

Adam Dreger



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Cover Letter

I am writing to express my interest in the Agricultural Educator position at your school. As a passionate and experienced educator with a strong background in agriculture, I am confident that I would be a valuable addition to your team.

I have always had a keen interest in agriculture and its importance in our society. As a result, I pursued a degree in Agriculture Education and have since worked in a variety of educational settings, including both public and private schools. In my current role as an Agriculture Educator, I have successfully implemented engaging and informative lessons that have helped students develop a deep understanding of agricultural practices, including plant and animal science, agribusiness, and sustainable agriculture.

I am confident that I possess the skills and experience necessary to excel in this role. My ability to create hands-on learning experiences, build strong relationships with students and colleagues, and adapt my teaching style to meet the needs of diverse learners has enabled me to foster a positive and productive learning environment in my previous roles.

I am excited about the opportunity to bring my passion for agriculture and my teaching expertise to your school. I am committed to providing your students with a comprehensive and engaging education in agricultural practices, while also promoting the importance of sustainability and environmental stewardship.

Thank you for considering my application. I look forward to the opportunity to discuss my qualifications further.

Sincerely,

Adam Dreger

Resume

Objective

To obtain a teaching position as an Agricultural Educator in a program with a balanced approach of classroom instruction, experiential learning, and leadership development.

Education

University of Nebraska – Lincoln, Bachelor of Science, Major: Agricultural Education
Anticipated Graduation May, 2024

Teaching Endorsements: Agricultural Education (6-12), Cooperative Education
Certifications: Curriculum for Agricultural Sciences Education-Introduction to AFNR

Experience

Teaching Experience

FFA and SAE Practicum Experience

Ashland-Greenwood, Proficiency Projects

- Prepared the Parliamentary Procedure team for competition
- Reviewed and critiqued Proficiencies and determined if they were state competition worthy

Early Field Practicum Experiences

Shelby-Rising City, Ashland-Greenwood, Boone Central

- Observed classroom management
- Observed lesson planning
- Observed grading projects

Technical Agricultural & Natural Resource Experience

Center Pivot Maintenance

Heithoff Irrigation - Elgin, NE April 2018 to Present

- During the spring time my job is to drain water and add oil to center drives and gearboxes, air up or replace any flat tires, and ensure the pivot is structurally correct. During summer/growing season, going out on service calls and fixing pivot crashes is my job. When winter rolls around I go out and replace sprinklers on pivots that need new sprinklers.

Sale Barn Worker

Elgin Sale Barn - Elgin, NE April 2017 to August 2017

- Specialized in handling hogs. Throughout the week my duties included, unloading hogs off of semis to sort, weigh, and put them in their respective pens. I would also clean out the pens when sorting is all over.

Activities and Honors

- Agricultural Education Club Member (2020-2024)
- Alpha Gamma Rho Fraternity Member (2020-2024)
- FFA American Degree Recipient (Fall 2021)
- FFA Chapter President (2019-2020)
- FFA Chapter Vice President (2018-2019)

References

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Program Philosophy

I want my students to be able to pick up skills to become more successful in life after high school.

Goal 1: I will ensure my students are retaining information through “micro tests”

Goal 2: I want my students to stay engaged in my class for the full class period.

Goal 3: My students will be able to show what they have learned in my class.

The program that I imagine on creating will provide students with many skills that will make them employable. I am a huge supporter of the classroom becoming a place for students to become adults and not a place where they learn something to just take a test over. The best experiences I've ever had in the classroom is when the teacher made the lesson about real life skills.

The role that I will play as the CTE instructor is a pretty important role. I will be responsible for providing the students the knowledge that will help them the most in the future. I am also responsible for ensuring that they are retaining the information that I am giving them.

There are many needs of students while participating in these programs. Many students seek real world experiences and other will seek general knowledge. My job is to cater to all students and make sure I can keep them interested in the lesson. I believe that this is the most important task I will have to complete while facilitating lessons.

When I become a teacher, I plan on not having a lot of lectures, but a lot of critical thinking activities. During lectures students might not be keen to pay attention and might space off. With critical thinking activities, they are forced to use their minds and pay attention to everything that is happening to them.

I believe that my program will give the students some great opportunities to become great human beings outside of high school. Whether they choose to go to college or straight to the work force, they will have the employability skills needed to get hired for a good job.

Professional Growth Plan

Professional Growth Plan
Name | Adam Dreger

Student

Write your program vision statement. Remember, a vision statement is future oriented in present tense. It gives an image or picture of an outcome summarized in a powerful phrase.

Ag Ed Program Vision:

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.

My career goal is to become an educator that will change the lives of students. I have always wanted to inspire students to become the best versions of themselves.

