after they are due will receive an 70% at best. (example: assignment due Monday, if turned in any day after Monday, it will be an 70% at best.
 - Make sure your assignment is placed in the “Hand In” compartment for your class period in the gray shelving or submitted via email or Google docs.
 - If you need extra help, I am available before and after school. I am more than happy to help you be successful in class as long as you communicate with me.
9. Redos
 - If you would like to redo an assignment, the retake is **due two school days** following the due date the assignment or quiz/test was handed back. This policy does NOT apply to any late assignments.
10. Procedure of Leaving the Room During Class
 - All students must have a pass signed by the teacher when leaving the class. Refrain from asking to leave during class discussion, lecture, presentation of new material, activity or lab. Complete your assignment before asking to leave the room. Exception: When it is an emergency!!!
 - Restroom policy will be discussed as we go through this handbook
 - Going to your locker - There is almost no reason to need to go to your locker during class. I have extra paper, pencils, pens, calculators, and almost anything else you may need. If you did not bring your notebook, Chromebook, textbook or other materials to class, then you are not prepared for class.
11. “Free” Time
 - If you are done with your assignment, stay quiet as others may be working. Stay in your seat unless directed otherwise. Refrain from distracting other students. If you have a substantial amount of free time, you may read a book, review notes or other assignments, study for another class, study for a contest, update your record book, work on SAE points, quietly plan an approved agriculture board game, or earn SAE points by helping Ms. Martensen.
 - Not acceptable actions include - sleeping or laying your head down in class, playing unapproved games, shopping online, or other unnecessary Chromebook use as stated above.
12. Movies & Videos
 - When watching movies or videos in class, you will have a worksheet and/or have to take notes pertaining to the movie or video. Remain respectful and please refrain from talking or other distractions during this time. Chromebooks must be put away during this time. If you have a question, raise your hand and Ms. Martensen may ask you to wait or address it at that time.
13. Other Classroom Procedures
 - Chromebooks - Stay focused. If I say “Chromebooks down,” please close your Chromebooks immediately and look at the instructor to listen. If I say “Chromebooks up,” you may start working on your Chromebook again. Chromebooks are used for ag and other school assignments - not games, shopping, unnecessary searching, etc.

- Cell Phones - Not permissible unless you **ask** the teacher. They are distracting and unnecessary in the classroom unless otherwise you ask to use them or are asked to use them. Put them away and keep them away. 1st offense - mine for a class period, 2nd offense - mine for a day, 3rd offense - phone turned into the office.
- Music/Earphones - Music with earphones is permissible during work time only. Do not have music playing or earphones in when new material is presented - so keep them out at the beginning of class when instructions or new material is presented!
- Sharpening Pencils - Please sharpen your pencil at the beginning of class - not during lecture or when new material is introduced.
- Requesting Supplies - Bring your own pen/pencil everyday. If you run out of paper or need a pencil, extra supplies are located in the cupboards that you may use.
- Policy of Care of Textbooks - Textbooks will not be assigned, but you will be able to use the textbooks on the shelves and return them at the end of class. Textbooks are not to leave the classroom without permission. Please respect the textbooks.
- Trash - Place your trash in the trash can. Refrain from throwing it across the room - it is merely an unnecessary distraction.
- Gum, snacks, and drinks: Since this is a new classroom, we want to keep it looking that way. Be responsible with your snacks. Gum will be allowed unless I find gum on the bottom of desks, chairs or anyplace else besides the trash can or if I see wrappers lying around. You may have drinks in the classroom with a lid.
- No throwing anything - to do so will result in a seminar. It's distracting and can result in injury.

14. Off Limits Places

- The following places are off-limits unless you have been given permission to be in them: lab/welding shop, ag/woodshop, teacher's desk and chair, cabinets, another student's computer, teacher's computer.

15. Announcement

- When an announcement is made on the intercom, **STOP** what you are doing and listen. Do not talk, do not make noise, do not be a distraction.

16. Behavior When Leaving at the End of Class

- **Remain near your seat** until class is dismissed. Class is dismissed when the bell has rung. Push in your chair, put your binder straightly in the Binder Barn, and exit the classroom.

17. Grading

- Junior High
 - All methods of assignments, quizzes, projects, and tests are weighted equally, therefore, grades will be calculated by total points earned divided by the total points possible.
- High School
 - 20% SAE points
 - 20% record books
 - 60% other methods of assignments, quizzes, projects, and tests, therefore, grades will be calculated by total points earned divided by total points possible.
- Letter grades will be assigned as stated in the _____ Junior/Senior High School handbook.

Substitute Teacher

- Be helpful to the sub with finding things and doing routines. The sub will have a seating chart and a copy of the expectations and procedures. Make sure to complete your assignments and stay on task. I expect excellent, appropriate behavior when a sub is here. If the sub reports inappropriate behaviors, I will take care of it when I return. I will ask the sub to leave a note about the issue and who was involved. Please be prepared if you choose to act inappropriately, depending on the severity of the behavior, you will either be sent to the office to deal with the principal and/or you will report to me when I return and receive a seminar. I DO NOT appreciate inappropriate and off-task behavior when I am gone.

Academic Dishonesty

- “Cheating” will not be tolerated in any way. This includes all assignments and bell work. You are expected to do your own work. Plagiarism and copy/paste work will NOT be tolerated!! You must put information into your own words and cite sources when possible. *No credit* will be given for an assignment completed with dishonesty.

Fire, Severe Weather, and Intruder Drills

- Fire - Exit through the woodshop to the south, secondary exit past the locker rooms to the west.
- Tornado - 9-11 girls to HS girl’s locker room; 9-11 boys to HS boys locker room; seniors to old choir room; Jr. High girls to Jr. High girls locker rm; Jr. High boys to Jr. High boys locker rm.
- Intruder - Wood shop, no phones, absolute silence.

Due Process

Students choosing to violate procedures or conduct will see me for a seminar after or before school. School handbook due process and violation of procedures will be used in case of a violation in the classroom or for an FFA event. Suspension rules for events such as athletics will apply to FFA events as well.

Eligibility for FFA Membership

To be in FFA, students must be enrolled in at least a semester of agricultural education class each year. High school graduates who were active for two years in high school, can maintain membership for up to four years (ending in November). If you are in an ag class in the spring, you may still be in FFA year-round and still must pay dues by Sept. 15th. If you drop your ag class in the spring, you are not eligible to participate in FFA events that semester and will not be reimbursed dues - even if you already qualified for State Convention in the fall.

Members must pay dues to be in FFA each year at the beginning of the school year. Membership dues are \$25.00 and are due Friday, September 9, 2022 to Ms. Martensen. Membership dues help to provide for State (\$7) and National (\$11) dues. You will also receive a _____ FFA t-shirt.

