



DON'T MISS  
THESE  
ARTICLES:

- Page 2: Oregon FFA Alumni unveils a new state-wide Alumni and FFA chapter Fundraiser!
- Where are they now? A listing of the new placements in OVATA land.
- How to guide student behavior changes.—A How To that works!
- Six Steps to creating a Professional Learning Community.

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## Take Advantage of Professional Development Opportunities



As another school year takes form, I challenge each of you, as professionals, to make three things a priority for your continued growth and for the continued growth of our profession.

**First, I challenge you** to take part in your professional organization. Come to Fall and Summer Ag Teachers Conference and be a part of our changing focus. This Fall we will be putting together a three to five year Professional Development Plan for the OVATA. Part of this plan will include, that all Ag Teachers have developed their own Professional Development Plan that will help in their re-certification process, as well as, their program approval process. We need your valuable input to help shape the future of teaching agriculture in Oregon.

**My second challenge** to you this year is to help our young teachers

to be successful. Oregon Agriculture Teachers are a very young group. It is your obligation, as a veteran teacher, to help our young teachers be prepared. Teaching Agriculture and being an FFA Advisor in Oregon is a challenging endeavor. If you are a young teacher, I implore you to



seek advice and suggestions from an experienced teacher in your FFA District or from any Ag Teacher in Oregon. Let their experience help you to function with less stress.

**Finally, I challenge each of you to help with our Ag Teacher shortage.** Team Ag Ed recently had a meeting to discuss possibilities for recruiting more stu-

dents into the teacher preparation program at Oregon State University. Nearly all of the ideas brainstormed at this meeting are useless without high school students being identified as potential Ag teachers. We owe it to our profession to do our part in encouraging our students to pursue a career as an Oregon Ag Teacher. This task may be as simple as letting Dr. Greg Thompson know the names of kids that could benefit from a recruitment letter.

As each of you settle in for another year of impacting futures and changing lives, remember to think of these three goals from time to time and do your part for this great profession we have chosen.

Respectfully,

**Don Schmidt,  
OVATA President**

## 2007 NAAE Region I Award Winners



Outstanding Young Member— Kristopher Elliot, CA  
Outstanding Teacher— Gene McClure, MT  
Outstanding Middle/Secondary Ag Ed Program— Mount Baker HS, WA  
Outstanding Postsecondary/Adult Ag Ed Program— Casper College, WY  
Teacher Mentor Award— Bob Brown, WA  
Ideas Unlimited— Suzanne Hadfield, UT  
Lifetime Achievement— Randy Wiggins, WA  
Outstanding Cooperation— Idaho Rangeland, ID  
Outstanding Service— Van Shelhamer, MT  
**Teachers Turn the Key— Sam Herringshaw, OR, Jesse Miller, ID, Lori Hoppe, MT, Eric Tilleman, MT, Monica Giffing, UT, Nathan Bushman, UT, Robert Matthews, WA.**



## News from Oregon FFA Alumni Association

*“Time is short.*

*Get your  
Alumni  
working NOW  
to secure  
donations”*

### FFA Local Program Success

[www.ffa.org](http://www.ffa.org)



National FFA Organization  
6060 FFA Drive  
Indianapolis, IN, 46268

Promising Practices Professional Growth

**Name:** Stacy Vincent  
**Title:** Chairman, Agriculture Education Department  
**Phone:** 502.349.7010  
**Email:** [svincent@nelson.k12.ky.us](mailto:svincent@nelson.k12.ky.us)  
**Name of School:** Nelson County High School  
**Number of Years teaching:** Six

# Major State-Wide Alumni Fundraiser!

This is the last chance and best opportunity of 2007 for you and your Alumni to raise money for your program! The Oregon FFA Alumni is organizing their 1<sup>st</sup> Annual Large Equipment Auction, where proceeds of the sales will benefit local FFA alumni and programs and the Oregon FFA Alumni Association.

How will this work? It's simple. This is a regular large equipment sale where equipment dealerships, farmers, construction companies and other businesses, and individuals will place items (i.e. cars, pickups, scrapers, tractors, hand tools, generators, etc.) into the sale. Like other sales, owners will commit to paying a 10% commission from the sale and buyers will pay a 5% commission.

Local Alumni affiliates and FFA programs can benefit by securing

donations of large equipment to put into the auction in their name. Then as the owner of that equipment you and your Alumni will receive the net proceeds of the sale of that specific piece of equipment. The more equipment you get donated the more you earn!