Personal Development Goal	Key Steps	Reflection
<p>Skill: Organization</p> <p>Goal: I would like to improve the organization of my desk and computer.</p>	<ol style="list-style-type: none"> 1. Create folders for each class on my computer and put corresponding files in those folders. 2. Make use of manilla folders that are organized alphabetically for out of school uses. 3. Use a planner to keep my brain organized of assignments or deadlines. 	<p>Has greatly improved</p>

Professional Development Goal	Key Steps	Reflection
<p>Skill: Time Management</p> <p>Goal: I will not procrastinate.</p>	<ol style="list-style-type: none"> 1. I will use a planner to set “due dates” before the assignment is due. 	<p>I am still struggling with this</p>

Community Development Goal	Key Steps	Reflection
<p>Skill: Smooth with it (Fluidity of lessons)</p> <p>Goal: I will become more fluid while teaching.</p>	<ol style="list-style-type: none">1. Practice not worrying during teachings in 4052. Take my time and think through words while I am teaching to help smooth my speech out.3. While teaching at my site, I will not be afraid to try new methods.	<p>This has improved greatly</p>

Program Rationale

My goal for teaching is to provide a place for students to prepare for the workplace. This will include setting realistic expectations for projects and working on soft skills in the classroom. Throughout all the opportunities provided in my program, students will learn to become better workers for the future of the workforce. The opportunities will come through the classroom, FFA, and SAE.

In my classroom, students will be responsible for getting their homework done on time and completing it to the best of their abilities. If I sense that the students are slacking I will either, make them redo the assignment or start taking certain privileges away. If they do not complete their work on time, I will be taking away their privileges and docking their grade on that assignment. The classroom is a great place for students to practice their soft skills that will need to be perfected by the time they get a job. These soft skills include, respecting others, keeping their phones away unless instructed otherwise, and listening to whoever is speaking at the time. Students with special needs will also be included in on this because I think that it is very important for everyone to have these basic principles down to a tea in life. ELL students, English Language Learners, will also have these same responsibilities. However, they may have a little leeway because of a language barrier. If they come to me with any issues about the homework I assigned or the lesson I am teaching, I don't care if its late or poor quality, I will help them out because the reason it is poor quality is because they couldn't understand what to do.

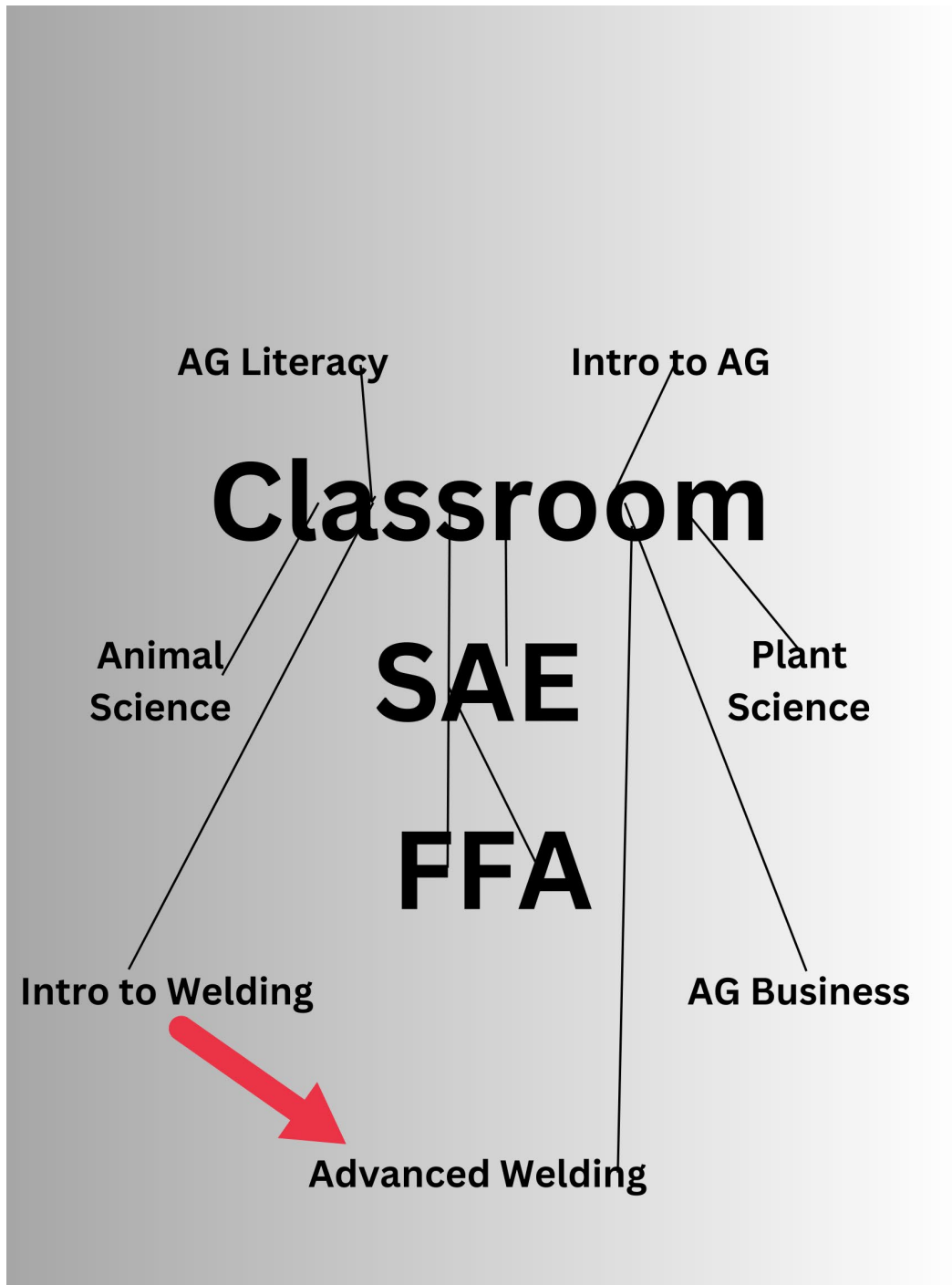
FFA is a great way for students to practice these skills without being in the workplace. They will learn so much from just competing in competitions and working with their teammates

