



Serving students in Agricultural Education

OLD YELLER

Back-to-School Edition 2010



OREGON VOCATIONAL AGRICULTURE TEACHERS ASSOCIATION

Fall Dates

- Fall Conference—October 8th at Redmond
- State Soils October 12 at Bonanza
- National FFA Convention October 20-23
- NAAE/ACTE Convention Dec 1-4
- State Ag Sales Dec 11 at Ontario

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Starting Off On The Right Foot!

If first impressions are key, then the first day of school may be vital when you are teaching elective courses. We asked a few ag teachers across the state what they do on the first day. Here are some ideas for the next time you are starting anew with a group of students.

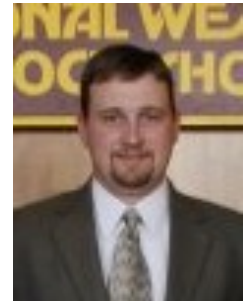
Rachel Kostman (Phoenix HS) - Rachel's goal is to know everyone student's name by the second day. In order to get to know her classes, she uses a "Getting to Know You" activity page to get students out of their seats and comparing with each other. At the end of the activity every student shares one item about themselves, and Rachel does the same about herself. See Rachel's handout [here](#) at www.ovata.org under the Resource Share.



Dennis Clark (Union HS) - Dennis uses technology to engage his students on day one. Using Turning-Point clickers, he uses an interactive welcome to get kids hooked. See his PowerPoints [here](#) and [here](#) in the OVATA Resource Share.



Nick Nelson (Blue Mountain CC) - Nick wanted to know every student's name by the end of the first period, and made a competition of it. He took students outside and put them in a circle, then had them go around a put an agriculture or animal term with their name that started with the same letter. The challenge was to see if he could repeat everyone's names by the end.



He also 'tested' the students the first day with his Keep-Cull test to see "if" they could stay in the program, albeit with a bit of tongue in cheek. Check out the Keep-Cull test, now used on college students, [here](#) at ovate.org.

Need more ideas? Check out **NAAE's Communities of Practice**. A particularly [useful post can be found here](#). Icebreaker activities and a pig personality test are just some of the ideas!

Enjoy the first days of school!



CASE in Point: CASE Institute 2010—Plant Science at OSU

Kristina M. Haug | Glide AST Instructor—Glide, Oregon

CASE

Curriculum for Agricultural Science Education

As Brian Arp and I open the doors at 12:53 pm and cruise up the stairs in the oh-so-familiar building known as Strand Hall, time slows a little. It has been only two short, yet jam-packed years since my home away from home, Strand 33, was filled with questions about teaching strategies and lesson plans.

At the far end of the hallway, we see Dr. Thompson, using his most elaborate trailer backing, hand motions as he flags those of us loitering his way. "Hurry, you're going to be late for class!"

Quickening our stride, we shuffled into the newly refurbished classroom and began to look around to find that perfect seat out of the spotlight/question zone. Little did we know, we needed to be here fifteen minutes ago to get the coveted seats Kris and Curtis have already claimed at the back of the classroom. Alright, front row next to Brian from New Jersey and Gail from CCC it is. Let the CASE learning begin...

Throughout the next two weeks, the Activities, Projects, and Problems would provide great structure to the uniqueness of the CASE curriculum. Perhaps the strength, in my mind, of the labs and student-directed instruction also lies in the utilization of the LabQuests and its probes. For those of you that have played on a LabQuest using CASE curriculum in one of Dan, Marlene or Vernier's CASE presenta-

tions, it's pretty apparent that this curriculum is science-oriented and chalked full of technology. We can now measure CO₂ levels, temperature and light spectrums directly into visual representations that students can relate to while completing labs and sparking critical thinking.



Without a doubt, the scientific component of CASE could go rounds with what students are learning in standalone science classes. In fact, the context in which each APPs are set up provides a greater level of understanding based upon students tying learning to everyday living. Go figure. Isn't that what we're all after??