Students must maintain good academic standing in all classes. Students must also adhere to all rules listed in the school handbook for participating in school activities and athletics. If a student is "ineligible" according to athletic rules, he or she will also be ineligible for FFA events and activities. Members of the _____ FFA Chapter are also required to complete and sign the Code of Conduct and Medical Release form and Chapter Handbook, as well as fill out the general information Google Form. Additional forms may need to be completed throughout the year to attend certain events and activities. Miss Martensen will share this information with students when necessary.

A summarization of the information above is as follows:

- Be enrolled in ONE agriculture class during the current year
- Complete and sign the Code of Conduct form
- Complete and sign the Medical Release form
- Fill out the _____ FFA Google form
- Pay local, state, and national dues to _____ FFA (a total of \$25)
- Signed copy of the _____ Ag Education/FFA Chapter Handbook

Agricultural Education Classes

Agriculture classes provide hands-on learning experiences. Classroom opportunities will include book and laboratory work, greenhouse, and animal lab opportunities, as well as potential field trips, guest speaker, and many other opportunities. The following is a list of classes offered in the _____ High School Agriculture Department, taught by Ms. Martensen:

Introduction to AFNR (Yearlong course):

The introductory course for the Agriculture, Food and Natural Resources Career Cluster provides a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers, cluster foundation knowledge and skills, introduction to leadership development, the FFA organization, and agricultural career exploration. Topics will range from plant science, food science, animal science, and natural resources. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities. **All students wishing to be in FFA must take this course. Freshman & Sophomores preferred.**

Animal Science (Yearlong course):

This yearlong course focuses on the basic scientific principles and processes that are involved in animal classification, anatomy and physiology, breeding, nutrition, and care in preparation for an animal systems career. Additional topics will include animal career opportunities, animal welfare, meats, livestock evaluation, and by-products. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities.

Plant Science (year-long):

This year-long course examines the scientific concepts and production of plant systems. Students will consider plant processes, plant production systems, and environmental factors that impact plant growth. Students will examine plant classification, anatomy, physiology, propagation, hydroponics, integrated pest management, horticulture, and agronomy. Students will gain knowledge through inquiry, experiential learning, labs, and direct instruction. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities.

Natural Resources (Semester 1):

This semester course focuses on understanding and analyzing natural resources globally and in Nebraska. Students will discover careers in the environmental and natural resources pathways, and analyze interrelationships between plants, insect, and animal species, soil, water, and other resources. Students will also evaluate threatened and endangered species and wildlife management. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities.

Prerequisites: Junior or Senior Standing

Floriculture (Semester 2):

This semester course focuses on plant identification, production, processing, marketing, pricing, and design of floral and plant products. Learners will have the opportunity to create a floral business plan, design floral arrangements, and practice plant identification. This course will include a variety of classroom activities including direct instruction, labs, and projects. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities

Prerequisites: Junior or Senior Standing

Agribusiness (Semester 1):

This course covers the skills necessary for entry into employment or furthering education in an agricultural business. The course includes the study of agricultural business organizations, business structures, job responsibilities, agribusiness finances, marketing, selling, displaying, management and entrepreneurship skills. Students will complete a resume and job application and create a business plan. This course is based on the CASE activity and project-based science curriculum. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities.

Prerequisites: Junior or Senior Standing

Food Science (Semester 2):

This semester course is a project-based foundational course to introduce students to the size and scope of food production, nutrition, and health, and the underlying principles. Students will define the food science industry, describe historical milestones, and analyze how the production, processing, distribution, and marketing of food and food products influence consumer behavior and health. Students will apply knowledge about food products, nutrients, and the chemical and physical properties of food to solve human nutrition and health problems. This course is based on the CASE activity and project-based science curriculum. Classroom and laboratory activities are supplemented through supervised agricultural experiences (SAEs) and leadership (FFA) programs and activities.

Additionally, Miss Martensen offers two exploratory middle school courses offered on a quarter rotation for all seventh and eighth grade students called 7th Explore Agriscience and 8th Explore Agriscience.

FFA Official Dress

Many of the FFA contests, conferences, and opportunities above require official FFA dress. Listed below are the specifics for FFA official dress for each gender.

Females

Official FFA jacket
Official FFA scarf
Black dress pants or black skirt (**knee length**)
White, collared, button up shirt
Black nylon hosiery
Black closed toed and closed back shoes

Males

Official FFA jacket
Official FFA tie
Black dress pants
White, collared button up shirt
Black belt
Black dress shoes

Official FFA jackets are typically around \$60.00. However, each fall, students have the opportunity to apply for a scholarship to earn an FFA jacket. The chapter will take orders and payment from those not receiving a scholarship but wishing to order a jacket. The chapter will place one order each year. More information can be found here:

<https://www.ffa.org/ffaresources/chapter/Pages/OfficialDress.aspx>. If you have any questions or concerns regarding official dress, please contact Miss Martensen.

_____ FFA/Ag Ed 2022-2023 Calendar

Start Date	End Date	Event	Location
5/22/20	5/23/20	Chapter Officer Leadership Training - Session 2	Aurora, NE
6/6/20	6/7/20	Winner's Circle Livestock Judging Camp – Session 1	Lincoln, NE
7/6/20	7/10/20	Nebraska Agriculture Youth Institute	Lincoln, NE
8/4/20	8/8/20	County Fair	, NE
9/4/20	9/7/20	Nebraska State Fair	Grand Island, NE
9/15/20	9/16/20	Husker Harvest Days	Grand Island, NE
9/21/20		District Range Judging	, NE
9/20/20	9/26/20	National Farm Safety and Health Week	
9/29/20	9/30/20	State Range Judging	Scottsbluff, NE
Date TBD		Roster, Budget, and POA due into State Office	
10/14/20		District Livestock Selection CDE	Neligh, NE
10/28/20	10/31/20	National FFA Convention	Indianapolis, IN
11/19/20		Greenhand/Chapter Degree Ceremony	Cafeteria
TBD		District Leadership Development Event	Valentine, NE
1/15/20		Ag Issues Academy Application	DEADLINE
2/1/20__		National Chapter Application and National FFA Scholarship Application	DEADLINE
2/3/20		State Degree Applications due to District Chair	DEADLINE
2/10/20		District Proficiency Review/State Degree Interviews	, NE
2/17/20		State Bound Proficiency Applications	DEADLINE
2/21/20	2/27/20	National FFA Week	
3/19/20		State Proficiency Review	Kearney, NE
3/1/20__		State Officer Appl., National Chapter Appl., State Qualifying Manuscripts, Courtesy Corps	DEADLINE
3/2/20		District Career Development Event	Norfolk, NE
3/23/20		State Conventions and State CDE Registration	DEADLINE
4/6/20	4/8/20	State FFA Convention	Lincoln, NE
4/25/20		FFA Banquet	Gymnasium

Some dates may be subject to change. More information for each event will be provided closer to the dates. Additional chapter activities such as community service, meetings, etc. may be added throughout the year. An updated calendar will be posted in the ag room and emailed to students. Parents can access an up-to-date calendar via Facebook or email.

