



Rebecca Wulf
University of Nebraska-Lincoln
Agricultural Education

Table of Contents

Personal Credentials.....	3
Goals & Philosophies.....	8
Teaching Examples.....	20

Personal Credentials

Personal Biography

Coming from a production agriculture background, I feel very blessed to have grown up knowing the joys and struggles of our industry. The lessons I learned on our family farm, and continue to learn to this day, have prepared me for a life of learning.

My family grows corn and soybeans and raises cattle east of Hooper, Nebraska. I am a fifth-generation farmer and third generation on our home place. Our operation has changed throughout the years as we have adapted to market trends in the agriculture industry. Growing up, some of my favorite memories were loading baby pigs and transporting them to our nursery barn. Over ten years ago, we made the decision to leave the swine industry and focus primarily on corn and soybean production. Fast forward to a couple of years ago, my younger brother decided to raise cattle for his Supervised Agricultural Experience. It has been so fun to see how his herd has grown and the lessons he has learned. I believe my excitement for him will carry into the excitement that I will share with my students as they navigate their own Supervised Agricultural Experiences. In fact, it was not long ago that I was managing my own Supervised Agricultural Experience as a corn and soybean producer.

Throughout my college career I have had the opportunity to explore different agricultural education programs across the state as a student and as a former state FFA officer. One of the biggest takeaways I learned during my time as a state FFA officer was the importance that agriculture education plays in the FFA organization. It is the backbone of student success in FFA and in their future careers. My time in the classroom as a student observer really opened my eyes to the innerworkings of the classroom and school system. This gave me a newfound respect for teachers and opened my eyes to the importance of classroom management.

Nebraska agriculture is extremely diverse. Living in the eastern part of the state made it difficult to truly appreciate what we had to offer. Seeing it for myself through travel and program visits has been extremely enlightening. One of my most valuable experiences in college has been serving on the Young Farmers and Ranchers Committee for Nebraska Farm Bureau. I have been able to network with producers of all ages from across the state and our nation. Similar to the network of agriculture education teachers in our state, the Farm Bureau network is close-knit and always willing to lend a hand. The relationships I have built in this organization have opened doors to a new world of agriculture and connections that I can provide for my students.

There is no doubt that agriculture plays an immense role in my life. Just like I was inspired by my agriculture education teacher to pursue a career near and dear to my heart, I too want to instill the same motivation in my students. My passion in the agriculture industry is about advocacy. It's advocacy for the industry, teachers, and the future leaders of our world.

Cover Letter Placeholder

Experience

Teaching Experience

Student Teaching, Spring 2024

Ord Public School

- To be continued...

FFA and SAE Practicum Experience

Ag Ed District 3, Kearney High School

- To be continued during ALEC 234
- Judged Opening/Closing Ceremonies and Employment Skills at District 3 LDEs.
- Interview FFA chapter officer candidates at Kearney High School.

Early Field Practicum Experience

High Plains Community Schools, Pleasanton Public Schools, Holdrege Public Schools, Ord Public Schools, Burwell Public Schools

- Observed effective classroom management techniques
- Identified successful components of agriculture education programs
- Worked with students grades 7-12

Technical Agricultural & Natural Resources Experience

Production Agriculture, April 2013 – September 2022

Wulf Farms, Hooper, NE

- Operated machinery while harvesting crops
- Transported cattle and tagged ears
- Replaced filters on semi trucks

Animal Systems, April 2022

Lee Brothers Feedlot, Elsie, NE

- Transported horses
- Helped brand cattle
- Wrestled calves

Plant Systems, May 2016 – December 2020

Wulf Farms, Hooper, NE

- Took fall and spring stand counts, estimated yield, and evaluated pest damage
- Measured moisture content to determine if crops were ready for harvest
- Measured and prepped chemicals for application

Professional Development

National FFA Organization Facilitator, March 2023 – July 2023

- TBD

Nebraska FFA Foundation Internship, August 2021 – Present

- Interacted with students and agriculture education and FFA sponsors at state convention through the career fair and expo.
- Developed connections with a network of agriculture education teachers.

Nebraska FFA State Vice President, May 2020 – April 2021

- Communicated the mission of agriculture education, teacher retention, and role of the three-circle model to FFA sponsors.
- Interacted with students through facilitating workshops and FFA support.
- Developed curriculum for students and teachers to utilize in the classroom.

Nebraska Agriculture Education Symposium, November 2022

- Learned about Curriculum for Agricultural Sciences Education (CASE) opportunities for teachers.
- Performed a fetal pig dissection and how to teach it to students.

Relevant Campus and Service Related Experience

Engler Agribusiness Entrepreneurship Program Trailguide, August 2022 – December 2023

Collegiate Farm Bureau President, April 2021 – April 2022

Young Farmers and Ranchers Committee Member, January 2022 – January 2024

Sunday School Teacher, August 2019 – May 2020

Activities and Honors

- FFA American FFA Degree
- FFA Chapter President
- FFA Chapter Secretary
- Nebraska FFA 1st Place Fiber/Oil Crop Proficiency
- National FFA Forestry Career Development Event
- Nebraska FFA 3rd Place Grain Production Proficiency
- Nebraska FFA State Star in Agribusiness Finalist

References

To be determined...

Letters of
Recommendation
Placeholder

Goals & Philosophies

Ms. Wulf's Teaching Philosophy Rebecca Wulf

My vision for an agricultural education program is to create a balance between classroom experiences, work-based learning opportunities, and leadership development for all students to reach their full potential. Students should be prepared to pursue careers, be confident in their abilities, and be ready to be an active and informed member of society.

Goal 1: Students will be prepared for careers through exploratory classroom experiences, hands-on learning opportunities, participation in their own Supervised Agricultural Experience (SAE), and Career Development Events in FFA.

Goal 2: Students will gain confidence in their abilities through SAE, public speaking opportunities, leadership experiences, and mentorships.

Goal 3: Students will leave the program with a developed understanding of the agriculture industry that will prepare them to be an informed member of society and knowledgeable consumers.

