

# AGRICULTURAL EDUCATION CDE

## PURPOSE

The purpose of the Agricultural Education Career Development Event is to provide individuals with basic skills necessary for a career as an agricultural educator. Teaching agriculture involves teaching students about applications of science, management, leadership, and technology in the food, fiber, natural resource industry. Teaching methods emphasize hands on approaches where application of skills and knowledge is central to lesson presentations. Agricultural Education strives to make learning enjoyable, meaningful and lasting. Agriculture Education incorporates classroom and laboratory instruction, supervised agricultural experiences (SAE), and the FFA to allow for the personal development of students both inside and outside the classroom to better prepare them for success in life.

## ELIGIBILITY

The participant must be an active member of a chartered Florida FFA Chapter and enrolled in grades 9, 10, 11, or 12. Each chapter may enter one individual.

## EVENT PROCEDURES

1. Individuals should bring two #2 pencils to district contests.
2. Each contestant must bring their own instructional tools and materials (i.e. flip charts, hand outs, visual aids.) Only a lap top and projector will be provided in the presentation room. During preparation during the final round student will not be able to use their own computer. There will be a computer with power point capabilities made available during lesson planning time.
3. FFA members must be in official dress, appropriate to the contest, and will be scored accordingly.
4. Each year a new agricultural content area will be chosen from a rotating list and selected in this order: agriculture leadership, agribusiness, technical agriculture operations, animal science, natural resources, plant science, and biotechnology.
5. Each participant's lesson plan will be the result of his or her own efforts. For state finals a maximum of 5 materials may be used during lesson preparation.
6. All lesson plans submitted must follow the template provided.
7. Points will be deducted for going under or over time provided during the lesson plan presentation.
8. All submitted lesson plans will be posted in a database that will be widely accessible by teachers.

## Event Schedule

### PRELIMINARY

At the preliminary level students will submit a lesson plan (due date will be listed on the state FFA calendar), take a written test, and demonstrate a component of your lesson in 8-10 minutes. The top six participants will then move on to participate in the final event at state convention.

### FINALS

At the state level students will be given a lesson plan to build their lesson from, demonstrate the lesson in front of judges, and answer judge's questions.

## EVENT PRACTICUMS

### KNOWLEDGE PRACTICUMS



#### WRITTEN EXAM

The test at the preliminary level will consist of 25 multiple choice questions to be answered on a scantron sheet. The exam will be based on the Delmar Cengage Agriscience Applications & Fundamentals textbook.

### WRITTEN PRACTICUMS



#### LESSON PLAN

The lesson plan must focus on one or more standards from the current Curriculum Framework for Agriscience Foundations. Facts and working data may be secured from any source but must be appropriately documented. Lesson plans at the preliminary level are due to the CDE coordinator by the date listed on the FFA calendar. Failure to meet this deadline will result in disqualification.

### PERFORMANCE PRACTICUMS



#### LESSON PLAN DEMONSTRATION

Participants will have 8 - 10 at the preliminary level and 13-15 minutes at the State level to demonstrate a component of their lesson plan. Participants will have 5 minutes to set up materials for their presentation. Participants will have 5 minutes to set up materials for their presentation.

### RESPONSE TO JUDGE'S QUESTIONS

Participants will answer questions that judges develop based on their lesson plan and performance.

## SCORING

### PRELIMINARIES

Practicum	Activity	Individual
Written	Lesson Plan	100
Knowledge	Written Exam	25
Performance	Lesson Plan Demonstration	100
Performance	Response to Judge's Questions	25
Official Dress		50
<b>Total</b>		<b>300</b>

### FINALS

Practicum	Activity	Individual
Performance	Delivery of Lesson Plan	100
Performance	Performance of Lesson Plan	200
Performance	Response to Judge's Questions	25
Official Dress		50
<b>Total</b>		<b>375</b>

- Prior to the event the content and composition of all lesson plans will be scored.

## TIE BREAKERS

Ties will be broken by using the lesson plan score.

## AWARDS

Awards will be presented at an awards ceremony. Awards are presented to teams as well as individuals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project and/or by the general fund of the Florida FFA Foundation.

## REFERENCES

This list of references is not intended to be inclusive. Other sources may be utilized and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation. Previous event materials may be available on the Florida FFA Website.