The Oregon FFA Alumni Association will also benefit by receiving some part of the commission. A successful auction will help them reach their goals to increase the number and amount of college scholarships for FFA members, provide sustainable funding for State Convention and FFA State Officers, and in the long-term build a FFA Leadership Conference Center.

We want this to be a huge success and we need your help to

make that happen. Time is short. Get your Alumni working NOW to secure donations! The auction is Friday, December 28, 2007 in Hermiston, Oregon. Just in time for businesses to make last minute donations and purchases for 2007.

There will be more information soon in the Capital Press and in future emails. In the meantime, details about transporting equipment before or after the sale and how the sale will work should be directed to [bartonlaser@eotnet.net](mailto:bartonlaser@eotnet.net) or any of these Oregon FFA Alumni Council members:

Bob Barton  
541-561-6070  
Larry Grosjaques  
503-706-2900  
Chris Huffman  
541-561-7412  
Dennis Ettestad  
503-201-4447

## Growing our Profession, with our own students...

*If we are to truly replace ourselves and grown Oregon Agriculture Education by the year 2015, then we need to have high quality instructors pursuing the profession. One way to build the base is to give high school students a chance to test the waters of Ag Ed in their own programs. Here is a promising practice from the LPS in Indianapolis submitted by Nelson County HS in Kentucky.*

This practice originated four years ago because Nelson County High school does not allow teacher assistants. In this very active FFA chapter, many students want to assist the teacher. The FFA advisor Stacy Vincent developed an innovative curriculum for teaching agricultural education to high school students: Principles of Agricultural Education. This class is available to agriculture education students and others interested in agriculture. All students are fourth year seniors enrolled in agriculture for a minimum of three years. These

students have expressed interest in pursuing agricultural education as a career. Senior year, the agriculture education student enrolls in the principles of agriculture that is held simultaneously with a freshman agriscience class so later in the semester, the seniors will teach a lesson to the freshmen.

### Expectations of the class include the following:

Students are graded on their FFA participation and book review (25% of their grade) They choose from one of the following: *Fast Food Nation, See you at the Top, Falling Forward, What Great Teachers Do Differently, If you Don't Feed Your Teachers, They will Eat the Students, Hog Farm, Twenty One Irrefutable Laws of Leadership,*

Write an agriscience/research paper (25%) 10-15 pages.

Students write about what they learned and evaluate teachers in a journal (25%).

Watch one of the following movies: *Lean on Me, A Beautiful Mind or Dead Poet's Society* and type a one page paper (12.5%),

Student teaches one lesson during the semester (12.5%).

Advice from Vincent is, "If you are going to do this, do not misuse it. Do not turn it into something where just your officers are in it and it makes your life easier...it should be a true learning experience. Our students compile a two inch three ring binder that demonstrates all of their work in this agriculture education class" Vincent is constantly working to improve this curriculum and his goal is to inspire his students to look at things differently. Student success will be evident after college. Vincent said, "I have high expectations...students have to be well organized, a time manager and self disciplined machine or they will fail."



# Hey...Where are you working now?



The summer of 2007 was unlike many that came before. Amongst the CDE preparations, SAE visits, Livestock Shows and Fairs, many of our own peers made some career moves that meant relocating their place of work. Additionally, to try and replenish the profession in Oregon, first year teachers are beginning their pathway of education in Agriculture.

**“There were 29 position changes or new professionals added to our membership during the summer of 2007.”**

Teacher	Program	From
Hannah Brause	Astoria	Rainier
Analicia Santos	Camas Valley	
Brenda Phearson	Central Linn	Rogue River
Dan McNary	Crook County	Glide
Keith Frost	Eagle Point	OSU
Brent Carroll	Elgin	U of I Dairy Dept.
Jami Duyck	Forest Grove	Woodburn
Veril Nelson	Glide	Sutherlin
Sam Herringshaw	Hermiston	Crook County
Leah Smith	Hermiston	Weston-McEwen
Nick Usabel	Jordan Valley	U of I
Mackenzie Behrle	Molalla	Willamina
Lisa Mobley	Monroe	OSU
Justin Hull	Bend	OSU
Mandy Long	North Clackamas	UTAH
Brian Wachs	North Powder	
Charles Klea	Pacific	
Katie Williams	Paisley	OSU
Marty Campbell	Pilot Rock	
Courtney Heart	Rainier	OSU
Jessica Patterson	Rogue River	Crater
Eric Ferro	Sandy	Molalla
Nicole Scholz	Santiam	OSU
Carrie Carson	Santiam Christian	OSU
Wes Crawford	Sutherlin	OSU
Emily Gehrig	Weston-McEwen	OSU
Daniel Bolen	Willamina	OSU
Seth Stoddard	Woodburn	California
Lynn Letsch	Yamhill-Carlton	Willamina