Career and Technical Education prepared me for my future as a producer and an advocate for the agriculture industry. Through my own learning in the classroom, SAE, and FFA involvement, I have gained the skills to be prepared for my career, gained confidence in my abilities, and developed an informed understanding about the agriculture industry. My appreciation for agriculture education and the way that it is intertwined in the community comes from my own experience and observations at multiple programs across the state.

I believe that it is a teacher's role to connect the dots between students and opportunities within the community and beyond. Through relationship building with students, parents, and community members, this can be achieved. One way to achieve this is by conducting round table discussions every three to five years, inviting past and present students, teachers, administrators, parents, community members, and industry partners, also known as stakeholders. These round table discussions are a great way to gather information on public perception, future goals, and needs of the community. Another way to cultivate these relationships is by inviting stakeholders to engage with the program at events throughout the year. This could be accomplished through volunteer opportunities like assisting with contest preparation, attending alumni events, and engaging with students in the classroom.

I believe that Career and Technical Education (CTE) is key to preparing students for careers and life beyond school. Agricultural education programs provide hands-on learning experiences for students inside the classroom through instruction and outside the classroom through work-based learning. Students nowadays desire autonomous learning experiences. Catering to this desire can be accomplished through a student's SAE, hands-on experiences such as propagating plants in the greenhouse, working with livestock, and electrical wiring labs in the classroom. Students also gain leadership and career experience through Career and Technical Student Organizations (CTSO) such as FFA. The need for the skills and experiences that students gain through CTE is vital to filling many careers.

I believe that an agriculture education program should achieve a balance between each component of the Three Circle Model for agriculture education. I will always start with classroom and laboratory components and then integrate SAE and FFA into classroom curriculum where it is needed for student success. I believe that each of these plays a role in preparing students for careers, building their confidence, and providing them with knowledge about agriculture.

I believe that communication is essential. I value tradition with adaptability. This builds rapport with existing stakeholders while providing new opportunities for students. My vision is adaptable to the needs of students. Evaluation of students to determine their needs for learning and opportunities inside and outside of the classroom will be considered. This will be approached through conversations with students and their parents, and by evaluating individual student learning styles. Kolb's Learning Styles include concrete learning, reflective observation, abstract conceptualization, and active experimentation. Implementing these four different learning styles and using formative evaluation can help the student and me understand how they learn. Then, I can be adaptive towards student individual learning opportunities, so they can get the most out of their learning.

Just as my agriculture education program prepared me, my students will be prepared for their careers, gain confidence in their abilities, and develop an understanding for agriculture and be able to make informed decisions as a consumer. This will be achieved through a balance of classroom instruction, work-based learning with SAE, and FFA components.

Ms. Wulf's Classroom Management Plan

Rebecca Wulf

Core Beliefs

Classroom management is essential to protect students and to protect learning. This can be accomplished through collaboration between teachers, students, staff, administration, and parents. Discipline is a key factor in classroom management, and it is something that everyone is responsible for. Showing students that you care enough to hold them accountable is part of discipline. Through the support of administration, dedication to learning, collaboration with parents, and charisma towards students, effective classroom management can be achieved.

Classroom Rules/Expectations

General classroom rules will be predetermined by myself. These include:

1. Be on time and prepared for class
2. Raise your hand before speaking
3. No outside food/drink
4. Ask to use the restroom
5. Be safe

-Rules regarding student safety such as when handling animals, tools in the shop, etc. will be predetermined by myself and posted in the classroom.

-Classroom expectations will be determined through a collaborative effort between myself and the students and will be posted in the classroom. This sets a tone of ownership in the classroom and can be used as a simple way to redirect the class when set expectations are being violated. ---

-Examples may include: be respectful, be responsible, be kind, etc.

Classroom Procedures

-Each class period will begin with a bell ringer to set the tone for the class and get students on task right away. This may be a review question from the class before or a preview question to get them thinking about new content.

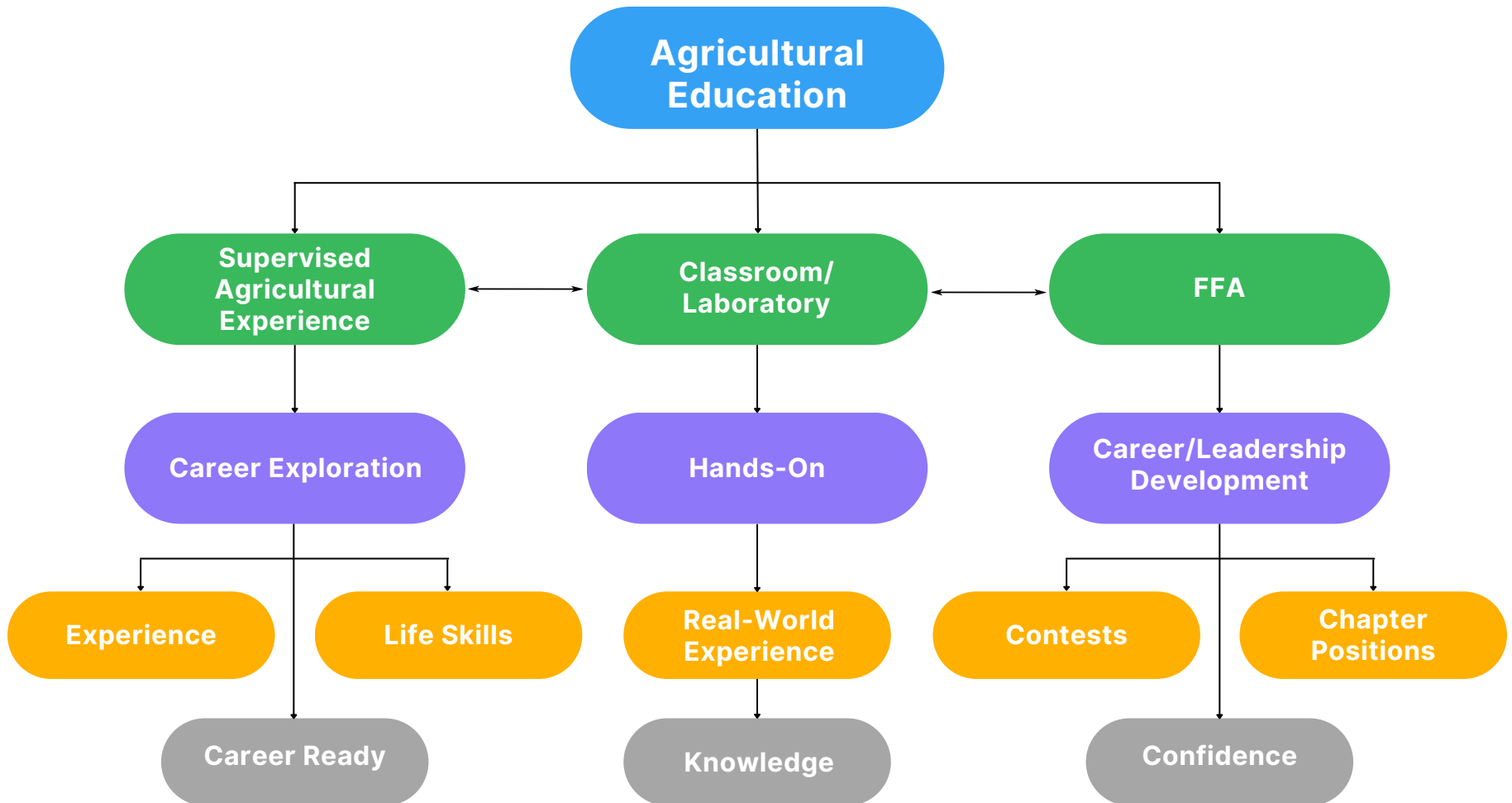
-During class students are expected to stay in their seat and remain on task unless told otherwise. They may ask to sharpen their pencil, use the restroom, etc. during times of transition in the classroom.