The dress code and travel information will be provided to students at least two weeks before the event. Absent sheet must be turned in to Miss Martensen two days before the event for students to attend. Any missed homework must be turned in by the deadline arranged by the student and teacher. It is the responsibility of the student to meet these deadlines. If homework that is being missed due to FFA events is not being turned in, student may not be able to miss school for FFA events. Any issues that arise will be discussed between Miss Martensen and the student, as well as the teacher who has missing homework.

FFA Events and Competitions

Leadership Development Events (LDEs)

Nebraska Leadership Development Events provide FFA members with experiences in the practice of influencing others through speaking and parliamentary procedure competitions. Students compete in the district-level LDE's in order to qualify to compete at the state competition each spring. Each district may qualify two students/teams per event. _____ FFA Leadership Development Events are held every year in January. If a student is interested in competing in any LDE, they must express their interest to Ms. Martensen before Thanksgiving Break. Speeches and presentations should be ready to go before the start of Winter Break. Only two students from each school can compete in each event, and students cannot compete in more than one individual event or more than one team event. Therefore, students can compete in up to one individual event and one team event. If more than two students want to compete in the same contest, they will compete against each other in our chapter prior to the contest to earn their spot. Below is a comprehensive list of Nebraska Leadership Development Events and a brief description for each:

Cooperative Speaking: By writing and presenting a 6–8-minute speech, FFA members develop the ability to competently express themselves and to provide an educational opportunity to learn about the methods of doing business through agricultural cooperatives.

Creed Speaking: By memorizing and presenting the FFA Creed, ninth grade students develop the abilities of interpretation and self-expression of beginning FFA members. (Freshmen Only Contest)

Employment Skills: FFA members demonstrate their ability in completing a job application form, writing a letter of application, preparing a resume, interviewing, and completing a follow-up letter.

Extemporaneous Speaking: FFA members develop the ability to express themselves through a speech on a given subject without having prepared or rehearsed its content in advance.

Natural Resources Speaking: By writing and presenting a 6–8-minute speech, FFA members develop competent speaking abilities and increase their appreciation for and knowledge of natural resources management.

Public Speaking – Junior Division: By writing and presenting a 4–6-minute speech, FFA members in ninth or tenth grades develop the ability to competently express themselves through a prepared speech that is a result of their own research and understanding of a topic affecting the agriculture industry.

Public Speaking – Senior Division: By writing and presenting a 6–8-minute speech, FFA members competently express themselves through a prepared speech that is a result of their own research and understanding of a topic affecting the agriculture industry.

Agricultural Demonstration: By developing and presenting a 8-10 minute speech, a team of FFA members accurately explain a process that addresses a current agriculture industry practice, procedure, need, issue, or focus. Students must demonstrate the skills required in the process while making a verbal presentation to emphasize the importance of agricultural technology and the skills required for a changing industry. (Teams of 2-5 Members)

Conduct of Chapter Meeting: As a team of seven FFA members in seventh, eighth and/or ninth grade, students demonstrate parliamentary procedure to conduct an orderly and efficient meeting, communicate and participate effectively as a team member, demonstrate critical thinking and teamwork for effective decision making. (Team of 7 Members)

Parliamentary Procedure: As a team of six FFA members in tenth, eleventh, or twelfth grade, students demonstrate knowledge of parliamentary procedure to conduct an orderly and efficient meeting; transact business and present logical, realistic, and convincing discussion; record complete and accurate minutes. (Team of 6 Members)

Career Development Events (CDEs)

Nebraska Career Development Events help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market. Students compete in the district-level CDE's in order to qualify to compete at the state competition each spring. Each district may qualify one team per event. _____ FFA Career Development Events are held every year in March. If a student is interested in competing in a CDE, they must express interest in January to begin preparation. The students will form their own teams and organize (or attend organized) practices to prepare for the district competition. They are also encouraged to reach out to community members who are experts in their fields to help prepare. There is no limit to the number of students each school can have compete at districts, however, only one team per district can qualify for the state competition. Below is a comprehensive list of Nebraska Career Development Events and a brief description for each:

Ag Biotechnology: Teams of 4 apply knowledge of biotechnology to agriculture through a written test, an identification component, a group problem and a presentation.

Ag Communications: Teams of 3 develop skills related to agricultural communications. Students prepare a media plan prior to the contest. At the contest, students split up to conquer the design, electronic media, and writer practicums. This event does not take place at districts. However, it does take place at state. Interested students need to talk to the FFA advisor prior to winter break.

Ag Issues: Teams of 3-7 research, analyze and present on a current agricultural issue. This event does not take place at districts. However, it does take place at state. Interested students need to talk to the FFA advisor prior to winter break.

Ag Sales: Teams of 4 research a product and develop a sales presentation regarding the product. There will be a sales test and individual presentation as well.

Ag Technology & Mechanics: Teams of 4 take test regarding machinery and equipment, electrical systems competencies, energy systems competencies, and environmental and structural systems competencies and natural resource systems competencies.

Agriscience: Teams of 4 take a test regarding general agriscience concepts. The state competition involves a dissection and career report. Only freshmen or first year sophomore FFA members are allowed for this event.

Agronomy: Teams of 4 test their knowledge of plant, weed, disease, and pest identification, as well as general agronomy scenarios.

Farm Business Management: Teams of 4 test their knowledge of farm business management, economics, and accounting. These tests are taken individually.

Floriculture: Teams of 4 students demonstrate their floriculture skills by identifying floral plants, taking a floriculture test, and designing a bud vase or corsage.

Food Science: Teams of 4 students test their knowledge of food science through a multiple-choice exam. The state contest has a triangle test, aroma test, and product development portion.

Livestock Management: Teams of 4-6 demonstrate their knowledge of livestock by taking a species-specific exam, identifying livestock handling tools, and completing a series of animal production tasks.

Marketing Plan: Teams of 3 research and present a marketing plan for an agricultural product, supply, or service. Interested students need to talk to the FFA advisor prior to winter break.

Meats Evaluation: Teams of 4 demonstrate their knowledge of meat through a written exam, identification and evaluation.

Natural Resources: Teams of 4 complete a written exam covering all aspects of natural resources. The state competition also has a hands-on practicum to complete.

Nursery and Landscape: Teams of 4 demonstrate their knowledge through identification of landscape plants and pests, as well as a written exam over landscape management practices.

Veterinary Science: Teams of 4 demonstrate their knowledge of veterinary science by taking a written exam, identifying veterinary science tools, and by performing a series of veterinary procedures.

Welding: Teams of 3 demonstrate their welding skills by completing a written exam, as well as a series of various welds using oxyacetylene welding, arc welding, and MIG welding.