through this experience. This allows students to get some “hands on” experience with these skills. They will be able to test these skills out with other people besides me and in return they will receive different feedback than what I provide them with. This will give them a good simulation of the real world.

All students that are a part of my FFA program will have a SAE. Having a SAE is one of the greatest ways to practice becoming ready for the workforce. The students will be working a real job and will receive feedback on performance without much of a penalty. If the students perform poorly, they may get fired or will be given the chance to redeem themselves after receiving feedback. In the workforce, if you underperform you will be fired so this will give them an opportunity to fix any mistakes or habits they may make.

The three-circle model will play a huge role in the preparation of students for the workforce. I plan on strategically using each component to give my students the best preparation they can receive.

Graphical Representation



Scope and Sequence

Scope and Sequence

Extended Contract Table

Activity	Description	Why?	How many days
NCE Conference	Conference with fellow ag teachers	This conference will keep me in the know with the latest trends of agriculture and also learn new teaching methods to help my students succeed.	4
SAE Visits	Visiting students while they are working	This will allow me to give feedback to the students and check in and make sure they are actively practicing future workplace skills.	3
Welding Workshop	Teach a welding workshop for kids and adults	This will allow me to connect with future students and adults. This workshop will also give me a great opportunity to connect with industries and keep my information up to date.	3
Livestock Judging Camp	Teach upcoming students about livestock evaluation	This will allow me to connect with future students and get them interested in the world of ag.	4
COLT or other leadership conference	Officer Training	This conference is a great opportunity for the officer team to practice leadership skills and bond with each other to become a better team.	3
Teaching Workshop	SCC workshop for welding	This workshop will give me a great opportunity to connect with	3

Example Assessment

Formative Assessments

Lab 2

What did we learn in today's lesson?

- This will be presented before I start the inquiry portion of the lesson.

Lab 5

What comes to mind when I say rumen?

What comes to mind when I say reticulum?

What comes to mind when I say omasum?

What comes to mind when I say abomasum?

Fill in the blanks. Lab 2

1. Artificial Insemination or _____ is a great way to breed your cows.

2. Some of the advantages of AI include

Top quality _____

More _____ groups of calves

Ease of breeding for _____

Lab 5. Fill in the blank

Bovine have 4 stomach compartments... Rumen, _____, Abomasum, _____

Summative Assessments

	Quality of Project	Term Knowledge
Excellent-5		
Satisfactory-4		
Average-3		
Below Average- 2		
Poor- 1		

Lesson Plans

Daily Plan	Instructor:	Adam Dreger
Course: Intro to Ag		
Unit Title: What is Ag?!?		
Lesson Plan Title: Careers in Agriculture		

Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)	Why is it important to learn about the many careers in Agriculture?	
Objective: (Law 1, 4)	<ol style="list-style-type: none"> 1. TLWT List 3 careers in ag 2. TLWT Organize the careers listed into different Ag related career clusters. (Activity after lecture) 	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	15 minutes
Instructor Directions	What will the teacher do?	What will the student do?
Students will take notes	The teacher will have a powerpoint of the career clusters	Students will take notes

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> - Put the career clusters up on the board and have the students use the careers they listed at the beginning of class and have them match the careers to the clusters. 	-

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Teacher Evaluations

Evaluation of Classroom Instruction

Student Teacher Observed: Adam Dreger Cooperating School: North Bend
 UNL Evaluator: _____ Date: 4-14-2023
 Lesson(s): Animal Health

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	Used ppt. provided by NAEA curriculum
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	Talked about caring for animals + importance
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	Used questions Maybe have the kids come up with some of the ideas.
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	Handed out the "label" worksheet then used a practice bottle for them to look at.
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? 		Finished w/ a worksheet Class ended 5 minutes early due to a school event (unannounced)

Evaluation of Classroom Instruction

Student Teacher Observed: Adam Dwyer Cooperating School: NBC
 UNL Evaluator: Matt Date: 4-21-23
 Lesson(s): Nebraska Agriculture

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	Good preparation & definitely prepped
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	Brought students back together - after web Soil Survey
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	Much improved over past lessons
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	Good questions regarding points throughout the lesson.
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	Questioning to review and reinforce learning.