-At the end of class, students will be expected to work up until the dismissal bell. If they finish their task early they may work on something else in this order: a)work on missing/unfinished in-class assignments b) enter information into the AET c)work on outside homework/read.

Discipline

Students will be allowed three verbal warnings before removal from the classroom i.e., sit in the hall, send to the office. In the event of a removal from class, I will sit down and have a conversation with the student outside of class time. Any further action will be determined from there.

Program Opportunity Progression



Ms. Wulf's Program Model

Rebecca Wulf

Agricultural Education

My agriculture education program model consists of an integrated model of classroom and laboratory instruction, FFA, and work-based learning through a Supervised Agricultural Experience (SAE). Through these models, students will accomplish the following:

Goal 1: Students will be prepared for careers through exploratory classroom experiences, hands-on learning opportunities, participation in their own Supervised Agricultural Experience (SAE), and Career Development Events in FFA.

Goal 2: Students will gain confidence in their abilities through SAE, public speaking opportunities, leadership experiences, and mentorships.

Goal 3: Students will leave the program with a developed understanding of the agriculture industry that will prepare them to be informed members of society and knowledgeable consumers.

Classroom/Laboratory

Out of the three components of agricultural education, I believe in a strong focus on the classroom. This is where we see students the most and establish a foundation for the other components. It is here where we cultivate relationships, build culture, and gain knowledge that can be applied inside and outside of the classroom.

Students will progress through a series of beginner, intermediate, and advanced courses to support their learning. Beginner courses will cover a broader scope of the agriculture industry and introduce students to an array of career opportunities in agriculture. Building a culture of hard work and responsibility in these courses will establish a foundation for it in future classes, FFA, and the workplace. Intermediate courses will build upon what was learned in the beginner courses. These may include animal science and plant science courses where students practice industry-standard skills that can be implemented in their SAE, jobs, and FFA contests. Advanced courses will focus more on post-secondary opportunities such as dual-credit, work-based learning, and skills so students will be career-ready.

Support is essential to student success inside and outside the classroom. Support includes, but is not limited to, a variety of learning styles, autonomous learning opportunities, and community partnerships for students from ag and non-ag backgrounds.

Offering a variety of learning styles in the classroom and laboratory settings provides opportunities for all students to engage in learning. Modeling the Kolb's Style of Learning through experience, reflection, abstract, and concrete learning is how I intend to support different learning types. This creates a variety of opportunities for students to understand information to be prepared for careers and gain an understanding about agriculture. This also creates variety in learning so the routine in class is less monotonous.

Today's learners seek autonomous learning experiences. Contests in FFA and participation in an SAE fuel this desire for students. Integrating these components into the grading system holds both myself and students accountable for this component of learning.

These experiences are vital for students to gain confidence in themselves and practice hands-on learning outside of the classroom.

Community partnerships provide a variety of ways for students to learn outside of the normal classroom structure. Classroom speakers, industry tours, SAE mentors, and community coaches for competitive events offer a different learning approach than my own. It also provides students with greater insight on subject areas that I am less proficient in. My lack of knowledge should not be a reason for students to miss out on learning opportunities. In order for students to be career-ready and gain an understanding about agriculture, they need to engage with people who are in the industry.

Effective support is continued by getting to know the student and their family. Interacting with them outside of the classroom offers greater insight into their needs and strengths. This will help me connect students with opportunities and make accommodations in the classroom to make the most of their learning experience. This can be accomplished during parent-teacher conferences, school and community events, SAE visits, and other opportunities during the teacher's extended contract days.

Language support in the classroom, FFA, and work-based learning opportunities, will be addressed on an as-needed basis. Collaboration with the district, local Educational Service Unit, and the student and their family will be the first step in accommodating for students who need language support. This is vital to protect student learning and retain students in the classroom. If they are to get the most out of our agricultural education program, and achieve our goals, this barrier needs to be overcome.