## Photo Caption Contest

Create a original caption for this picture. The winner will be chosen and revealed in the Winter 2007 Newsletter. Email your caption to J.D. Cant at [jdcant@imbler.k12.or.us](mailto:jdcant@imbler.k12.or.us).



The Agricultural Education Mission: Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

# Open The Front Door...(OTFD)



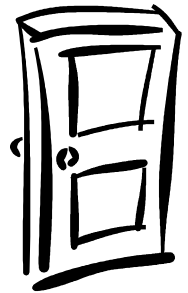
COOL  
TIPS

“When dealing with conflict in the classroom, or on FFA events, try this method of diffusing the situation and producing desired outcomes!”

From Quantum Teaching, by DePorter, Reardon & Singer-Nourie

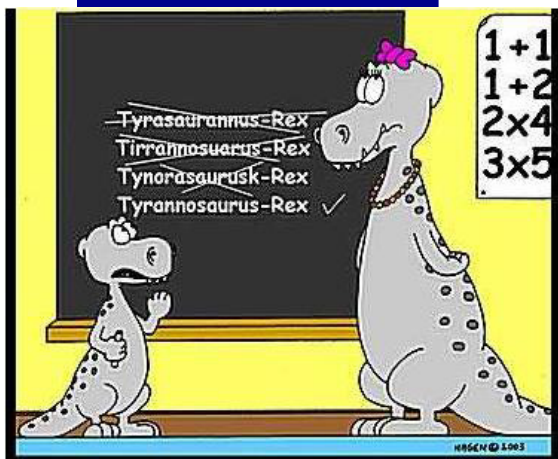
“This tool can be used with students, and for that matter, other professionals in situations where potential conflict exists. This approach resolves the conflict quickly and maintains the dignity of the listener. To help remember the method and keep in order, it’s called **Open The Front Door (O.T.F.D.)**”

- **Open = Observation** – First, tell what happened in a completely objective, observable, fly on the wall way to get both parties started at the same point. Example: “I see you turned in all of your first four assignments late.” Notice this is a statement of fact, not a judgment or conclusion. It’s merely data.
- **The = Thought** – Next, tell your thought or opinion using an “I” statement. Example: “I’m thinking I may not have stated the deadlines or policies clearly, or that something is getting in the way of your turning your assignments in on time.”
- **Front = Feeling** – Share your feeling, also in “I” form, (like I am sad, mad, glad...instead of This made me sad...). Example: “When I saw that you hadn’t done your assignments, I felt disappointed and frustrated.”
- **Door = Desire** – State your intention, or the result you want. Example: “I want you to get full credit for your work by turning it in on time, every time. Can we come up with a plan that will help you do that?”



The beauty of this model is in its order. Without OTFD we usually end up hitting all of those areas, but not in a way that the other person can hear. By starting with **observation**, the communication gets both people at the same starting point, listening with open minds. You can handle many misunderstandings right there in the first step. If you can’t handle them at the first step, go through OTFD to facilitate the communication.

## Teaching the Next Generation, “The Millenials”



I wish we were just called T-Rex...

- 80% of the jobs today’s kindergarteners will occupy in the future, don’t yet exist.
- In 2010 technical information will double every 72 hours
- Human knowledge will double every year by 2012
- By 2015 an “off the shelf” computer will exceed the intelligence of a human being.
- Continuous Improvement (i.e. Continual Education) will be essential in our student’s future
- –A diploma is only the beginning, they will have to evolve and know how to learn more as technology progresses



OLD YELLER

# Alumni Development Day November 3<sup>rd</sup>

Spread the word, the **Oregon FFA Alumni Development Day** is **Saturday, November 3, 2007** in **Pendleton, Oregon** and you will want your biggest fans, your Alumni and FFA supporters, to attend. The **Oregon FFA Alumni Council** and the Ag department of **Blue Mountain Community College** are hosting this fun-filled and inspiring day to share information that will increase the value and effectiveness of your Alumni.

