

## Haley Ellett

### 2022 Young Ag Teacher of the Year Application

**a. Overview – brief description of the agricultural education program and the community in which the program exists.**

Known as the “City of Champions”, Artesia is a rural community in the southeastern region of New Mexico, where the agriculture and oil and gas industry support our school and FFA program. Chartered in September of 1948, Artesia FFA has focused on production agriculture and leadership career development events and been nicknamed the “Chapter of Champions” by our community, alumni and previous advisors. To say there is an expectation of maintain a tradition of excellence placed upon our members is an understatement.

The program consists of grades 8 – 12, focused on introducing students to the fundamentals of agriculture education and allowing them to progress into specialized courses of animal science, agriculture communications and leadership as well as agriculture mechanics and welding programs.

I am part of a three-teacher program, where I specialize in teaching the 8<sup>th</sup> grade agriculture education course, which is an exploratory and agriscience based curriculum. I focus on introduction to agriculture education and the opportunities available through FFA membership, assisting students in developing or furthering their Supervised Agriculture Experience Programs and providing classroom instruction about the history of agriculture, FFA, animal science as well as current agriculture issues and events.

In my role as one of the co-advisors of our chapter, I also assist our high school students by coaching Career Development Event teams and working with our chapter officers. Our community is rather unique in the amount of support dedicated to our school system and our FFA program. We have our parent and alumni group known as the “Artesia FFA Partners” which works in conjunction to provide support for our events, assist with travel and contest expenses for students all while developing their own fundraisers and support system for the chapter. I feel privileged to live and work in a community where agriculture and FFA are two of the most supported activities.

**b. Teaching Philosophy – a brief reflective statement of the personal teaching philosophy.**

I firmly believe using experiential learning methods to allow my students to fully benefit from their class participation and living up to the ideals of the FFA motto to “learn by doing.” Whether it be in my agriculture class or Family and Consumer Science classes, I believe in setting a high-quality example for my students to follow and realizing students learn best when they can practice, prepare and correct when necessary. I have a poster in my classroom that reads, “GRIT – Give it your all, Redo if necessary, Ignore giving up, Take time to do it right.” I refer to this as I teach lessons and throughout the school year is it sums up my expectations and gives students a reminder of what I think it means for them to be successful students. I believe in providing students the opportunity and skill to

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become advocates in their education and involved in their learning. I believe that by establishing clear procedures and expectations early on in the year, students can thrive. They can further their academic achievement and development throughout our time together.

**c. Instruction – examples of your effective classroom and laboratory instruction including curricula that is used or has been developed.**

Every day is a new day for learning in my classroom! I utilize the state curriculum, CASE AFR, iCEV and my own activities as a basis for my lesson planning, but modify as needed to meet the needs of my individual students and the goals I have for my classes. I believe in active learning where students can create projects and complete authentic assessment-based learning. Providing project-based learning through classroom engagement is a large focus area for my students' success. I firmly believe there are no "free days" in the ag class, that we have an opportunity to learn something new every day or expand on the knowledge we have.

I start lessons with bell work questions, which serve as starters for the day to either review content or introduce new material. My students are busy from bell to bell and are accustomed to the daily routines, which maximize instructional time. I like to provide instruction in incremental sequences that allow students to build on information that was previously taught and mastered, while also giving me an opportunity to clarify and reteach as necessary.

An example of a lesson that has worked well for me was the development of a project where students constructed timelines as we discussed and learned about historic events in agriculture. This allowed students to retain material from our class discussions and my lectures, while researching further inventors or inventions that shaped the agriculture industry today. Students created a poster board project and presented to the class to verbalize their thought process and continue to improve their presentation and public speaking skills.

**d. Experiential Learning – examples of the accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships.**

As previously mentioned, I am in a unique situation with our agriculture education program design. My responsibility lies within introducing students to many of the concepts for the first time, and I feel tasked with doing the very best job possible as their future participation may very well be a result of my efforts.

Their exposure to ag education model begins with me and my focus to prepare them for a future within our program. Many of them will not be familiar with Agriculture Education and FFA, nor will they understand the traditions that have built our chapter.

In order to best do my job, I have developed a curriculum map with my co-teachers/advisors that creates a foundation for students to be prepared through all three components of the agriculture education model. While only 8<sup>th</sup> graders, my students have all begun developing an SAE program through introduction and

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utilization of the AET tracker system. We have also utilized in class practicums of career development events for students to further their leadership and public speaking skills. Students also worked on their assigned Program of Activities committees to become active members within our FFA chapter. Even though they are 8<sup>th</sup> graders, they are able to take full advantage of their FFA membership and begin building their FFA resumes.

- e. **Leadership Development – examples of the accomplishments in developing leadership skills of the students. Students’ participation and successes in student organization activities, such as FFA, PAS, and NYFEA but not limited to these organizations may also be included.**

From the beginning of the year, we have competed in numerous CDEs and LDES including creed, quiz, opening and closing ceremonies, prepare speech and illustrated talk at both district and state levels. Eleven of the 19 students are currently participating in the New Mexico Spring Career Development Event contest areas of Horse evaluation, Livestock, Wool, Horticulture Produce, Floriculture, Meat Evaluation, Forestry, Food Science, Wildlife contests.

Seven students have placed and participation at state and district levels for their Junior High or Greenhand CDEs:

The following includes students placing and participation at state and district levels for their Junior High or Greenhand CDEs:

- **Junior High Creed** – five participants at district level, 4 made finals rounds, three qualified for state and participated at state level.
  - **Junior High Opening and Closing Ceremonies** – Team Placed 1<sup>st</sup> at District, competed and was 2<sup>nd</sup> place at state contest
  - **Junior High Illustrated Talk** – 1 participant at district, competed and was 1<sup>st</sup> place at state level.
  - **Junior High Prepared Public Speaking** – 2 participants at district, both competed at state, one placing 4<sup>th</sup> place at state level
  - **Greenhand Prepared Public Speaking** – 1 participant at district level and was 1<sup>st</sup> place, qualifying to compete at state convention in June.
- f. **Professional Growth – examples of how they stay professionally prepared and up-to-date in teaching techniques and technical content including information regarding their participation in professional organizations such as NMAETA, NAAE and programs sponsored by NAAE**

I am a member and currently serving as the vice president of New Mexico Agriculture Education Teachers Association that provides professional development and collaboration with colleagues throughout New Mexico. I am also a member of

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the NAAE and utilize the collaboration of Agriculture Educators through the Ag Ed Discussion Lab.

I am also active within our school community, working closely with my fellow teachers to plan and develop curriculum, which is sequential in programming to best prepare our students while in our Ag Ed program. I also am actively participating with our common planning time or our professional learning communities to work with my fellow 8<sup>th</sup> and 9<sup>th</sup> grade elective course teachers to provide high quality instruction for all students in career and technical classes.

I have been fortunate enough to attend several different professional development trainings such as the National Energy Education Development Plan as well as the National Agriculture in the Classroom conference. Both of these events provided opportunity for me to further my classroom content knowledge and further develop current classroom practices, which I have been able to implement into my Agriculture classrooms. I have become CASE certified for AFNR and Animal Science courses. My district has also provided opportunities to be CPI (Crisis Prevention Intervention) certified as well as recently implementing Capturing Kids Hearts curriculum to increase relationships and rapport to become more effective classroom instructors. I also take full advantage of collaboration with the fellow ag teachers within my family, as both my brother and sister are high school agriculture educators.