While powering through the two-week stretch, it was apparent that when school is back in session in August, for those of us starting before Labor Day,

(Continued on page 5)

"Agriculture not only gives riches to a nation, but the only riches she can call her own."

Samuel Johnson

Wanted: Your Input

Editor's Note

It's a good bet you currently do something in your program or you've participated in a great opportunity recently.

We want to hear about it.

You could be the next featured writer in *Old Yeller*. Let everyone else benefit and learn

from what you have to share. With this sort of collaboration and community it makes all of our jobs a little easier.

Send an email to wes.crawford@sutherlin.k12.or.us with whatever you have to share, even if it's just an idea right now. We look forward to reading about you!

President's Message

Dr. Dan Jansen | OVATA President



Who is out there in that classroom?

Summer is gone and with it goes flexible schedules to accommodate all of the things neglected from the previous nine months. Those who attended State Fair have now run out of excuses to avoid the painful teacher in-service meetings the week before the start of classes. So what is left to look forward to now that the three-months of bliss is over?

I envy the classroom teacher. I personally miss the beginning of school since I have left the formal high school setting. Well maybe not the first week as that was a harsh reality check of getting back to a structured life. However, professionally I was always excited. I viewed the start of a new school year as a measure of my individual growth and a gauge of the strength of my program.

To me, the start of a new school year meant the trial run of the summer modifications I made to my curriculum and instructional strategies. This pilot test was usually a mixed feeling of hope that I didn't get too crazy with my ideas for changes, and that the students would respond positively or at least better than they did with old approaches. I know we all have different ways of improving our classroom instruction, whether it is implementing something learned from summer conference or other summer training experiences or maybe we actually found time to read that book sitting on our nightstand for the past six years. The point is that change is always necessary and important to not only keep up with what our students should learn, but also to keep our personal energy and creativity for teaching.

The other exciting part of a new school year is the optimism for program growth. Sitting before you is a room full of scared freshmen who have no idea what they want to do. I always met this opportunity as just that - an opportunity to improve the program by engaging these new faces into the subject matter that I love. These kids chose my class, and I hope that recruiting provided them a basis for selecting my class. It now was in my hands to develop the same passion for agriculture in their lives as I have. The challenge was before me. Can my efforts with curriculum design and instructional strategies keep these students engaged in my program for four years? Can I transform these students into strong leaders to help manage my program and operate the FFA Chapter? The anticipation was met with a reality of hard work for me and those students in the seats.

For most of the experienced teachers reading this, I am simply preaching to the choir. You may have other intangibles to share concerning the challenges before you at the start of a new school year. For younger teachers, you may not have experienced enough new school years to embrace this emotional time. Regardless of your years of experience, go into a new school year with the correct perspective. I know when I changed my personal perspective about the start of a new school year I found more energy and enthusiasm to carry me through to June. I was a better teacher because of having the correct state of mind.

Lastly, I want each of you to encourage yourself to continuously be better. As you teach, ask yourself the question so what? Why do kids need to know this information? How can I make it more relevant to them so they are motivated? How can I teach this so it is more fun for them and me? How can I make it relevant to other disciplines and help the school as a whole? What do I need to do to be a better teacher for this subject? Use Post-it notes or write notes in your planning book to remind you to address these issues and questions in the summer when you have more time. Most importantly, stay in communication with your fellow agriculture teachers and ask questions of each other to share ideas.

It was great to talk with many of you at State Fair and I look forward to more interaction at Fall Conference in Redmond. Have a great start to a new school year. Now get back to work.

A handwritten signature in blue ink, which appears to be "Dan Jansen". The signature is stylized and written in a cursive-like font.

POWERED BY

ORANGE

Dr. Lambert's Goals:

Become a contributing member of Oregon Team Ag Ed

Prepare highly qualified teachers to lead in Oregon's classrooms

Dr. Lambert's Classes:

AG 421/521 Leadership Development

Laboratory Pedagogy (New Course)

Friday Pre-Service Teacher Seminars

Team and Organizational Leadership (New Course)

Welcome Dr. Lambert!