**Official Reference for Written Test (all test questions will come from this source):**

- Cengage Agriscience Applications & Fundamentals textbook

### References for Content:

- Current year's Official FFA Manual
- Official FFA Student Handbook & Advisor's guide
- Cengage Agriscience Applications & Fundamentals textbook
- Florida DOE website - [www.fldoe.org](http://www.fldoe.org)
- Florida FFA Association website - [www.flaffa.org](http://www.flaffa.org)
- Lesson Plan Template (Required)

## Agricultural Education CDE

### Lesson Delivery Scoring Rubric (preliminary & state)

Competitor: \_\_\_\_\_ Judge: \_\_\_\_\_

Lesson: \_\_\_\_\_

Delivery	Points Possible	Score	Comments
The lesson was organized with good use of time and material	10		
The lesson followed the content of the lesson plan	10		
The judges are engaged and actively participating in the lesson	10		
Instructional Strategies were used to enhance the lesson	10		
Participant exhibited confidence and a solid understanding of the material.	10		
Maintained good eye contact with judges	10		
Use of voice projection and inflection	10		
Natural movement and use of room	10		
Proper use of language skills & appropriate for grade level	10		
Time (1 point deduction for every 60 seconds over or under time) <ul style="list-style-type: none"> <li>• Preliminary: 8-10 minutes</li> <li>• State: 13-15 minutes</li> </ul>	10		
<b>Total Score</b>			<b>/100</b>

## Agricultural Education CDE

### Lesson Performance Scoring Rubric (State Finals)

Competitor: \_\_\_\_\_

Judge: \_\_\_\_\_

Lesson: \_\_\_\_\_

#### Performance Scale

Performance Criteria	Score	Comments
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Creates interest for learning subject</li> <li>• Incorporates visual aid or demonstration</li> <li>• Previews what is to be learned</li> </ul>	0-10 0-10 0-10	
<b>Lesson Objectives</b> <ul style="list-style-type: none"> <li>• States objectives clearly (verbal or written)</li> <li>• Relates to the experiences of students</li> <li>• Materials relate to objectives in lesson plan.</li> </ul>	0-10 0-10 0-10	
<b>Provided Input</b> <ul style="list-style-type: none"> <li>• Uses appropriate teaching methods</li> <li>• Provides appropriate instructional materials</li> <li>• Used instructional materials efficiently</li> <li>• Provides assistance to students as needed</li> <li>• Displays enthusiasm for the subject and teaching</li> </ul>	0-10 0-10 0-10 0-10 0-10	
<b>Checks for Comprehension</b> <ul style="list-style-type: none"> <li>• Uses class discussion effectively</li> <li>• Distributes questions among students</li> <li>• Provides positive feedback to students</li> </ul>	0-10 0-10 0-10	
<b>Modeled Ideal Behavior</b> <ul style="list-style-type: none"> <li>• Demonstrates correct procedures</li> <li>• Illustrates concepts clearly</li> </ul>	0-10 0-10	
<b>Achieves Closure</b> <ul style="list-style-type: none"> <li>• Summarizes key points and concepts</li> <li>• Concludes lesson with definite decisions</li> <li>• Sets the stage for the next lesson</li> <li>• Includes appropriate evaluation of learning</li> </ul>	0-10 0-10 0-10 0-10	
Total Points _____ / 200		

