

American FFA Degree/ Praxis II

Content: Teachers know the subject they are teaching: The teacher understands the central concepts, tools of inquiry and structures of the discipline she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Date Experience Completed American Degree - Aug 2003-May 2008

Received Award October 2008

Praxis II – Fall 2009

Describe your educational artifact: During my four years in high school, I was an FFA member. While being an active FFA member I worked hard to earn my American FFA Degree. For this degree, I completed extensive yearly records based on jobs I held at the time which were related to agriculture. This degree is a reflection of what I learned in my agricultural courses and experiences. My artifact is the certificate for my American Degree. My second artifact is my Praxis II score report. This reflects my agricultural knowledge.

Alignment: Wisconsin Teaching Standard 1 - Content - Teachers know the subjects they are teaching

I believe that this artifact aligns with standard one, content: Teachers know the subject they are teaching: The teacher understands the central concepts, tools of inquiry and structures of the discipline she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

The Praxis II is set up so that students can be tested on their knowledge of and tools of inquiry for a particular discipline. I chose my major based off my agricultural education background and experiences. The Praxis II measures the content students have gained throughout their life. When taking the Praxis II, students are assessed on seven content areas. The questions on the Praxis II have different point values related to their difficulty. When reviewing the results, the scores reflect the national average ranges for each of the seven categories and the overall Praxis II score. I scored a 520 on my Praxis II and passed the first time I took it. My Praxis II score reflect my knowledge on the content. I feel that by succeeding in passing the Praxis II, I have adequate knowledge in the content, skills, tools of inquiry and problem solving areas associated with agriculture education

As an agriculture education teacher, each student will have an SAE (Supervised Education Experience) with the proper experiences, hours, FFA involvement and may other components; students can work to earn their American Degree. For my SAE, I worked on the family farm giving pigs shots, I milked cows at the community, and I worked as a dietary aid in a nursing home. These experiences taught me money management, work ethic, animal science, food science, and record keeping skills which helped me work towards my American Degree. I worked on my degree from fall 2003 to spring 2008 and kept records of the hours I worked and purchased I made which were used to invest in my work experiences such as a car.

The life skills gained from my American Degree are part of the agriculture curriculum. By experiencing everything hands on in areas like animal and food science or ag business, I was better able to learn the material and I will be better able to teach the material

to my students.

By reflecting on my passing Praxis II score and applying the agriculture education curriculum gained from my American Degree, I will be able to expand upon the curriculum I have learned and better educate students with the knowledge I have gained.

*** UW-Platteville - Knowledge, Skills, and Disposition Standards: KSD4.b - Maintains Accurate Records**

One important characteristic of being an agricultural educator and FFA adviser is that they have to take detailed and accurate records for each one of their students through the Supervised Agricultural Experiences (SAE) program. My adviser did not know how to fill out the paper work for the state and national awards so my mom and I did research and attended training meetings to understand the rules and regulations associated with agricultural and FFA awards. One example is that the State FFA degree requires you print all 15 pages of the excel application form at the exact same time on the exact same day if students don't they won't receive the award. I also filled out the information online that was sent to the state FFA association with new and renewed FFA membership for the year since my teacher was not good with computers.

Agricultural educators often take their students on field trips, judging events, contest, and conferences in order to attend all of these trips, educators must fill out paper work. The paperwork I have filled out for this experience has helped me teach my brothers how the forms and applications need to be filled out for his agricultural experience. I fell I am more experienced in filling out necessary paperwork for my own students. It is also important for me to keep that paperwork and my Praxis II score reports on hand so I or anyone who needs, to can refer to, the record when necessary.

Secondary KSD Alignments:

- KSD1.c. Selects Instructional Goals
- KSD1.a. - Demonstrates Knowledge of Content and Pedagogy
- KSD3.c. Engages Students in Learning
- KSD3.d - Provides Feedback to Students

Explain what you learned about teaching/learning from this experience:

Before I joined the FFA, I was not as organized as I have become. From this experience, I learned it is extremely important to take records on a regular basis. I learned that taking accurate records is helpful when an educator wants to know a student's grades or progress. If a teacher does not keep updated and accurate records they may not know a student's grade which could affect their ability to attend an agricultural or school event. I also learned that I know the content that I am teaching as my Praxis II score reflected. I feel more confident that I can teach the content I know after growing up on a farm and passed the Praxis II the first time I took it. I also feel after passing my Praxis II I have the gained the information I need to teach students.

Explain what you learned about yourself as a prospective educator because of this experience.

As a prospective educator I learned that I have the necessary knowledge to teach the material I have a passion for. I also know that I have the experiences and opportunities many new agricultural educators do not in the work and process for filling out award applications. I know that the material I teach my students is necessary to many of them as they can apply it to their future career goals whether it's in agricultural business or animal science classes. I also feel that as a prospective educator I will not only be their teacher but leader of their FFA group. Being their leader, I will spend more time with my students through trips and events than most other teachers so I will know my students on a more personal level. I realize that I will have to keep a professional image while at the same time being their coach to FFA events and contests.