



Volume: II Issue: 1 October 2010

<u>In this Issue</u>	<u>Page</u>
Important Dates and Deadlines.....	1
From the Owl's Nest.....	1
The Owl's Quote .....	1
Blast from the Past.....	1
Welcome New Teachers .....	2
Returning to the Profession.....	2
Teacher Transfers.....	2
Programs Reopened.....	2
Program Expansions.....	2
State CDE Winners.....	2
New Camp Facilities Coordinator.....	3
Youth Consultant Update .....	3
Book of the Month.....	3
Leadership Lesson.....	2
Best Practices Snap Shots.....	3
Quality 12-Month Programs .....	3
Grants.....	4
Structured Note-Taking.....	5

## Important Dates and Deadlines

### **October**

- 2 MT Ag Sales – TSU
- 5 WT Land CDE – Milan
- 7 ET Land CDE and Teachers Meeting
- 9 WT New Member Conference, Ag Sales CDE and Teachers Mtg.
- 22-23 National FFA Convention
- 22 TN FFA Awards Breakfast – Westin Hotel

### **November**

- 4 MT Sectional Parli Pro & Ceremony CDE
  - Northern - Gallatin
  - Southern - Eagleville
- 8 State Land CDE – Cookeville
- 11 WT Livestock CDE – UTM
- 11 MT Parli Pro and Ceremony CDE – Oakland

## From the Owl's Nest

The starting of the school year is one of the most exciting times of the year. It is a time to catch up on the summer activities with your fellow teachers, but most importantly with all of your students, not to mention those new excited faces of the freshmen students.

Help these students get a jump start by attending the New Member or Greenhand Conference in your region. We are excited to have the Agricultural Educator Program restart at Tennessee State University, under the leadership of Dr. John Ricketts. This program will be providing many opportunities and support for Agricultural Education in Tennessee.

As we move through this semester, please remember that you hold the keys to allow each student to succeed. The keys to student's success are teaching the competency standards, leading by example and serving as a positive role model.

## Owl's Quote:

"Being happy doesn't mean that everything is perfect. It means that you've decided to look beyond the imperfections.

Author Unknown

## Blast from the Past

Can you identify this former Agriculture Teacher? He taught in Middle Tennessee



and was one of the two FFA Advisors of the First TN State FFA President, Donald Moore. But what was his most significant contribution to the Tennessee FFA that still impacts students today? (Answer on page 3)

## Welcome New Teachers

What a great group of New Agricultural Education Teachers that were inducted into the TAAE during the Awards Banquet at CTE Conference. Teaching is one of the most rewarding things that I have ever done in my life. The impact that each of you will make on the students will be tremendous. Please contact me or one of your fellow agriculture teachers when you have questions. We are all willing to help you to become the best teacher possible.

<u>Name</u>	<u>School</u>
Ronnie Collier	Bledsoe Co.
LeAnn Little	Clay Co.
Heather Suterland	Daniel Boone
Ashley Amsden	Dresden
Mary Pautler	Greenback
James Sizemore	Hampton
Ric Roberts	Huntland
Thomas Vester	Jackson Co.
Nick Eldge	Lawrence Co.
Kim Gentry	Lincoln Co. 9 <sup>th</sup> Gd
Tyler Vester	Macon Co.
Matt Crisp	McMinn Central
Lindsey Smith	Mt. Juliet
Ray Evans	Mt. Juliet Middle
Melinda Graves	Morristown East
Ben Dodd	McNairy Central
Jared Phy	Midway
Kyle Gehring	Obion Co.
Robert Satterfield	Pigeon Forge
Erica Hooper	Siegel
Brent Rader	Smith Co.
Clayton Clay	Southwest CTE Center
Matt Silvey	Springfield
Lindsey Hodges	Stone Memorial
Lucas Jones	Unicoi Co.

## Returning to the Profession

David Gass                      Science Hill

## Teacher Transfers

Richard Brown to Whites Creek  
Brad Pearman to Anderson Co.

Stena Meadows to Chucky Doak  
Buddy Crass to Chucky Doak  
Brad Pardon to Lincoln Co.  
Bonnie Holman to Oakland  
Josh Webb to Lewis Co.  
Ryan Burke to Greenfield

## New Programs

8th Grade Programs  
Pine View - Cumberland Co.  
Mt. Juliet Middle – Wilson Co.

## Programs Reopened

Science Hill – Johnson City  
Whites Creek – Davidson Co.

## Program Expansions

Stone Memorial HS	Cumberland Co. (3)
Jackson Co. H.S	Jackson Co. (2)
Lewis Co. HS	Lewis Co. (2)
Macon Co. H.S.	Macon Co. (3)
Oakland HS	Rutherford Co. (2)

## Program Reductions

Lebanon H.S.	Wilson Co. (3)
Henry Co. H.S.	Henry Co. (2)

## Program Closures

Hunters Lane	Davidson Co.
Byington-Solway	Knox Co.

## State CDE Winners

Congratulations to the state winners for the following State CDEs conducted from June through September.