Dr. Greg Thompson | Oregon State University

Dr. Misty Lambert just made history at Oregon State University. The Agricultural Education Program at OSU is over 100 years old and Dr. Lambert has the distinction of being the very first female teacher educator in the program's history.

A product of a high school agriculture program, Dr. Lambert was a North Carolina State FFA Officer, a North Carolina Teaching Fellow, and a Coca-Cola National Scholar. She has had some unique experiences during her four years as a high school agriculture teacher in North Carolina, including a chance to teach in both single teacher and multi-teacher departments and in both urban and suburban settings. During her high school teaching career, Dr. Lambert chartered a new FFA chapter and alumni chapter. As a high school teacher, Dr. Lambert taught everything from horticulture to small animal care, to biotechnology. If that wasn't enough of a challenge, she spent her evenings teaching a class in plant identification at the local community college.

An active member in her profession, Dr. Lambert served as the newsletter editor for the North Carolina Agriculture Teachers Association for three

years. In 2004, their agriculture program was awarded the North Carolina NAAE Outstanding Agricultural Education Program.

Some of Dr. Lambert's teaching philosophy comes from her high school ag. teacher who used to constantly reinforce that "opportunity comes to everyone but seldom returns to anyone." With this philosophy as her guide, Dr. Lambert determined, "to see every day in the classroom as an opportunity that I may never receive again."

Department Head Greg Thompson commented, "Dr. Lambert is a great addition to our faculty. She brings practical experiences, strong research skills, and most importantly, she is a talented teacher at both the high school and college levels."



Professional Development

The fall comes with a great deal of opportunity for all of us to continuously improve what we do. Find the time to benefit from one of the following opportunities:

OVATA Fall Conference—Redmond is going to be place to be October 8th. Leave with strategies for the classroom and catch up with what's going on.

National FFA Convention—yes, Indianapolis comes with a lot of herding students around, but there comes a time where the kids need to go one way and you an-

other. While they are perusing the Career Show and Exhibit Hall make your way to the workshops being put on in conjunction with NAAE and FFA. See the convention schedule to learn more.

NAAE/ACTE Convention—the 2010 NAAE convention is close to home this year, being held in Las Vegas Dec 1-4. Over 100 workshops are on the docket, guaranteeing you the situation where you will have to coordinate with someone else to go to all the workshops you don't get a chance to see.



CASE in Point (continued from p2)

(Continued from page 2)

we will have an extremely versatile toolbox in our program. The CASE Institute and curriculum definitely provides for program strength and necessity as budgets grow tighter, core requirements stricter and elective programs are being closed across the country. Students will have the opportunity for CASE certification and, ultimately, college credit through completion of meaningful instruction in Plant Science.

The resources provided throughout the Institute definitely provides a much needed look into the everyday preparations necessary on a Day to Day basis, allowing students to grasp principles and content. Great connections to other Ag teachers both here in Oregon and spanning to the East coast have given me a great network to bounce questions off of and look for various ways to continue improving instruction.

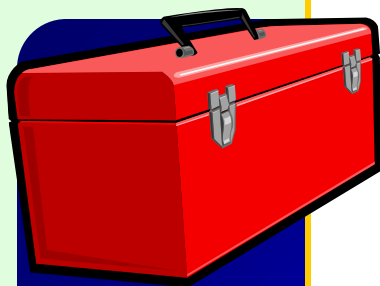
All-in-all, the CASE Institute was the most beneficial two-weeks worth of PD I have spent since grad school. The opportunity to spend time with my colleagues was untouchable and definitely rivals with the camaraderie of Summer Conference. Eventually, I have plans to implement CASE Intro to Ag, Animal Science, Biotechnology and Food Science courses into our local Program of Study, providing the highest quality of Ag Education, in my mind, for students here in Glide. I feel that CASE will be a huge asset to our program, state and to all Agricultural programs across the United States within the immediate future!

Read Kristina's full account of the 2010 OSU CASE Institute at <http://www.ovata.org/>

See what CASE participants are sharing: http://naae.ca.uky.edu:8080/clearspace_community/community/case?view=overview

See CASE lessons presented at OVATA Fall Conference 2009—<http://www.ovata.org/resources/resources.html?sobi2Task=sobi2Details&catid=5&sobi2Id=80>





More Stock for the Toolbox!