Supervised Agricultural Experience

The Supervised Agricultural Experience (SAE) is an excellent way for students to explore careers. Students start with a Foundational SAE which helps students define a career area of interest. Additionally, students learn workplace safety, personal financial management and planning skills, employability skills for college and career readiness, and agricultural literacy. After a career interest is defined, students can begin an Immersion SAE in one or more of the five different categories. These categories include Placement/Internship, Ownership/Entrepreneurship, Research, School-Based Enterprise, and Service Learning. These allow students to build upon their Foundational SAE activities by gaining real-world, hands-on experience within their chosen career path. Students will enhance their agriculture industry knowledge, gain financial independence and management skills, and determine whether the career choice aligns with their interests and abilities – all while supporting their agricultural education coursework.

Classroom time to plan and collaborate with other students will enhance their SAE opportunities while keeping it autonomous to build confidence. Career readiness skills such as record keeping, resume building, and mock interviews are a few ways that SAE can be integrated in the classroom. To further enhance student SAE experiences, partnerships with local businesses will be a vital component of the program.

FFA

Career and Technical Student Organizations such as FFA challenge students to grow personally and professionally through leadership development and career development

opportunities. Career Development Events allow students to put their knowledge learned in the classroom to the test through industry-standard competitions all while gaining confidence in their abilities. Leadership Development Events challenge students to use their voice through speaking events as teams and individuals. Classroom preparation for these events may include individual and group presentations for a variety of assessments.

All students will have an equal opportunity to compete in a variety of FFA contests and activities. All FFA members will be required to serve on chapter committees that will focus on a variety of ways to enhance the program and opportunities for students. Additionally, FFA is another avenue to engage with the community and program sponsors through mentorships, contest preparation, and community service. These experiences will be student-driven to encourage our culture of hard work and responsibility. Through FFA contests and chapter engagement such as committee and officer positions, students will gain confidence in themselves.

Throughout their experience in the classroom, FFA, and their SAE, students will be able to apply what they have learned to their future or current careers. By utilizing a variety of resources for learning, students will gain the skills to understand how to find information and make informed decisions as consumers. From the time students start in the agriculture education program to when they exit it, they should have more confidence in themselves, their peers, and the agriculture industry. The FFA motto, “Learning to Do, Doing to Learn, Earning to Live, Living to Serve,” nicely sums up how students will engage in our program.

Scope & Sequence

Course Title: Natural Resources Developed: Spring 2023	Program: Any CTE Ag Program	Description: A course that provides an opportunity for students to increase awareness of the close ties among living organisms as well as natural and environmental concerns with the interrelationships of living organisms and the world around us. Students are exposed to careers related to natural resources systems. Students also look closely at Nebraska's natural resources and management techniques. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	
Course Goals: - AFNR.HS.3.1 Plan and conduct natural resource management activities that apply logical, reasoned, and scientifically based solutions to natural resource issues and goals. - AFNR.HS.3.2 Analyze the interrelationships between natural resources and humans. - AFNR.HS.3.3 Develop plans to ensure sustainable production and processing of natural resources. - AFNR.HS.3.4 Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources. - AFNR.HS.3.5 Understand management techniques for Nebraska's natural resources.	Facilities Needed: Students will conduct activities in the classroom and outdoors.	Career Readiness Standards Met: - Describe career opportunities and means to achieve those opportunities in each of the AFNR career pathways. - Demonstrate employability skills for college and career readiness. - Identify and demonstrate workplace safety. - Evaluate the nature and scope of the AFNR Career Cluster and the role of agriculture, food, and natural resources in society and the economy. - Identify and demonstrate leadership skills and traits in demand of leadership roles in the agriculture industry.	
Unit Topic/Framing Question *Units can be rearranged depending on spring/fall semester	Standards Met	Activities, Assessments & Accommodations	
Unit 1: Range & Soils Guiding Question: How is sustainable production of natural resources in agriculture used in Nebraska? Course Learning Outcome: AFNR.HS.3.3 Develop plans to ensure sustainable production and processing of natural resources.	- AFNR.HS.3.1.c Identify proper use of tools utilized in measuring soil health. - AFNR.HS.3.1.d Apply cartographic skills to natural resources. - AFNR.HS.3.3.h Describe the soil formation process. - AFNR.HS.3.3.k Demonstrate how to determine soil types and how it affects land use. - AFNR.HS.3.1.g Identify and classify common grasses, forbes, shrubs, and trees found in Nebraska ecosystems. - AFNR.HS.3.4.c Identify non-native and invasive species to Nebraska.	Student Activities Assessment Tools Accommodations Career Development Opportunities Work-Based Learning Opportunities	Utilize tools (slope, soil texture triangle, etc) https://www.nrdnet.org/sites/default/files/soils_study_guide_key_points_2016_4.pdf Soil and plant ID https://www.nrdnet.org/sites/default/files/range_study_guide_2016.pdf Identify common practices in their area Test (Summative) Lab component (Formative) Land and range judging outcomes (Summative) Group work Lots of hands-on work outside Online ID practicum Land judging, range judging, Environmental & Natural Res. CDE Envirothon Class speaker i.e. agronomist, conservationist, rangeland manager Shadow or intern for local NRD Shadow extension Shadow or intern for agronomist, conservationist, etc.
Unit 2: Forestry Guiding Question: How is forestry managed in Nebraska and how does it compare to other states? Course Learning Outcome: AFNR.HS.3.5 Understand management techniques for Nebraska's natural resources.	- AFNR.HS.3.1.g Identify and classify common grasses, forbes, shrubs, and trees found in Nebraska ecosystems. - AFNR.HS.CR.4 Identify and demonstrate workplace safety. - AFNR.HS.3.3.g Discover the economic value of the forestry industry.	Student Activities Assessment Tools Accommodations Career Development Opportunities	Measure board feet https://extension.tennessee.edu/publications/Documents/W878.pdf , use a clinometer https://www.youtube.com/watch?v=X6QaHa0nh4 Tree ID https://nfs.unl.edu/publications/downloads/TreesofNebraska.pdf Determine age of trees by counting rings Test (Summative) Lab component (Formative) Kahoot ID reviews (Formative) Online resources Hands-on activities outside Group activity Envirothon Forestry (national only)