Forestry – Cumberland Gap  
Dairy CDE – Chucky Doak  
Dairy Foods – Mt. Juliet  
Horse Evaluation – Jefferson Co.  
Livestock CDE – Stone Memorial

We know you will be working hard in preparation for the National event in October.

**(Blast from the Past Answer:** Ray S. Ward, donated 20 acres of his family farm in Van Buren County to the Tennessee FFA Association to establish Camp Clements.)

## **New Camp Facilities Coordinator**

Congratulations to Benjamin Grissom, Camp Maintenance worker, who was promoted to Camp Facilities Coordinator effective October 1. Benjamin has served as the Interim Camp Facilities Coordinator since Dale Bray's retirement in January. We will be looking for a new maintenance worker in the near future to fill Benjamin's previous position.

## **FFA Youth Consultant Update**

The Department of Education is seeking applicants to fill the State FFA Youth Consultant position in Nashville. We are asking you to assist in identifying strong applicants. It is preferred that the applicant have a Masters Degree in Education with a valid teaching license with an endorsement in Agricultural Education. It is preferred the applicant have a minimum of three years teaching experience in a secondary Agricultural Education Program.

Interested applicants need to complete the attached application and return it to Mr. Will Lewis in the State Office.

During this transitional period, Mr. Bob Lannom will be working part-time as the interim youth consultant. He can be reached at 615-253-5207 or at [bob.lannom@tn.gov](mailto:bob.lannom@tn.gov).

## **October's Book of the Month**

### **Open Leadership: How Social Technology Can Transform the Way You Lead**

In this book, Charlene Li offers the next-step resource that shows leaders how to tap into the power of the social technology

revolution and use social media. This book explains how Facebook, Twitter, YouTube, Yammer, Jive and other popular media sites can improve efficiency, communication and decision-making for leaders and their organizations, and reveals step-by-step how to bring the precision of this new openness both inside and outside the organization.

## **Leadership Lesson**

### **Quiz - What's Your Leadership Style?**

About.com hosts an interesting leadership style quiz. Take a look at this [online quiz](#) and share it with your members or officers to help them consider different leadership styles and learn something about themselves. (From LifeKnowledge Online)

## **Best Practices Snap Shot**

There are many exciting activities going on in Agricultural Education in Tennessee. During the CTE Conference, many of you stated that we need to share classroom and FFA activities and ideas with each other. Here is your opportunity. Send me an article about one of your outstanding classroom or FFA activities to share with other teachers. Remember, what might be common to your program might be new and innovative to another program. Please submit your article to me at [steven.gass@tn.gov](mailto:steven.gass@tn.gov) by the 15th of each month.

## **Quality 12-Month Programs**

Tennessee is going through several major changes this year with the full implementation of the Rubrics and First to the Top initiative. However, we must still keep focused on maintaining quality programs. The State of Tennessee has defined Quality Career and Technical Education Programs by using quality program indicators for all programs with an agreement through Carl Perkins funding. These indicators for any Career and

Technical Education program are as follows:

- A. Programs of such size that offer a sequence of three or more earned credits;
- B. Programs of such scope that are aligned with a state approved program of study within career clusters;
- C. Programs having a certified and appropriately endorsed teacher (Note: A teacher who teaches a CTE course that substitutes for a core academic course must be highly qualified);
- D. Programs teaching the state approved curriculum standards;
- E. Programs having a state approved articulation agreement for a program of study or an approved articulation agreement approved by the lead administrators of secondary and post-secondary institutions, where available;
- F. Programs being supported by current labor market data to support high-skill, high-wage or high-demand jobs;
- G. Programs that teach all aspects of an industry;
- H. Programs having an active advisory panel;
- I. Programs having a career and technical student organization as an integral part of the instructional program; and
- J. Programs promoting CTE and academic curriculum integration with academic teachers.

A Quality Twelve-Month Agricultural Education Program is one that equally maximizes the following three critical components of the educational instructional procedure that shall take place during the regular school time (180 days) and during the extended program time:

- Instructional - contextual academic and technical  
This component is accomplished through effective classroom and laboratory instruction which prepares

qualified employees for the food, fiber and natural resources industry.

- SAE - field experience of concepts and principles learned in the classroom

This component is accomplished by teaching students practical skills by providing hands-on, real-world experiences which will help them be successful in today's work world.

- FFA – co-curricular student organization

This component is accomplished by encouraging and assisting students to participate in FFA. FFA builds leadership skills for life, reinforces instruction, recognizes excellence, and gives students opportunities to make a positive difference in their schools and communities.

To ensure that all quality twelve-month agricultural education programs incorporate and maximize the three critical components listed above, programs shall implement at a minimum, 12 of the 16 items or 75% of the items listed in Attachment A (Quality Twelve-Month Agricultural Education Program Criteria Report) beginning with the 2006-2007 fiscal year. Furthermore, all programs shall strive to attain high quality standards.

## Grants

Students who need funding for their SAE may be eligible for a grant. Check the 2010 Grants List by going to [http://www.ffa.org/index.cfm?method=c\\_programs.SAE](http://www.ffa.org/index.cfm?method=c_programs.SAE) to find out if there are grants available for your SAE area.

To apply, complete the application and mail it to the address listed by November 15, 2010.