Please **encourage several of your Alumni to attend**. The outcome is a stronger support system for you and your program. Giving you more time to do what you do best – work with the students.

**Everyone is welcome!** This event will benefit Alumni members from the strongest affiliates to those FFA supporters in your community that may be thinking about establishing an affiliate.

Alumni Development Day participants will appreciate the value of National and State Alumni, gain new ideas for fundraising and insights for providing support to you as well as learn about setting goals that will benefit your program. And most important they will discover what other Alumni affiliates are doing that works!

To **RSVP** or to get more information contact Kami Walborn, Oregon FFA Alumni Reporter at [kamiw@qwest.net](mailto:kamiw@qwest.net).

**Reasons to create a Professional Learning Community (PLC) in our programs, schools, districts, and state associations"**

## Six Components of a Professional Learning Community,

a summary of the book by *Richard DuFour*

1. **Shared Mission, Vision, and Values** - What separates a learning community from an ordinary school is its collaborative commitment to guiding principles that articulate what the people in the school believe and what they seek to create. These principles are in the top leaders and the heart of all teachers.
2. **Collective Inquiry**- People in professional learning communities are relentless in questioning the status quo, seeking new methods, testing those methods, and then reflecting on the results. The process of searching for the answer is more important than having an answer.
3. **Collaborative Teams**- The basic structure of a PLC is a group of collaborative teams that share a common purpose. When only focusing on the individual teacher, the school cannot grow...thus building a school's capacity to learn is a collaborative rather than an individual task. Team learning is not the same as team building. Building focuses on creating courteous protocols, improving communication, building stronger relationships, or enhancing the group's ability to perform routine tasks together. **Collaborative team learning** focuses on organizational renewal and a willingness to work together in continuous improvement process.
4. **Action Orientation and Experimentation** - Professional learning communities are action oriented. They are unwilling to tolerate inaction. Learning always occurs in the context of taking action, and they believe engagement and experience are the most effective teachers. Members are willing to experiment.
5. **Continuous Improvement** – A persistent discomfort with the status quo and a constant search for a better way characterize the heart of a professional learning community.
  - a. What is our fundamental purpose?
  - b. What do we hope to achieve?
  - c. What are our strategies for becoming better?
  - d. What criteria will we use to assess our improvement efforts?
6. **Results Orientation**- A PLC realizes that its efforts to develop a shared mission, vision, and values; engage in collective inquiry; build collaborative teams; take action; and focus on continuous improvement must be assessed on the basis of results rather than intentions.



2007-08 OVATA Officers

President—Don Schmidt, Hood River HS  
President Elect—Tom Hall, Bonanza HS  
Secretary/Treasurer—Marlene Mensch, Dallas HS  
Newsletter Editor—J.D. Cant, Imbler HS

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Oregon FFA Alumni Council  
&  
Blue Mountain Community College  
invite you to

### Alumni Development Day

November 3<sup>rd</sup>, 2007

9 a.m. to 4 p.m.

Blue Mountain Community College  
Pendleton, Oregon

Lunch provided

RSVP: [kamiw@qwest.net](mailto:kamiw@qwest.net) by October  
20<sup>th</sup>

## Quotes from The 7 Habits of Highly Effective People

**Habit 1: Be Proactive**— “The real risk is doing nothing.” *Dennis Waitley*

**Habit 2: Begin with the End in Mind**— “Education must have an end in view, for its not an end in itself.” *Sybil Marshall*

**Habit 3: Put First Things First**— “There is more to life than increasing its speed.”  
*Ghandi*

**Habit 4: Think Win-Win**— “Let us never negotiate out of fear, but let us never fear to negotiate.” *John F. Kennedy*

**Habit 5: Seek first to Understand, then to be Understood**— “We have not really budged a step from home until we take up residence in someone else’s point of view”  
*John Erskine*

**Habit 6: Synergize**— “You will certainly not be able to take the lead in all things yourself, for to one man a god ahs given deeds of war, and to another the dance, to another the lyre and song, and in another wide-sounding Zues puts a good mind.”  
*Homer*

**Habit 7: Sharpen the Saw**— “If you think education is expensive, try ignorance.”  
*Derek Bok*