			Invite someone from Halsey or university
		Work-Based Learning Opportunities	Shadow or intern for local NRD
			Shadow extension
			Shadow logger, chipper, etc. (some in southeastern NE)
Unit 3: Wildlife Guiding Question: How is wildlife managed and protected in Nebraska? Course Learning Outcome: AFNR.HS.3.4 Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.	- AFNR.HS.3.1.f Identify and classify common species of wildlife and fauna found in Nebraska. - AFNR.HS.3.2.c Describe current programs in place to help with the conservation and sustainability of natural resources and explain their importance. - AFNR.HS.3.3.a Identify components that comprise the ecosystems. - AFNR.HS.3.4.c Identify non-native and invasive species to Nebraska.	Student Activities	Tracks and animal poster presentation Practice ID using pictures, pelts, tracks, etc. www.nrdnet.org/sites/default/files/wildlife_study_guide_2016.pdf Hunter's safety course option
		Assessment Tools	Test (Summative) ID quiz (Formative) Graded poster and presentation (Summative)
		Accommodations	Hunter's safety is not required, but an option Wild game feed (food science component)
		Career Development Opportunities	Environmental and Natural Resources CDE Envirothon Class speaker Game Warden, NRD field days
		Work-Based Learning Opportunities	Shadow or intern for local NRD Shadow or intern for Game and Parks
Unit 4: Water & Aquatics Guiding Question: What issues arise in water and aquatics in Nebraska, and how are they addressed? Are there other solutions? Course Learning Outcome: AFNR.HS.3.1 Plan and conduct natural resource management activities that apply logical, reasoned, and scientifically based solutions to natural resource issues and goals.	- AFNR.HS.3.4.c Identify non-native and invasive species to Nebraska. - AFNR.HS.3.3.b Explain the stages of water movement through the hydrologic cycle and how the parts of the system are managed. - AFNR.HS.3.3.c Summarize the roles of watersheds. - AFNR.HS.3.3.e Examine the major causes of water pollution. - AFNR.HS.3.3.f Outline the methods used to determine water quality. - AFNR.HS.3.4.b Identify the efforts being made to keep non-native species out of a local area.	Student Activities	Fish species poster (Summative) https://www.nrdnet.org/sites/default/files/aquatics_study_guide_2018.pdf Water testing
		Assessment Tools	Poster presentation (Summative) Test with ID (Formative) Fish dissection (Summative)
		Accommodations	Group or individual work Clean a fish
		Career Development Opportunities	Envirothon Environmental & Natural Resources CDE Game & Parks about managing fish species in NE
		Work-Based Learning Opportunities	Shadow or intern for local NRD Shadow or intern for Game and Parks
Unit 5: Policy Guiding Question: How do we influence natural resources through policy? Course Learning Outcome: AFNR.HS.3.2 Analyze the interrelationships between natural resources and humans.	- AFNR.HS.3.2.b Examine and summarize how social views and movements have affected the need for environmental regulations. - AFNR.HS.3.2.d Recognize the role of local, state, and national agencies/organizations in the management of our local resources. - AFNR.HS.3.2.h Examine natural resources and environmental careers. - AFNR.CR.4.a Identify and explain the implication of required regulations to maintain and improve safety, health, and environments management systems. - AFNR.HS.CR.6.f Write and deliver a speech focused on a currently controversial topic within the agricultural industry while arguing both points of view.	Student Activities	Nebraska lawsuit group presentation Career report of student's choice https://snr.unl.edu/undergrad/careeropportunities.aspx https://www.nrdnet.org/sites/default/files/policy_2016.pdf
		Assessment Tools	Group presentation (Formative) Career report (Summative) Test (Summative)
		Accommodations	Group work Career report is flexible
		Career Development Opportunities	Envirothon Invite NRD lobbyist
		Work-Based Learning Opportunities	Shadow or intern for local NRD Shadow or intern for lobbyist

Ms. Wulf's Extended Contract Table
Rebecca Wulf

Activity	Purpose	Days
Nebraska Career Education (NCE) Conference	This professional development learning opportunity will provide me with useful tools, skills, and connections that I can implement in my program for the benefit of students, the school, and community. Many of the workshops offered focus on enhancing experiences in the classroom and work-based learning.	3
Engler Guide Conference	This professional development opportunity will continually challenge my approach to learning by incorporating the entrepreneurial mindset in the classroom. This mindset is the building block to cultivating change in culture, business, and relationships in the school and community. The content learned in this conference will be used to enhance student SAEs and approaches to learning in the classroom.	2
Chapter Officer Leadership Training (COLT)	This summer training provides FFA chapter officers with the knowledge and skills needed to be effective leaders in their chapter. This valuable experience challenges students personally and professionally while allowing them to build a network with students from across the state. It is important that chapter officers attend, so they can be effective leaders in their chapter, experiment with new ideas, and gather momentum to have successful year.	3
Washington Leadership Conference (WLC)	This conference provides students with an unforgettable opportunity dedicated to service and advocacy while experiencing our nation's capitol. During the conference, students will develop a service-learning project that they will later implement in their community. This will not only impact the students attending, but it will also impact other students and their community.	5
County Fair	The time and dedication that students put into their exhibitions at the county fair deserve recognition. Our FFA chapter's presence is essential to gather sponsorships, showcase students' hard work, and to give back to the community.	5
SAE Visits	SAE visits are crucial for students to have a high-quality work-based learning experience. These experiences will prepare students for careers, boost their confidence, and expand on the content they have learned in the classroom. Reflection is key to growth, and students need proper supervision from an advisor to get the most out of their work-based learning experience.	7
Summer Planning and Programming	To meet the needs of students, the school, community, and my own expectations, summer planning and programming is a necessity. This may come in the form of curriculum certification and training, grant preparation, donor visits, meetings with chapter members, officers, alumni, sponsors, and more.	7
Total		32