A new year means new students as well as the return of many of our former pupils. Craft some effective learning and hit those upper classmen who think they've seen it all with

some of the ideas listed below. In-service is a great time to learn some new tricks as well as use Communities of Practice or ovata.org to share what you do!

Did You Know???

LifeKnowledge Online is now free! Explore hundreds of lesson plans covering universal topics of leadership that can be incorporated into many curricula. The Precept Indicator will evaluate your students and let you know what areas they need to improve in, and you can measure that improve when you are done. [Check it out here!](#)



NAAE/Oregon Resource Share Top 5's

Five More Ideas Posted Right Now at NAAE's Communities of Practice (click to see):

- 1—["Food for Thought" Video](#)—great class starter
- 2—[Starting Your Own Business class](#)—links to website resources
- 3—[Floral Marketing Short Videos](#)—show your students European flower auctions and see how they work
- 4—[Small Engines Test](#)—one of many small engines resources, including an end-of-unit test
- 5—[Livestock Judging Scoring Program](#)—small enough to run on your smartphone! Or just use online.

Five More Ideas Posted Right Now on OVATA Resource Share at ovata.org:

- 1—[Electrical Theory Presentation and Notes Handouts](#)
- 2—[Campfire and BBO Meat Hook plans](#)
- 3—[Ruminant and Non-Ruminant Digestion Systems](#)—five part lesson, in-depth instruction for advanced students
- 4—[OSU Dairy Evaluation Curriculum - complete](#) curriculum with classes, example reasons
- 5—[BMCC Animal Science Power-Points](#)—dozens of presentations and assignments by Nick Nelson at Blue Mountain Community College

E-Moment Moment

A Regular Feature in Old Yeller

Students aren't paying attention to your teaching? Put them in charge of the instruction then!

The **Little Professor E-Moment** offers a lot of opportunity to put students in charge of the learning. Here are a couple ways you can enhance the engagement by making your students the teacher:

- Give two reading assignment handouts (one page or so) so that each pair of students has a copy of each. Have one student read one and the other student the other. When finished, they take turns teaching the

other about what they read.

- Divide up some material and give each student or pair of students an overhead sheet (if you have an Elmo, just use a blank piece of paper). They create a visual that summarizes the information—and if they are using overhead pens, they won't be able to write too much!

Have a great example of how you've used an E-Moment? Email it to the Newsletter Editor and see it shared in Old Yeller!

New Faces in Spaces

As is usual the tradition of the “summer shuffle,” here’s help in keeping up with changes in positions (as reported to Oregon FFA as of August 16th).

- Lupe Torres—Myrtle Point HS (OSU Pre-Service Teacher)
- Shawn Brown—North Powder HS

Good luck with the new year!

**Been Teaching 0-4 Years?
NAAE has a new newsletter
designed for new teachers.
[Check it out here!](#)**

Who’s that Puppy in the Window?

Meet a new member of the OVATA community

Korrie Nightingale is an out going, enthusiastic person who enjoys living in the country, fishing, hunting, and being with family and friends.

And you can add teaching agriculture to the list of things she does.

When asked why she became an ag teacher, Korrie replies “I really enjoy working with the students and what better way then teaching them through agriculture. When I was a young high school student, I struggled through my classes because of my learning disability, but I learned the best doing practical hands on activities, which ag classes are all about.”

And if you find yourself teaching equine science or veterinary science this year, Korrie may be the person to call. “I have lots of information on the equine species as well as Vet Science. I worked as a technician at a vet clinic for three years so I

have tons of knowledge on this subject matter.” She also shows English pointers and trains horses to drive (buggies, not cars).

Welcome to the profession Korrie!

“One of the...important things that I’ve learned is be myself, show the kids that you are human and you can be goofy and fun. Its ok to screw up, laugh at it and learn from it.”