For information on other Grants through the National FFA Organization go to:

[http://www.ffa.org/index.cfm?method=c\\_ag\\_ed.Itsgrants](http://www.ffa.org/index.cfm?method=c_ag_ed.Itsgrants)

## Importance of Structured Note-Taking

<b>Defining the Strategy</b>	Research indicates that over 50 percent of content is lost within minutes of reading or hearing a passage. Structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading. Students use visual organizers to make notes or key point immediately after completing a passage. This visual framework helps students determine which details are noteworthy.
<b>Teaching the Strategy</b>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students use visual organizers to recall and organize details from text.</li> <li>• Students improve comprehension.</li> <li>• Students become proficient in identifying significant points (main ideas) and supporting details.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Informational text (one copy per student)</li> <li>• Graphic organizer handouts</li> <li>• Graphic organizer in PowerPoint, overhead, or chart.</li> <li>• Computer, LCD Projects, or White Board.</li> </ul>
<b>Timeframe</b> <b>25 – 40 minutes</b>	<p><b>Activity</b></p> <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Prepare a chart with the blank graphic organizer form.</li> <li>2. For guided practice, prepare a graphic organizer form with headings supplied for students from their reading.</li> <li>3. Introduce the note-taking strategy to students by explaining that over 50 percent of what people read is forgotten within minutes. Ask if anyone has experienced this. Tell students that this tool can help increase their ability to remember information read and presented in class.</li> </ol> <p><b>Model</b></p> <ol style="list-style-type: none"> <li>4. Give students copies of a short passage.</li> <li>5. Read the passage aloud as students follow along silently.</li> <li>6. Put your graphic organizer chart or Power Point up for students. Ask them to complete each block of the organizer based on their memory of the reading. Add your own responses. Explain your responses on the graphic organizer and refer back to text to provide support.</li> </ol> <p><b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>7. Give students copies of a new short passage for note-taking.</li> <li>8. Assign partners.</li> <li>9. Hand out a copy of the graphic organizer to each pair of students. For guided practice, provide the major headings so students can be successful choosing and ordering subordinate ideas.</li> <li>10. After partners have read the passage silently, have them discuss and complete the graphic organizer.</li> <li>11. Ask pairs to share their responses with the class, using text references to validate their choices.</li> <li>12. As groups share, add answers to a master graphic organizer in PowerPoint.</li> </ol> <p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>13. Give students copies of a new short passage to read independently.</li> <li>14. Hand out blank graphic organizer sheets.</li> </ol>

	<p>15. Instruct students to survey or preview text by looking for subheading, pictures, graphics, captions, etc. These will provide clues about significant points.</p> <p>16. Direct students to read their passage silently and complete their own graphic organizer.</p> <p>17. As an option, have students meet with a partner to share their graphic organizer. Direct them to use text to explain why they included certain information.</p> <p>18. As students become proficient with this process, guide them through a session of developing their own graphic organizers. Student-generated organizers will better suit individual learning styles.</p>
<b>Skills Correlations</b>	<p><b>Essential Skills Survey</b></p> <ul style="list-style-type: none"> <li>• Develop processes for understanding and remembering information.</li> <li>• Read for the main idea first and then read for detail.</li> <li>• Identify, collect and/or select pertinent information while reading.</li> <li>• Discriminate important ideas from unimportant ideas while reading.</li> <li>• Preview informational text to anticipate content.</li> <li>• Summarize, synthesize, and organize information while reading.</li> </ul>
<b>Connecting the Strategy</b>	<p><b>Essential Skills Survey</b></p> <p>Students may use completed graphic organizers to construct learning log entries, summaries of learning, research reports, study guides for test, etc. This is an effective prewriting tool for any writing applications.</p>

## Safety Reading Assignment - Asbestos Awareness

Asbestos is the name applied to six naturally occurring minerals that are mined from the earth. They tend to break into very tiny fibers so small that many must be identified using a microscope. They are so small that once they are released into the air, they may stay suspended for hours or even days.



All removal and abatement of asbestos is conducted according to rules and regulations set forth by the Oklahoma State Department of Labor. These regulations require that only asbestos workers, licensed by the state, are permitted to remove asbestos. **Never try to take a sample yourself.**

Asbestos is abated only when required for renovation, remodeling or maintenance. Not every pipe and ceiling tile contains asbestos, but whether it does or not cannot be determined at a glance. Every sample is positive until proven otherwise.

### At Oklahoma State University asbestos is most likely to be found in:

- Sprayed-on insulation in mechanical rooms, on steel reinforcing beams, and some ceilings in older buildings
- Ceiling tiles in buildings built prior to 1981.
- Most 9" and a few 12" floor tiles in buildings built prior to 1981 as well as the glue or mastic
- Insulation around pipes and boilers
- Interiors of fire doors

Buildings that have asbestos-containing materials in them will have notices posted near the main entrances, frequently near the fire alarm panel.

Pipe and boiler insulation that contains asbestos will be labeled with identifying stickers and placards. Asbestos-containing ceiling tiles will not be labeled or marked. These tiles cannot be differentiated from other tile by visual means--they must be analyzed by a laboratory test.