Ms. Wulf's Marketing Plan for Program of Activities
Rebecca Wulf

Event	Time	Goal	Marketing Strategy
County Fair Exhibitors	August	Showcase accomplishments of members	Newspaper release with results and pictures
County Fair concessions	August	Share how members earn money for the chapter	FFA banner at the concessions, pictures in the scrapbook
Labor Auction	September	Interact with supporters	Take pictures for the scrapbook and social media post
State Fair	September	Showcase accomplishments of members	Newspaper release with results and pictures
District Range Judging	October	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
District Land Judging	October	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
District Dairy Judging	October	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
State Range Judging	October	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
State Land Judging	October	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
National FFA Convention		Share student involvement, leadership development, and opportunities	Newspaper release with pictures, social media post, and scrapbook
Edge Conference	November	Display leadership development opportunities	Scrapbook and social media post
District LDEs	November	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
Pathways to Careers	November	Share how students are preparing for careers	Scrapbook and social media post

Chapter Christmas Party	December	Interact with alumni and supporters	Scrapbook and social media post
District Livestock Judging	January	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
District Proficiency Awards	February	Showcase accomplishments of members	Newspaper release
District CDEs	March	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
State FFA Convention	April	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media posts
State Envirothon	April	Showcase accomplishments of members	Newspaper release with results and pictures, scrapbook, and social media post
Chapter Banquet	April	Showcase accomplishments of members	Scrapbook, social media post, and newspaper release with pictures (seniors, degrees, new officers, STARS, outstanding members)
Chapter Officer Leadership Training	May-June	Display leadership development opportunities	Scrapbook and social media post
Washington Leadership Conference	June	Display leadership development opportunities	Scrapbook, social media post, and news release with pictures
SAE visits	June	Showcase student accomplishments outside the classroom	Scrapbook, social media post, and news release with pictures

Ms. Wulf's SAE Teaching and Grading Plan
Rebecca Wulf

Narrative Explanation

A Supervised Agricultural Experience (SAE) is an essential component of an agriculture education program that all students must complete. Implementation during class and outside of class time is crucial to student success. Through integrated class assignments and teacher check-ins, students will be evaluated on their effort, understanding, and progress within their Foundational and Immersion SAE programs.

Teaching Plan Outline

Career Exploration and Planning	Create a career report
Employability Skills for College and Career Readiness	Create a Resume Fill out a Job Application Industry Tours with reflections after the tour Job Shadows
Personal Financial Management	Create a personal budget with the career they pick
Workplace Safety	Shop Safety Test/Osha Certification
Agricultural Literacy	Unit Test/All other grades in the class. Creating a presentation to present to elementary/middle school students.

Students will do all of these projects in their introduction to agriculture class and then build off of those assignments in the higher-level classes

Grading Plan Outline

SAE activities will be included as a graded component of classes. In “Intro to Ag” it will consist of 25% of their total grade. The remainder of agriculture education classes will include a weight of 20% of their total grade. Grading times will spread throughout the course as indicated throughout this plan, with an overall SAE grade conducted quarterly.

Time Allowed for SAE

Every other Friday throughout the school year, there will be SAE Friday. On these Fridays, we will work on the record book. For introduction to agriculture, the first few weeks of SAE Fridays will consist of learning what SAEs are, picking which SAE students may want, and setting up SAEs and record books. After everyone's SAE has been established, students will work on updating their record books on those Fridays. In upper-level agriculture classes, SAE Fridays will remain. Upper-level agriculture classes won't have lessons about SAEs as they should have an SAE already in place. In the case that there are students that don't have one, they will start a foundational SAE. There will be quarterly SAE record book evaluations. These will happen at the end of the quarter to make sure that students are keeping up with their records. These

evaluations will be worth 100 points. Days when students are not working on their SAE, they will be doing activities such as current events, creating a budget, or working on their resume.

Supervision Plan Outline

Supervision of student SAEs will be conducted throughout the school year in a variety of ways. For Foundational SAEs, three check-ins between the teacher and the student will be conducted through two student reports and one in-person meeting. For Immersion SAEs, four check-ins between the teacher and the student will be conducted through two student reports and two in-person meetings including a minimum of one official SAE visit. Visits should be conducted during the first, second, and third quarters of the school year, and during the summer. Additional supervision will be provided through a mentorship program with the chapter alumni.

ALEC 308 Content Placeholder

Teaching Examples

Daily Plan	Instructor: Rebecca Wulf
Course: Sophomore Ag	
Unit Title: Soybean Production	
Lesson Plan Title: Soybean Growth	

Essential Question: (Law 2)	What are the growth stages of a soybean plant?
Objective: (Law 1, 4)	<ul style="list-style-type: none"> • Students will be able to copy the different parts of a soybean plant. • Students will be able to repeat the two stages of growth.

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	45 Minutes
Instructor Directions	Brief Outline of the Lesson	
Powerpoint https://docs.google.com/presentation/d/1jtr4H5VlgbytyqVRI4mJJUxmJzmeBE4VPnviUP4CZ4Y/edit?usp=sharing	What are the different parts of a soybean plant? What are the vegetative stages? <ul style="list-style-type: none"> - VE (emergence) - VC (cotyledon stage) - V1 (first trifoliolate) - V2 (second trifoliolate) - V3 (third trifoliolate) - V(n) (nth trifoliolate) - V6 (flowering will start soon) What are the reproductive stages? <ul style="list-style-type: none"> - R1 (beginning bloom, first flower) - R2 (full bloom, flower in top two nodes) - R3 (beginning pod, 3/16-inch pod in top four nodes) - R4 (full pod, 3/4-inch pod in top four nodes) - R5 (1/8-inch seed in top four nodes) - R6 (full-size seed in top four nodes) - R7 (beginning maturity, one mature pod) - R8 (full maturity, 95% of pods on the plant are mature) Sources: <ul style="list-style-type: none"> - https://www.ndsu.edu/agriculture/ag-hub/publications/soybean-growth-and-management-quick-guide - https://extension.unl.edu/statewide/enre/2018CropScoutGlewenPresentation-SoybeanGrowth.pdf 	

Summary (Reflection) (Law 6, 7) (End of the class)
<i>Today we learned about the different parts of a soybean plant and the different growth stages. What are the two growth stages? Vegetative and Reproductive</i>

As a producer, why might it be important to identify different parts of the plant or different growth stages?