Other FFA Contests

Students can also compete in other FFA contests throughout the school year depending on interest and location.

Range Management and Evaluation: Students will individually identify plants and evaluate rangelands. Students will also recommend management practices for each site.

Land Evaluation: Students will individually analyze soil and soil profiles to make management practice recommendations. This contest is typically held in October each year.

Dairy Cattle Evaluation: Students will individually rank and evaluate dairy cattle based on proper structure and milking ability. This contest is typically held in October each year.

Livestock Evaluation: Teams of 4 demonstrate their knowledge of livestock by ranking livestock 1-4 and completing a keep/cull class. Junior livestock evaluation is for freshman and sophomore students. Senior livestock evaluation is for junior and senior students. Students must also present oral reasons on their rankings.

Horse Evaluation: Students will individually rank and evaluate horses based on proper horse structure. This contest is typically held in May each year.

Other FFA Opportunities

The agricultural education program has several other opportunities for students to participate in throughout the year.

County Fairs: As part of the County Fair, FFA members may exhibit livestock, horticultural, mechanical and other projects through FFA or 4-H. The rules will be the same as the 4-H rules and deadlines. All projects must be a part of the students Supervised Agricultural Experience. The advisor is not in charge of entering projects for students but should be informed that the student is planning to exhibit. This is an individual activity and all participation is the responsibility of the student.

Nebraska State Fair: FFA members may exhibit livestock, horticultural, mechanical and other projects at the Nebraska State Fair in August. All projects must be a part of the students Supervised Agricultural Experience. The advisor is not in charge of entering projects for students but should be informed that the student is planning to exhibit under _____ FFA. This is an individual activity and all participation is the responsibility of the student.

Nebraska FFA Chorus: The Nebraska FFA chorus provides entertainment at sessions and other events associated with the Nebraska FFA Convention. Students must submit an application and audition CD. The deadline is December 1st.

National FFA Chorus and Band: The National FFA Band and Chorus provide entertainment at sessions, workshops, meal functions, and other events associated with the National FFA Convention. Students must submit an application and audition CD. The deadline is typically in late April. Members selected for this may have additional costs.

Nebraska State FFA Officer Candidate: Students have the opportunity to serve as one of seven State FFA Officers the year after they graduate high school or their sophomore year of college. State FFA Officers applications are due in February and interviews are in Kearney, typically in March. Only one student per chapter may run for office. Students interested must inform the instructor by winter break.

World Food Prize: Students choose a third world country that has an issue with resourcing food to research and write a paper about. Students then travel to the University of Nebraska-Lincoln in March to showcase their findings and compete to participate at the National level for the World Food Prize. Students participating earn a \$500 scholarship to UNL.

Nebraska Agricultural Youth Institute (NAYI): NAYI is a five-day conference in July for high school juniors and seniors to learn about agriculture, network with others from across the state, and gain perspective on opportunities in agriculture. Applications are due in April of each year.

Scholarships: National FFA provides opportunities for graduating seniors and college students to earn scholarships through the FFA program. Scholarships are due February 1.

Proficiency Awards: Proficiency Awards are awards given to students with exceptional Supervised Agricultural Experiences. Students must set goals and keep excellent records in order to apply for proficiency awards.

FFA Officer Elections

Every April, the FFA chapter will elect 6-8 officers. Officer selections will be based on four ranking components: 30% Officer Application, 30% Interview, 20% Chapter Membership Vote, and 20% FFA points earned. Positions will then be slated. The best score will get their first choice of office. Then the next best score gets first choice if still available, then on to second choice and so on. Members interested in applying for office must submit a written application, participate in an interview, and have a satisfactory Supervised Agricultural Experience. Other factors involved in the selection process include participation in FFA events, number of FFA points, behavior, and academics.

FFA Points System

To reward FFA members for participating in FFA activities, they are awarded points on the FFA point system. These points will determine certain FFA awards and will be a determining factor in some FFA trip selections. In addition, FFA points may improve a student's grade in their Ag Ed Classes. Students' grades will never be penalized because of a lack of FFA points. Points vary for each activity and are determined by the Executive Committee and Advisors. The following list includes several point-earning activities from past years. Remember, this is only an example, since the points may be determined by the executive committee for extenuating circumstances.

Leadership Activities	Member Participation	SAE Projects & Degrees
<p>10 Attendance at FFA Meetings</p> <ul style="list-style-type: none"> • Add .5 if member wears FFA T-shirt <p>5 Committee Meetings</p> <p>20 District/State Leadership Skills Event</p> <ul style="list-style-type: none"> • Earn points at each level, both individually and team. <p>20 District/State Career Development Events</p> <ul style="list-style-type: none"> • Earn points at each level, both individually and team. <p>20 State FFA Convention</p> <ul style="list-style-type: none"> • Add points for FFA Chorus • Add points for competitions • Add points for Nebraska FFA Degree <p>5 National FFA Convention</p> <ul style="list-style-type: none"> • Add 1.0 if in FFA Band, Chorus, or Talent • Add points for competitions • Add points for proficiency awards-SAE & Degree Selection <p>10 Washington Leadership Conference</p> <p>Other Leadership Activities Points determined by Advisor/Officer Team</p>	<p>20 FFA Banquet</p> <ul style="list-style-type: none"> • Add .5 if one or more family members attend <p>50 Fundraisers</p> <ul style="list-style-type: none"> • Add based on average sales ratio • Add based on c-stand work <p>State and County Fair Exhibits</p> <ul style="list-style-type: none"> • 15 (per exhibit) Beef, Dairy, Swine, Sheep, Horses • 5 (per exhibit) Rabbits, Poultry, Horticulture, Floriculture, Photography 	<p>20 District/State Proficiency Review</p> <ul style="list-style-type: none"> • Add .1 for bronze • Add .2 silver • Add .3 for gold • Add .4 for top three gold/finalist • Add .5 for champion <p>20 Chapter FFA Degree Ceremony</p> <ul style="list-style-type: none"> • Add .5 for Degree Recipient • Add .5 for presenter of LSE event <p>20 Nebraska FFA State Degree</p> <ul style="list-style-type: none"> • Add .5 for State Star Finalist

Events that aren't listed above will be assigned points throughout the year.

FFA State/National Convention Attendance or Participation Qualification Guidelines

Chapter Participation Requirements

- Each member must attend at least 50% of all chapter functions to be considered eligible to attend or participate in the State/National FFA Convention.
- Missing more than half of chapter functions without a written excuse will result in the member being in bad standing with the chapter and will not be able to attend or participate in the State/National FFA Convention.
- Dues must be paid by members on or before September 20th, or by February 1st for those joining at semester, in order to be eligible to attend State/National FFA Convention.