- Korrie Nightingale

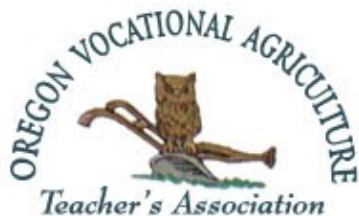


“The three things that are most essential to achievement are common sense, hard work and stick-to-it-iv-ness.”

- Thomas Edison



Korrie Nightingale, new Agricultural Science & Technology instructor at Pilot Rock High School



2010-2011 OVATA Leadership

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Mliterate Cows and Buckskin Mice

By Marty Campbell

Sometimes, I get pleasure out of hearing tales of tragedy. It's not that I want others to suffer; it's just that—I'm an idiot. And it gives me hope to hear of instances when my friends and neighbors do stupid things, too. A guy just hates to be alone in this world.

There are a number of positive thinking gurus that would tell me I might oughta change my thinking, but facts are facts. There are times when I truly feel that everything I touch turns into that puss you squeeze out when you lance a cow's jaw. Not a glowing self-evaluation, but at least I've grown a definite policy of being honest with myself. I'll pat myself on the back when deserved, but stupid is as stupid does, no matter who does.

A couple of winters ago, I had a most heinous weekend. If it could go wrong, it went twice as wrong on my place. I'd gotten a flatbed trailer stuck on my driveway, took out my guardrail trying to undo the mess, and barely survived the plague of frogs falling from the sky and pelting me in the head. That weekend did to me what seeing your grandmother in law naked does to most people. I needed a rest.

Fortunately, the snow melted. Flipside—MUD! I hate mud. I would rather beat myself in the back of the head with a stick than deal with mud. That's why I like cold weather. I'm warmer at 25 than I am at 45, because mud makes me cold and grumpy. Fast forward to feeding Monday night.

I jumped in the rig to haul some hay out to the heifers. Usually, I use the tractor, but I was feeling lucky (why, I have no idea—like I said, I'm an idiot). I threw her in four low and gassed her through the gate and up the hill. A little sliding, but no major problems. I got done feeding and headed her back through the gate only to find that pickups going slowly through a mudslick tend to slide downhill. This one slid downhill right into the gate post. I stopped. Not cool. Not cool at all. I climbed out, and it didn't appear any damage had been done other than a scratch and maybe a little dent.

As I scratched my head, I had a brilliant idea (a paradox, I know). To execute the plan, I fired up the tractor. There's a deer bumper on my pickup—one that can take a pretty good beating and still look like reasonably well-adjusted prom date. Anyhow, I took the tractor bucket and pushed on that deer bumper, shoving the front end of the pickup uphill and away from the gate post. I drove around through another gate and shoved the flatbed uphill as well. I jumped off the tractor, climbed in the rig and gassed her. Slip—thud. I had wound up where I started.

Assessing the damages, I noted I was still in the clear. I was really trying to accomplish all of this before my wife got home, so maybe I'd never have to tell her. Anyway, I re-shoved both ends of the pickup uphill with the tractor again. Then, a light bulb popped on in my head with a shot. I got right behind the flatbed, bailed off the tractor, and threw the pickup out of gear. I climbed back on the old John Deere and gently pushed the Dodge right through the gate.

It moved like a hot knife through butter. I smiled, and I stopped the tractor. The pickup—kept on going. I shook my head, held it in my hands, and I laughed uncontrollably, as I watched my pickup roll away. This, as they say, was icing on the cake. How was I to explain this one? The pickup rolled until it ran over a 250 gallon water tote, ending the tote's useful life, but saving the pickup.

I parked the tractor, got into the high centered pickup, backed it off the tote and parked for the night. Of course, my darling bride came through the door wondering what had happened to the tote. I told her the truth. I calmly said, "Your husband's an idiot." She didn't argue.



CAPTION CONTEST!

Send in your best caption for this photo and we'll include it in the next *Old Yeller*!

Last Month's Winner: Victor Noble

Man on Upper Forklift: "Hey, have any of you guys seen the company safety manual?"