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

Note handout for students, power point

Daily Plan	Instructor: Rebecca Wulf
Course: Sophomore Ag	
Unit Title: Soybean Production	
Lesson Plan Title: Soybean Uses & Benefits	

Essential Question: (Law 2)	What is in a soybean?
Objective: (Law 1, 4)	<ul style="list-style-type: none"> • Students will memorize what is in a soybean. • Students will be able to locate soybean ingredients in everyday products.

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	20 minutes
Instructor Directions	Brief Outline of the Content	
<p>Have students look at products and identify</p> <p>Think-Pair-Share</p> <p>What is in a soybean? Think about all the product you consume with soybeans in them? What about your pets?</p>	<p>Components of a Soybean</p> <p>Resources:</p> <ul style="list-style-type: none"> • http://soystats.com/composition-of-a-soybean/ • https://www.nebraskasoybeans.org/learn/soybeans-in-nebraska 	

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<p>What are soybeans made up of?</p> <ul style="list-style-type: none"> • soybean oil • lecithin • flakes • hulls 	<p>Now that we know what is in a soybean, let's dive into what they are used for and their benefits.</p>

Essential Question: (Law 2)	What are the uses and benefits of soy products?
Objective: (Law 1, 4)	Students will be able to identify different uses and benefits for soybeans.

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	20 minutes
Instructor Directions	Brief Outline of the Lesson	
<p>A-B-Each Teach</p> <p>Group A: What are Soybeans Used For?</p> <p>Group B: Surprising Non-Food Soybean Products</p>	<p>Uses</p> <p>Benefits</p>	

While reading, students should underline different uses of soybeans.

Have partners write down as many different uses for soybeans.

Transition to benefits

Watch video: <https://youtu.be/CX1bA063xcM>

Have students write down at least 5 benefits that they hear from the video.

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

What made up the composition of a soybean? oil, lecithin, flakes, hulls

What do we use soybeans for?

What are the benefits of using soybean products?

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

Articles, sticky notes

Daily Plan	Instructor: Rebecca Wulf
Course: Sophomore Ag	
Unit Title: Soybean Production	
Lesson Plan Title: GMOs and Biotechnology	

Essential Question: (Law 2)	What are GMOs and why do we need them?
Objective: (Law 1, 4)	<ul style="list-style-type: none"> • Students will define what a GMO is. • Students will deduce why we need GMOs.

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	30 minutes
Instructor Directions	Brief Outline of the Lesson	
<p>Think-Pair-Share: What do we know about GMOs?</p> <p>PPT</p> <p>Why do we need them? (activity)</p> <p>Split students into pairs. Using the internet, answer the questions.</p> <p>Students will then present to the class.</p>	<p>Jimmy Kimmel video</p> <p>What are they used for?</p> <p>Fact or Myth? (formative assessment)</p> <p>Why do we need them? (activity)</p> <ul style="list-style-type: none"> • What do we use it for? • Why does it need genetic modification? • What are the genetic modifications? • How was it done? 	

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<p>What does GMO stand for? What is it?</p> <ul style="list-style-type: none"> • Genetically Modified Organism • A crop that is developed using techniques that enable us to take a beneficial trait from one organism and transfer it into a crop plant <p>Why do we need GMOs?</p> <ul style="list-style-type: none"> • Reduce food waste • Improve disease and insect resistance • Improve herbicide and drought tolerance • enhance nutritional content 	<p>Now that we have an understanding of GMOs, let's dive into what genetic modification looks like in soybean production.</p>

<ul style="list-style-type: none"> improve manufacturing processes 	
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Essential Question: (Law 2)	What role does biotechnology play in soybean production?
Objective: (Law 1, 4)	Students will interpret the use of biotechnology in soybeans.

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	20 minutes
Instructor Directions	Brief Outline of the Lesson	
PPT	Soybeans are modified through bioengineering Most common type of genes inserted are herbicide resistant. Bioengineering is slightly changing the DNA of an organism.	

Summary (Reflection) (Law 6, 7) (End of the class)
What percentage of soybeans produced today are GMO? 94% What is the most common type of genes inserted into soybeans? herbicide resistant What is bioengineering? slightly changing the DNA of an organism

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

Evaluation of Classroom Instruction

Student Teacher Observed: Rebecca Wulf
 UNL Evaluator: Lee Schroeder
 Lesson(s): Soybean Uses & Benefits

Cooperating School: West Point
 Date: 3/14/23

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	Thought lesson went well
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.	This can be a tough class but she did a good job introducing topic
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> • know the language of the learners? • USE the question through the lesson to gain feedback from students? • use clear and concise language? 	Yes	
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> • communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? • assess/summarize with students based on the objective? 	Yes	
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	Used small groups and had good exchanges with students
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.	Overall very good lesson on Bean uses.

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

Smooth transitions

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

Yes

Instructional adjustments

Did the teacher adjust to instructional disruptions? Did they:

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

Yes

Student were attentive

Questioning

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

Yes

Did a nice job!

Additional comments:

Evaluation of Classroom Instruction

Student Teacher Observed: Rebecca Wolff Cooperating School: Ord
 UNL Evaluator: Dave Ference Date: 4/14
 Lesson(s): Animal Science Livestock Kits, speeches.

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? <u>yes</u> • use familiar analogies? <u>yes</u> • practice what they asked students to do? <u>yes</u> • prepare varied instruction at an appropriate level? 		Miss Wolff had their attention at the start of class.
Were students ready for instruction? Did the teacher: <ul style="list-style-type: none"> • gain student interest and attention before beginning? <u>yes</u> • pause when attention was interrupted? <u>good icebreaker</u> • exhaust students' attention? 	<u>yes</u>	the students really got excited.
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? <u>yes</u> • USE the question through the lesson to gain feedback from students? • use clear and concise language? <u>yes</u> 		yes the question of the day was awesome. The students could relate.
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? 	<u>yes</u>	<u>good</u>
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? <u>yes</u> • did the teacher activate students' thinking and encourage students to do the work of learning? 	<u>yes</u>	The students really enjoyed and learned the breeds of livestock.
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? 		<u>yes went very smooth.</u>

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 set a good example.