Competition Requirements

- Each member is required to participate in a certain number of FFA competition events each year. These consist of competing in two of the four district activities (livestock judging, range judging, leadership skills events, or career development events).
- In addition, each member will be required to complete an FFA Proficiency application and submit it for the District Proficiency Review.
- Failure to meet either of these requirements will result in the member being unable to attend State/National FFA convention.

Fundraising Requirements

- Each member is required to participate in each of the two major fundraisers for the _____ FFA Chapter and meet the minimum chapter requirements.
- Failure to do so will result in the member being responsible for all State/National FFA convention costs.

By signing this form, you agree to the above conditions and agree to the consequences if these requirements are not met.

Signature of Student _____ **Date:** _____

Signature of Parent/Guardian _____ **Date:** _____

Medical & Transportation Release Forms

To ensure the safety of all, students participating in the agricultural education program will be required to complete and sign the medical and transportation release forms to participate in classroom, FFA, and SAE activities. Transportation Release forms will be provided two weeks prior to traveling.

Medical Release Form

I, _____ of _____
Parent/Guardian Name Address
_____, am the _____ of _____
City State Zip Code Relation Member name

I hereby give my consent, in the event all reasonable attempts to contact me have been unsuccessful, for immediate medical treatment as required in the judgement of the attending physician while _____ is absent from home from August 1, 2022, to August 1, 2023.

Member name

Member's date of birth: _____ Social Security Number: _____

Parent/Guardian phone numbers:

Work: _____ Cell: _____

Physician: _____ Dentist: _____

Address: _____ Address: _____

City State Zip: _____ City State Zip: _____

Contact number(s): _____ Contact number(s): _____

Medical insurance company _____ Policy Number _____

Name of Insured _____

The following information is needed by any hospital or practitioner not having access to a medical history.

Allergies _____

Date of last tetanus shot _____

Medication being taken _____

Physical Impairments _____

Other pertinent facts to which a physician should be alerted: _____

If Parent/Guardian cannot be reached in case of emergency call:

First Choice Name _____ Contact number _____

Second Choice Name _____ Contact number _____

In a medical emergency, I consent to the local/state advisor or appointed agents, his/her or their discretion in using, taking, arranging for a consenting to the procedures or treatment. I agree to indemnify and hold harmless the Nebraska Center for Student Leadership to indemnify members, agents, employees and representatives, thereof, for any and all claims, arising from or on account of said procedures and/or treatment rendered in good faith and according to accepted medical standards. I assume the total financial responsibility for the above-named member and will not hold the _____ Public Schools or any state or national entity responsible in the event of medical emergency.

Parent/Guardian Signature

Date

CERTIFICATIONS

Nebraska Educator's Certificate/Permit

The person listed below has met all the Nebraska requirements for a certificate/permit as specified hereon

MIKAYLA MARTENSEN

Certificate	Certificate Number	Endorsement	Grade Level	Issue Date	Expiration Date
LOCAL SUBSTITUTE TEACHING PERMIT	20230001105			01/12/2023	08/31/2026

Limitations

Certificate	Limitation	District
LOCAL SUBSTITUTE TEACHING PERMIT	VALID FOR SUBSTITUTE TEACHING ONLY	
LOCAL SUBSTITUTE TEACHING PERMIT	MAXIMUM 90 DAYS OF SUBSTITUTE TEACHING PER SCHOOL YEAR.	
LOCAL SUBSTITUTE TEACHING PERMIT	VALID ONLY IN SCHOOL SYSTEM NAMED	HUMPHREY PUBLIC SCHOOLS

Deficiencies

Certificate	Deficiency
All Deficiencies have been satisfied.	

Abigail A. Johnson

Deputy Commissioner

Clayton Z. Waddell

Director of Educator Certification



presents

Certificate of Completion

to

Mikayla Martensen

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

Trainer: Ricardo Baeza

Date: December 06, 2022

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

www.careersafeonline.com

CERTIFICATE OF COMPLETION



Beef Quality Assurance Program In-person Certification

MiKayla Martensen
Martensen Cattle/MRJ Cattle

March 15, 2023

NAME

DATE*

**Certification expires three years after award date*

Trey Patterson

NE23-39763406-IP

BQA ADVISORY CHAIRMAN

CERTIFICATION NUMBER



CERTIFICATE OF COMPLETION



Beef Quality Assurance Transportation Program Farmer and Rancher

MiKayla Martensen
Martensen Cattle/MRJ Cattle

March 15, 2023

NAME

DATE

(Certificate expires three years from the above date)

Trey Patterson

NE23-07471297-IP

BQA ADVISORY GROUP CHAIR

CERTIFICATE NUMBER



**BQA Transportation certification does NOT qualify as BQA certification*

Funded by
the Beef Checkoff

CLASSROOM MANAGEMENT

WORK-BASED
LEARNING & LEGAL
SAFETY PLAN

Miss Martensen
Newman Grove
Agricultural Education

Work-Based Learning Opportunities for Students

Throughout my program, I aim to provide multiple different work-based learning opportunities. One of my personal goals with work-based learning is to help students find a work-based learning project that they are passionate about and want to do. This could be a range of things depending on the student's interest. If a student is interested in the medical field, I would suggest they look into getting their CNA or Med-Aid certification. If they want to be a vet or something related, I will send them to a local veterinarian or animal shelter where they could spend their time. A student with a desire to work with livestock would be a great help to a local rancher or hog producer. If the students like plants or agronomy working for a greenhouse or farmer would be a great experience for them. This will give the student the chance to not only grow knowledge in something they like but also gain connections in the professional world.

Philosophical Statement on the Importance of Work-Based Learning

Work-based learning is a unique part of Career and Technical Education that allows students to work side by side with industry professionals. The hands-on experiences students are given help them not only apply what they have learned in the classroom but grow their knowledge. Being able to implement information that they learned in the classroom helps them solidify the information and gain a better understanding. Students can grow professionally by making connections throughout the industry. This will help them to discover new passions, a career pathway, or possibly a future employer or internship.

Steps to Ensure Student Safety

Work-based learning is a unique opportunity for students, but that also means it needs a unique set of steps to ensure student safety. The following is a set of steps I would take to ensure my students are safe while at their work-based learning experiences:

1. Have the student fill out the [Hazardous Occupation Exemption Agreement](#) or the [Employment of Minor's Certificate](#), depending on the student's job or age.
 - a. The Hazardous Occupation Exemption Agreement allows students to do tasks that have been deemed "hazardous" by the state of Nebraska.
 - b. The Employment of Minor's Certificate outlines what students ages 14 & 15 can and cannot do at their place of employment.
2. Visit the place of employment and meet the supervisor/manager.
 - a. By visiting the student's place of employment and meeting their supervisor I will be able to make sure this is a safe environment for my student to be working in.
3. Ask around the school about the employer.
 - a. Working in a small town has its benefits, and one is that everyone knows everything. Asking around the school about my student's employers would help me make sure that where my student is working is a good business.
4. Discuss the training process with students.
 - a. Making sure the student is receiving proper training is important because without proper training a student might get injured. Training is a preventative measure that should be taken in every workplace.

