

Example portfolios demonstrate what went into developing a successful submission by a previous Step applicant. Using examples as a template for your portfolio is discouraged as significant similarities between your submission and an example may constitute plagiarism and result in termination. Portfolios submitted each year will be evaluated against available examples to determine whether there are significant similarities. Examples of possible plagiarism include but are not limited to:

Portfolio section	Portfolio language taken from those available as of June 2021	New submission – areas highlighted may lead to a determination of plagiarism
Reflective Essay	<p>This is a great advantage to my work, because I know that I have a wide network of experts to turn to when specific issues arise. One of my goals as an Extension Educator is to leverage and stretch limited resources to have the most impactful work. I approach projects with an entrepreneurial lens and take advantage of external funding and service agreement arrangements as it makes sense. I also know that I can pull off excellent programming with a minimal budget by leaning on resources and connections that I have developed and nurtured over the past three years.</p>	<p>This is a great advantage to my work, because I utilize the experience available to me through my networks to expand programming. One of my goals as an Extension Educator is to leverage resources with a goal of creating the greatest reach possible. I approach projects with zeal and determination. I also know that I can pull off excellent programming with the vast knowledge and resources available to me through MSU.</p>
Needs assessment	<p>I have engaged in formal and informal needs assessment to ensure that programming efforts address the self-identified needs of stakeholders. In Aug. 2014, the MSUE Field Crops Team organized a statewide series of advisory meetings, including one targeting Northern MI stakeholders, which I hosted in Gaylord, MI. On-farm research to generate locally relevant information was among the top priorities identified by participants. I worked directly with Team leadership to summarize identified needs and incorporate them into the Team Plan of Work and Strategic Plan beginning in 2015. Program evaluations have also been designed to assess stakeholder needs and guide future program development. Informally, stakeholders are regularly engaged with the candidate in design of research projects, educational topics and delivery formats.</p>	<p>I have engaged in formal and informal needs assessment to ensure the needs of clientele locally and statewide have been met. In 2021, the Keeping Children Safe team organized a statewide series of trainings including one targeting Isabella County, which I hosted in Beal City, MI. In school research to generate locally relevant information was essential to participants. I worked with the work team to summarize identified needs and incorporate them into the plan of work. Program evaluations have been designed to assess stakeholder needs and guide future program development. Input from stakeholders is regularly sought.</p>

<p>Educator Roles</p>	<p>Instructor or Teacher – I have used the Animal Science Anywhere lessons plans as a part of a variety of direct programming with youth in approximately 10 sessions reaching 150 youth and 55 volunteers. Lessons have been downloaded from the website a total of 6,537 times (5,995 unique events). I have also piloted lessons with youth audiences before they were written for publication to receive feedback on what worked well and what needed improvement to make the content accessible to anyone.</p> <p>Trainer of program staff of volunteers – During Fall Conference in 2016, I debuted one of the new lesson plans, What do Cows Eat? Dissection Dairy Cow Diets during a Workshop on the Move and trained staff how to teach this lesson plan.</p> <p>Team Member – I was the lead author on the grant that launched this initiative and co-authored two lessons. I worked closely with colleagues on this project, serving as the main reviewer on eighteen lessons.</p> <p>Supervisor – Not applicable.</p> <p>Researcher – Not applicable.</p>	<p>Instructor or Teacher – I have used the Creative Food lessons plans as a part of a variety of direct programming with youth in approximately 50 sessions reaching 200 youth and 300 adults. Lessons have been downloaded from the website 5,000 times. I have piloted lessons with youth audiences and received feedback.</p> <p>Team Member – I was the lead author on the grant that launched the Creative Food initiative and authored three lessons. I worked closely with colleagues across HNI and CFEI, serving as the main reviewer on all scholarship items.</p> <p>Supervisor – Not applicable.</p> <p>Researcher – Not applicable.</p>
<p>External Partnerships</p>	<p>Partnerships with local foundation and horticultural societies, commodity organizations, agribusinesses, MAEAP, and Conservation Districts have been critical for developing and prioritizing industry needs and delivering programs related to my initiatives. The outline below describes the roles and collaborations among partners.</p>	<p>Partnerships with local community groups, local schools, parent groups, and community boards have been critical for developing and prioritizing community needs and delivering programs related to my initiatives. The outline below describes the roles and collaborations among partners.</p>
<p>Administrative Responsibilities</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Ensure all staff are aware of their programming caseload goals and expectations. 	<p>Objectives</p> <ul style="list-style-type: none"> ● Ensure all staff are aware of their expectations. ● Provide guidance to ensure success of staff. ● Provide annual reviews for all staff.

	<ul style="list-style-type: none"> ● Provide guidance to ensure that staff reach and/or exceed caseload goals and expectations. ● Provide annual reviews with quarterly touch bases for all staff. ● Observe staff during programming to provide constructive feedback and evaluate performance. ● Encourage and support staff in participating in professional development opportunities. ● Maintain appropriate level of staffing to ensure each county met caseload goals that feed into the state contractual goals. 	<ul style="list-style-type: none"> ● Encourage and support staff in participating in professional development opportunities.
<p>Critical Reflection (Step III)</p>	<p>The successes in my career have come largely from collaborative efforts with colleagues from both inside and outside the University. It has also been the people I have met along the way who have contributed the most to my own personal and professional development. I have developed a robust network among my Extension educator and specialist colleagues that includes collaborations from every department in CANR and across all MSUE Institutes.</p> <p>In the future, I want to expand programming that spans across commodity and production systems that have traditionally seperated Extension programming and resources.</p> <p>I want to continue to raise the bar for distance learning through MSUE. I will continue to strive to advance funded programming that is developed with collaborators within the University, in the public sector, and industry.</p>	<p>The successes in my career have come largely from collaborative efforts with people I have met along the way, both inside and outside the University, who have contributed to our joint work. I have developed a robust network including every department in CANR and across all MSUE Institutes.</p> <p>In the future, I want to expand programming that connects areas that have seperated Extension programming and resources.</p> <p>I want to continue to raise the bar for distance learning through MSUE. I will continue to strive to advance funded programming that is developed with collaborators within the University, and in the public sector.</p>