Smooth transitions

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

yes

Instructional adjustments

Did the teacher adjust to instructional disruptions? Did they:

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

yes

got student back on track.

Questioning

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

great job

Additional comments:

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[Faint handwritten notes in blue ink, mostly illegible]

Name _____
Date _____

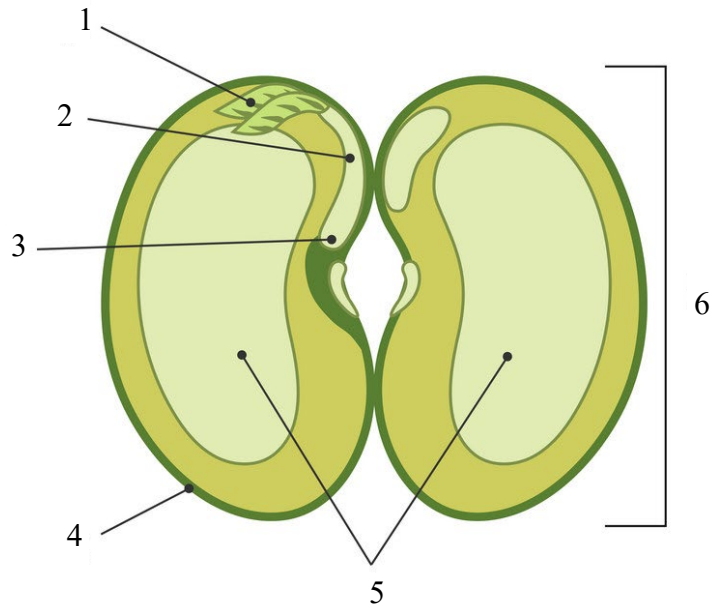
Soybean Production Exam
Spring 2023

Part A: True/False

- _____ 1. The two stages of growth are vegetative and reproductive.
- _____ 2. Nitrogen fixation begins to occur during V4.
- _____ 3. There are hundreds of GMO crops grown in the US.
- _____ 4. Lecithin is extracted from soybean oil.
- _____ 5. A GMO crop is developed by taking a beneficial trait from one organism and transferring it into another crop plant.
- _____ 6. The non-GMO label means the food is healthier, better for the environment, and doesn't contain any GMOs.
- _____ 7. GMOs allow farmers to preserve the land while doing more with fewer resources.
- _____ 8. If livestock eat genetically modified grain, there will be GMO milk, meat, and eggs.
- _____ 9. GMOs increase the price of food.
- _____ 10. The most common type of genes inserted into soybeans are herbicide-resistant.

Part B: Matching

BEAN SEED
(dicot)



a. cotyledon b. embryo c. radicle

d. hypocotyl e. seed coat f. epicotyl

1. _____

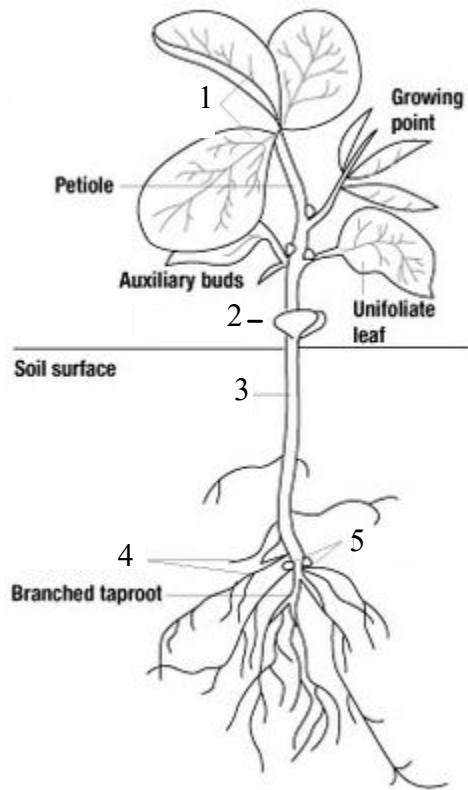
4. _____

2. _____

5. _____

3. _____

6. _____



- a. hypocotyl b. nodules c. trifoliate leaf d. cotyledons e. lateral roots

1. _____
2. _____
3. _____
4. _____
5. _____

Part C: Short Answer

1. What are three non-food soybean products?

2. List three benefits to using soybean products.

3. What does GMO stand for?

4. Why do we need GMOs?

Part D: Multiple Choice

1. What is the main indicator that a soybean plant has begun the reproductive growth stage?

- a. 12 to 14 inches tall
- b. flowering
- c. six trifoliolate leaves
- d. 3/16th inch pod

2. Yield is a function of:

- a. base population
- b. pod number
- c. seeds per pod
- d. seed weight
- e. all the above

3. What is the main yield limiting factor?

- a. base population
- b. pod number
- c. seeds per pod
- d. seed weight

4. The R6 Full Seed stage is also known as the _____ stage.

- a. lima bean
- b. full bean
- c. final bean
- d. green bean

5. Harvest moisture is less than _____ percent.

- a. 25
- b. 20
- c. 15
- d. 10

6. V1 to Vn stages are numbered by fully developed _____.

- a. trifoliolates
- b. nodes
- c. flowers
- d. pods

7. Soybeans are composed of _____.

- a. oil
- b. lecithin
- c. flakes
- d. hulls
- e. all the above

8. In agriculture, soybean meal is primarily used in _____.

- a. fuel
- b. lunches for farmers
- c. animal feed
- d. breakfast for horses

9. How is a Cosmic Crisp apple different from other apples?

- a. It does not brown
- b. It has a short shelf life
- c. It is made from a genetic mutation
- d. It is a super bright red color

10. What percentage of soybeans produced are GMO?

- a. 84%
- b. 88%
- c. 92%
- d. 94%

11. Soybeans are typically modified by _____.

- a. bioengineering
- b. mutagenesis
- c. gene editing
- d. traditional crossbreeding