Addressing Legal Concerns with Schools and Employers

Work-based learning has many legal concerns connected to it so everything must be handled properly. There are multiple steps I would take to make sure there are no legal concerns with work-based learning.

1. Review my safety plan with the principal and school legal counsel.
 - a. As an educator, it is important to make sure your students are safe during their work-based learning experiences. You also want to make sure that if something does happen, you or the school don't get in major trouble for it. By sharing my safety plan with the principal and school legal counsel I would be able to better ensure this.
2. Share the [Hazardous Occupation Exemption Agreement](#) or the [Employment of Minor's Certificate](#) with school officials and employers.
 - a. Making sure that the school, employer, and myself all have a copy of any documents that were signed by the student, employer, and anyone else involved in the student's work-based learning experience would be another preventative measure I would take. This way it is always there to reference in case anyone had any questions or concerns.
3. Making sure the business has a Comprehensive General Liability Policy.
 - a. A Comprehensive General Liability Policy (CGL) covers students that are engaged in work-based learning, whether it is paid or unpaid. This would allow students to be eligible for Workers' Compensation benefits if they were injured on the job. If the student is unpaid, the CGL policy should cover what the student's health insurance will not in the case of injury.
4. Understanding the school's liability insurance policy.
 - a. A school that is providing work-based learning experiences to their students should have liability insurance. School liability policies generally cover school-sponsored activities that happen off-site, including work-based learning. This protects not only the school, but also, the school staff, and school committee members. These policies apply if students are hurt, injure another employee, or do damage at a worksite.

Monitoring and Supervising Student Safety

While it is important to ensure student safety at the beginning of their work-based learning project, it is also important to continually monitor it. There are multiple steps I would take to continuously monitor the project.

1. Yearly check-ins and random visits.
 - a. This would be similar to an SAE visit, but it would be mainly to ensure that students are still working in a safe environment and there are any newfound concerns in the workplace. I would also randomly stop in when the student is working just to check in on them and make sure everything is going okay.
2. Good record keeping and documentation.
 - a. Making sure students have good record-keeping and documentation would be a great way for me to monitor what they have all been doing at work. It would also give me a way to make sure they aren't working too many hours or doing different things that they aren't allowed to do with work-based learning.
3. Updated training plan and certifications.
 - a. A student should receive proper training at the beginning of their work-based learning experience, but they should also have continuous training as they are growing and expanding their duties. An example of this would be if a student has recently turned eighteen and wants to start driving a forklift, the student should first be properly trained and certified. This makes sure that the student has proper training and an understanding of the best way to operate the machinery.

Code of Conduct

We will **RESPECT** each other

We will be **SAFE** in the classroom and lab

We will put in our best **EFFORT**

We will come to class **PREPARED**

Class Signatures:

Miss Martensen's Signature: _____

Due Process

Respect

First Offense- Student will meet with Miss Martensen to discuss the incident, how to avoid further issues, and fill out a student contact sheet.

Second Offense- Reference to the previously filled out student contact sheet will be made, additional student contact sheet filled out, and discussion with parents via phone call to discuss behavior/issue.

Third Offense- Meeting with parents, student, administration, and Miss Martensen to discuss third offense along with the previous two offenses. Student contact sheets will be used as a behavioral reference.

Fourth Offense- Removal from class

Safe

First Offense- Student will meet with Miss Martensen to discuss the incident, how to avoid further issues, and fill out a student contact sheet.

Second Offense- Reference to the previously filled out student contact sheet will be made, additional student contact sheet filled out, and discussion with parents via phone call to discuss behavior/issue. Probational period from laboratory setting.

Third Offense- Meeting with parents, student, administration, and Miss Martensen to discuss third offense along with the previous two offenses. Student contact sheets will be used as a behavioral reference. Reimplementation of laboratory probational period.

Fourth Offense- Removal from class. Before enrolling in additional courses with laboratory components student will have a discussion with Miss Martensen about behavior.

Due Process Continued...

Effort

First Offense- Student will meet with Miss Martensen to discuss the incident, how to avoid further issues, and fill out a student contact sheet.

Second Offense- Discussion between student and Miss Martensen about issue. Reference to the previously filled out student contact sheet will be made, additional student contact sheet filled out.

Third Offense- Reference to the previously filled out student contact sheets will be made, additional student contact sheet filled out, and discussion with parents via phone call to discuss behavior/issue.

Fourth Offense- Meeting with parents, student, administration, and Miss Martensen to discuss previous offenses. Student contact sheets will be used as a behavioral reference.

Prepared

First Offense- Student will meet with Miss Martensen to discuss the incident, how to avoid further issues, and fill out a student contact sheet.

Second Offense- Discussion between student and Miss Martensen about issue. Reference to the previously filled out student contact sheet will be made, additional student contact sheet filled out.

Third Offense- Reference to the previously filled out student contact sheets will be made, additional student contact sheet filled out, and discussion with parents via phone call to discuss behavior/issue.

Fourth Offense- Meeting with parents, student, administration, and Miss Martensen to discuss previous offenses. Student contact sheets will be used as a behavioral reference.

Student Incident Contact Form

Student Name: _____ Date: _____

Offense Number: 1 2 3 4

Incident As Described By Miss Martensen:

Incident As Described By Student:

Preventative Action To Be Taken:

By signing here, Miss Martensen and _____ agree to the terms outlined in this Student Incident Form.

Student Signature: _____ Date: _____

Miss Martensen's Signature: _____ Date: _____

ADDITIONAL RESOURCES

Notes of Appreciation

Dear Mikayla,

I am so glad you were my group leader. I liked hearing your opinion on our project and helping us cook. You helped make our group lively and fun and made a great first year of NYBLS!

Thank you, Madison Frogue

ADRIAN SMITH
MEMBER OF CONGRESS
THIRD DISTRICT, NEBRASKA



1-19-23

Mikayla -
Congrats on being awarded a Dairy Ambassador Scholarship! Well done!

Adrian

NOT PRINTED AT GOVERNMENT EXPENSE

Thank you!



Without great volunteers like you, we would not be able to make a positive impact on our students.

We hope to see you next year!

ND FFA State Officers & State Staff

Mikayla,

Thank you for Judging ND proficiency awards!

Nikki

Certificate

OF APPRECIATION
PROUDLY PRESENTED TO

Mikayla Martensen

as a token of appreciation for encouragement, cooperation, and assistance given to the Humphrey FFA Chapter in helping students to accomplish outstanding achievements in agriculture, leadership, citizenship, and community development.
Given this 21st day of April, 2023.