## Agricultural Education CDE

### Lesson Plan Scoring Rubric

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Title/ Unit</b>	The title is accurate, creative, and presents a higher order question. The unit is accurate and fits into the state approved curriculum/standards.	The title is accurate and presents a question. The unit is accurate but does not fit within the defined area.	The title lacks focus and presents a simple question. The unit lacks detail and is not clearly defined within the curriculum.	The title is off base, lacks organization, and fails to present a question. The unit does not fit within the area or curriculum.	
<b>Objectives</b>	Objectives are clear and concise, pertinent to lesson, and written in an assessable manor	Objectives are pertinent to lesson and written in a assessable manor.	Objectives are too broad and would be difficult to assess.	Objectives are not focused, written in a non-assessable manor, and do not provide direction to the unit.	
<b>Materials Supplies References</b>	The Materials and Supplies list is complete and identifies all visual aids needed while teaching the lesson. The references listed are complete, accurate, and provide credit via citations of work(s) utilized.	The Materials and Supplies list is complete but lacks detail regarding use of items during instruction. The references are listed in a manner where most of them can be located for later use.	The Materials and Supplies list is incomplete & does not detail all of the visual aids used in the lesson. The references are vague and hard to locate for later use	The Materials and Supplies list is not utilized. The references list is lacking detail, such as citations, or is completely missing.	
<b>Interest Approach</b>	Grabs the students attention, is creative, innovative, well thought out, and engages the students	Grabs the students attention, well thought out, and engages the students	Fails to engage the student, provides little focus for the lesson	Focus, creativity, and students engagement is lacking.	
<b>Methodology</b>	Activities exist for each objective taught, are creative and allow students with various learning styles to excel.	Activities for each objective are sufficient, address some different learning styles.	Activities for some objectives exist but lack student involvement and are repetitive to an individual learning style	Activities do not engage the students and lack key details in being successful learning devices	
<b>Checking for Understanding</b>	Evaluations of comprehension for each objective are innovative and do an exceptional job giving clear direction, use different testing strategies, assessing knowledge, and are well organized	Evaluations of comprehension are organized, directions are present on each section, and different testing methods are used.	Evaluation of comprehension lack organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower level questions	Evaluation of comprehension needs more effort, lacks clarity and direction.	

<b>Conclusion</b>	Main points and objectives are successfully reviewed and student comprehension is assessed	Main points and objectives are reviewed and partial student comprehension is assessed.	Main points and objectives are inadequately reviewed with minimal student comprehension assessed.	Main points and objectives are not reviewed with no student comprehension assessed.	
<b>CATEGORY</b>	<b>Exemplary 10-9</b>	<b>Proficient 8-7</b>	<b>Basic 6-5</b>	<b>Unsatisfactory 4-0</b>	
<b>Assessment</b>	Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different testing strategies, assessing knowledge, and are well organized	Assessment is organized, directions are present on each section, and different testing methods are used.	Assessment lacks organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower level questions	Assessment needs more effort, lacks clarity and direction.	
<b>Documentation of Materials</b>	Proper use of creativity, color, knowledge, technology, and pertinent information. Attached to lesson plan.	Uses proper color, knowledge, and pertinent information. Attached to lesson plan.	Lacks creativity, focus, and accurate information. Attached to lesson plan.	Complete disregard for visual support and student learning. No items attached.	
<b>Spelling, punctuation, grammar</b>	Lesson plan contains no errors	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	
				<b>TOTAL: Possible 100</b>	

## Lesson Plan Template

<u>Lesson Title:</u>	<u>Unit Title:</u>	<u>Teacher Name:</u>
<u>Lesson Purpose/Goal:</u>		<u>Time:</u> 45 minutes
<u>Instructional Objectives:</u> (Students...)		
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
<u>SSS:</u>	<u>LA:</u> (If Applicable)	<u>MA:</u> (If Applicable)
		<u>SC:</u> (If Applicable)
<u>Materials/Supplies Needed:</u>		
•		
<u>References:</u>		
•		
<u>Interest Approach:</u> <small>(Captures attention and focuses students' thinking through physical, cognitive, and affective experiences. Focuses on Experience before label.)</small>		
•		
<b>Available</b>		
<b>Electronically</b>		
<u>Lesson Content:</u>		
<u>Objective 1:</u> ( )	<u>Teaching Method:</u>	
<small>(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)</small>		
	<u>Notes:</u>	
<u>Checking for Understanding:</u>		
•		
<u>Objective 2:</u> ( )	<u>Teaching Method:</u>	
<small>(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)</small>		
	<u>Notes:</u>	
<u>Checking for Understanding:</u>		
•		
<u>Objective 3:</u> ( )	<u>Teaching Method:</u>	
<small>(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)</small>		

	Notes:
<p><u>Checking for Understanding:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><u>Conclusion:</u> (1. Where we have been; 2. Where we are going &amp; why; 3. What we will do next; 4. How learners should conduct themselves or what supplies are needed next.)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	
<p><u>Assessment:</u> (What formal method will be utilized to measure students' knowledge/learning?)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

# Available Electronically