Mrs. Robyn Graham
ADVISOR



Dalton Wezner
PRESIDENT

Mikayla,

I'd like to take the time to give a sincere thank you for taking the time to be my group's group leader for NYBLS 2022. It was great getting to connect with you!

also - thank you for being supportive with my relationship issues lol.

I had a blast & I hope you enjoyed our group's jokes & drama.

Wish you the best,
Jadeigh Hallsted

Dear Mikayla,

Thank you for helping interview and state our 23-24 EMF FFA Officer team. I truly appreciate your time and commitment to FFA & AgEd.

Sincerely,

Amy Kohtz

Thank you for all of the great work you have been doing for women in Ag! Have a great end of semester!

Ratie & Jessica

Professional Growth Plan

Student Name: Mikayla Martensen

Ag Ed Program Vision: As an agricultural education teacher, I aspire to educate students about the hardworking industry of agriculture. With my personal experiences and connections, I will provide diverse, hands-on opportunities to my students.

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 <ol style="list-style-type: none"> 1. Set deadlines for myself prior to the actual due date 2. Create daily to-do lists to organize tasks I need to complete 3. Log deadlines in Google Calendar and paper calendar <ol style="list-style-type: none"> a. Both personal and class deadline 4. Prioritize by deadline 	Reflection <p>At the completion of this semester, I would like to pat myself on the back. I was very thorough about completing my assignments in a timely manner, and even worked ahead in some of my classes. Google Tasks became my best friend throughout the semester, as I downloaded the app on my phone and utilized the extension on my computer. Being able to have the "task lists" available on my phone as well as my computer was very help. I was able to go through my Canvas Calendar each month and list each assignment, as well as the due date, while linking it to my Google Calendar. This is what helped me stay organized throughout the semester, as I was able to create multiple lists at once. Having a clear list of tasks helped me manage what I needed to complete each day, and I was better able to utilize my work time.</p>
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Professional Development Goal	Key Steps <ol style="list-style-type: none"> 1. Prepare materials for class the night/day before 2. Write down deadlines and meetings for each month and day 3. Create a system to help me stay organized in the classroom 4. Stick to my plan 	Reflection <p>Although I have not been able to complete the classroom side of this goal yet, I was able to apply this goal to my lessons in ALEC 405L. I had to make sure that I had all the material prepared for the lesson ahead of time and have a backup plan if things didn't go according to the original plan. With the technology in our classroom being temperamental I had to be flexible when it didn't want to work, and adjust my lesson as needed. In order to effectively meet deadlines, I set a personal deadline, so I had extra time if absolutely needed. I also utilized Google Calendars and Google Tasks to keep me organized. This goal went hand and hand with my personal development goal.</p>
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Community Development Goal	Key Steps <ol style="list-style-type: none"> 1. Say no to one thing a day 2. Delegate tasks to others when needed/don't be afraid to ask for help 3. Quit things that don't bring me joy or benefit me 4. Dedicate time each week to myself; no work commitments 	Reflection <p>I used to have a terrible habit of overloading my plate, which is why I made commitments one of my goals. One of the main things I aimed to do was to ask for help or learn to delegate. I have heard from multiple ag teachers that this is something that you need to be able to do, especially when giving tasks to your officer teams so you don't have a ton of responsibilities on your plate that could easily be done by your officers. I really tried to work on this, especially with Ag Ed Club, and got better of letting go of things and handing them off to other officers. I helped me focus on the other responsibilities I had, and I was less stressed overall.</p>
Skill: Commitments Goal: Avoid over committing myself by taking things off my plate and using my resources.		

Evaluation of Classroom Instruction

Student Teacher Observed: Mikayla
 UNL Evaluator: _____
 Lesson(s): Land Surveying

Cooperating School: Humphrey
 Date: _____

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	She had the materials she needed printed & shared with me ahead of time, and had me look over everything
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	try not to jump right into the lesson, ease into it
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	Bellwork on board
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	TLW on 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	
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	AB teach at end of EQ1

Engaging & Adjusting to Students

Checking for understanding

Did the teacher confirm students knew essential concepts from the lesson? Did they:

- use questions to confirm learning?
- solicit specific feedback to help students self-assess?
- AND can students reproduce what was taught?

yes

may be hard for them to say where they would use terms/see them since its new content

Smooth transitions

Did the teacher plan and implement transitions within the lesson to connect within and between ideas?

yes

try to reevaluate transition between 1 + 2

Instructional adjustments

Did the teacher adjust to instructional disruptions? Did they:

- adjust to student behavior?
- vary timing/methods in relation to student understanding?

yes

wrapped up wksht since we were running out of class time

Questioning

Did the teacher use questions to effectively check for understanding and encourage students to think?

yes

Additional comments:

Evaluation of Classroom Instruction

Student Teacher Observed: Mikayla
 UNL Evaluator: Karole
 Lesson(s): Careers

Cooperating School: _____
 Date: 3/2/2023

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	PPT - structured your 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? 	yes	students were clearly following your activities
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	PPT "choose title on slide" just checkins from student perspective
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	PPT categorize initial activity
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	All were on task and clearly engaged. Could T-P-S assist with AB-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	In Summary from one objective to another over emphasize the <u>WHY</u>

Engaging & Adjusting to Students

<p>Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they:</p> <ul style="list-style-type: none"> • use questions to confirm learning? • solicit specific feedback to help students self-assess? • AND can students reproduce what was taught? 	<p>yes</p>	<p>T-P-S / Activity to start might clarify or strengthen the activity</p>
<p>Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?</p>	<p>yes</p>	<p>with the study notes... would you clarify... relevant good transition to the AIS - teach</p>
<p>Instructional adjustments Did the teacher adjust to instructional disruptions? Did they:</p> <ul style="list-style-type: none"> • adjust to student behavior? • vary timing/methods in relation to student understanding? 	<p>yes</p>	<p>How do you adjust to unclear study note careers? or do you need to?</p>
<p>Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?</p>	<p>yes</p>	<p>did a good job trying</p>

Additional comments: **MIKAYLA** - your planned and prepared for instruction. the overall lesson was good and focused on your objectives. Transitions are the area to clarify or plan differently. choose well emphasize the essentials you want them to know.

Evaluation of Classroom Instruction

Student Teacher Observed: MIKAYLA
 UNL Evaluator: KAROL
 Lesson(s): INDUSTRY

Cooperating School: _____
 Date: 3/23/2023

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	<ul style="list-style-type: none"> Set out materials Power point
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/no	USE your ED!
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? 	NO/yes	Set the scene - did not include ED did not start with a ED. this helps set the "why" of your lesson used @ the end
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	(written) and Read (134 students) PPT
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	split into groups Guide Book to follow far recommendations provide a chart for students other than the poster so they have a record.
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	presenting the poster Bring your students all together. Get in there with them

Engaging & Adjusting to Students

<p>Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they:</p> <ul style="list-style-type: none"> • use questions to confirm learning? • solicit specific feedback to help students self-assess? • AND can students reproduce what was taught? 	<p>yes</p>	<p>moving between groups</p>
<p>Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?</p>	<p>yes</p>	<p>Power point assisted</p>
<p>Instructional adjustments Did the teacher adjust to instructional disruptions? Did they:</p> <ul style="list-style-type: none"> • adjust to student behavior? • vary timing/methods in relation to student understanding? 	<p>yes</p>	<p>I brought in ELL who was late</p>
<p>Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?</p>	<p>yes</p>	<p>discussion directed with questions ppt guide to question</p>

Additional comments: *MIKAYLA*, you have the framework for a good inquiry lesson. Be sure to set the lesson. Use your E&A early and often. what are they... how to present... Another thought might be to use a Hypotheses for each group to prove or refute as the Summary

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

*Demo 30 - 26
Reflection 15 - 10
Skill/PKW 15 - 11*

47/6

Evaluating a Demonstration

Subject of Demonstration cutting metal
Student MIKAYLA MADSEN Observer KNOLL Date 9/29/22

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

Criteria		Comments
1. Group was arranged as all could see and hear.	Q-2-3-4	- Video -
2. Proper materials, equipment and/or supplies were ready and correctly arranged.	Q-2-3-4	Good review and use of terms
3. Equipment was in good and working condition.	Q-2-3-4	- excellent Video -
4. Overview of the demonstration (important steps, key points, techniques, or operations) is presented to students emphasizing the need for instruction.	Q-2-3-4	maybe clarify terms to look for? could state <i>cut</i> here
5. Devices for arousing and sustaining interest were evident.	Q-2-3-4	Transition of parts
6. Demonstration presented in a step-by-step fashion that clearly discerns the components of the process. White board, handouts, or technology used as appropriate.	1-Q-3-4 -2	study notes to ID parts questions
7. Principles basic to important steps where brought out and steps were repeated as necessary to clarify hard-to-conceive procedures.	1-Q-3-4	might clarify grouped
8. Questions were used to good advantage.	Q-2-3-4	talk steps #1
9. Safety precautions were stressed.	Q-2-3-4	#2
10. Operations were performed skillfully.	Q-2-3-4	#3
11. Key procedures were effectively summarized.	Q-2-3-4	
12. Proper use and care of equipment were emphasized.	Q-2-3-4	choose your steps to fit
13. Student participation added to the effectiveness of the demonstration.	Q-2-3-4	retaining cutting
14. Content or task demonstrated was of appropriate scope and sequence.	Q-2-3-4	
15. Equipment and supplies were properly returned.	Q-2-3-4	

Notes:

MIKAYLA, I sent me of your video to provide an interest approach. your review of the parts was excellent. your approach needs align to what actually needs to happen. maybe set up steps and cutting steps... (might use questions to get to it.)

*QBS
EA
UNT AAA - video
CONTENT good
SUMMARY*

5:03

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

50
Demo #6
Reflection - 23
Skill plan - 25

99/100

Evaluating a Demonstration

Subject of Demonstration TABLE SAW Date 10/20/22
Student MURRAY MONTGOMERY 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.	①-2-3-4	RIP w/ TABLE SAW
2. Proper materials, equipment and/or supplies were ready and correctly arranged.	①-2-3-4	Reviewed parts of skill sheet
3. Equipment was in good and working condition.	①-2-3-4	steps 1
4. Overview of the demonstration (important steps, key points, techniques, or operations) is presented to students emphasizing the need for instruction.	①-2-3-4	addressed Frank's Question then back on task
5. Devices for arousing and sustaining interest were evident.	②-2-3-4	2
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.	④-2-3-4	3 - mastered the step
7. Principles basic to important steps where brought out and steps were repeated as necessary to clarify hard-to-conceive procedures.	④-2-3-4	4 read by step Good clear presentation
8. Questions were used to good advantage.	1-②-3-4	Good demo of
9. Safety precautions were stressed.	1-②-3-4	Safety and proper body position
10. Operations were performed skillfully.	1-2-3-4	Reviewed parts
11. Key procedures were effectively summarized.	1-②-3-4	then student review
12. Proper use and care of equipment were emphasized.	①-2-3-4	of Peppering
13. Student participation added to the effectiveness of the demonstration.	①-2-3-4	
14. Content or task demonstrated was of appropriate scope and sequence.	①-2-3-4	
15. Equipment and supplies were properly returned.	①-2-3-4	

Notes:

MURRAY Good job leading student through the use of the TABLE SAW. Safety protocol was clear. Faculty got safety in use of saw and board security of student use the saw. Don't get a student safety only safety rule without addressing it (1st Law)

Ed state
OST
INT

questions
1 1 1 1 1 1

Fall 2022

ALEC 308
Eric Knoll

constant - Fair -

summaries look into questions to summarize

5:00

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

Deed 75-00
Reflection 35-31
5/11/22
redo car
prints

111/150

Evaluating a Demonstration

Subject of Demonstration welding
Student MARLENA MARTINEZ Observer Eric Date 11/10/22

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

Criteria		Comments
1. Group was arranged as all could see and hear.	2-3-4	OA
2. Proper materials, equipment and/or supplies were ready and correctly arranged.	2-3-4	good Tideo - explosion (IA)
3. Equipment was in good and working condition.	2-3-4	EQ
4. Overview of the demonstration (important steps, key points, techniques, or operations) is presented to students emphasizing the need for instruction.	1-3-4	8135 Transition good start
5. Devices for arousing and sustaining interest were evident.	2-3-4	goggles THE IN YOUR INTEREST APPROACH.
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	Good preparation
7. Principles basic to important steps where brought out and steps were repeated as necessary to clarify hard-to-conceive procedures.	2-3-4	WHEN YOU TAKE CODE OF CONDUCT! no goggles were
8. Questions were used to good advantage.	1-3-4	Follow up Tack it self -> Party
9. Safety precautions were stressed.	2-1-3-4	Try to involve all students
10. Operations were performed skillfully.	2-1-3-4	as much as possible
11. Key procedures were effectively summarized.	2-1-3-4	ASKER - sweater a choice of 2
12. Proper use and care of equipment were emphasized.	2-1-2-3-4	don't give her options to leave or not
13. Student participation added to the effectiveness of the demonstration.	1-3-4	Try to package the rest - 3
14. Content or task demonstrated was of appropriate scope and sequence.	2-3-4	light touch -
15. Equipment and supplies were properly returned.	2-3-4	

Notes:

Marlena - One of the reasons I took off points was related to "packaging" your assessment. All 5 elements need to be clear when transitioning from one objective to another. The 1st one is on prep to focus on as you move into the block. The other is focusing a clear focus on your code of conduct and not worrying students but wanting to modify their behavior. You did a fairly good job but there is room for improve next