

Agricultural Education CDE

Purpose

To provide FFA members the opportunity to develop, practice, and demonstrate skills needed by agricultural educators and to promote interest in the agricultural education career field.

Eligibility

This event is open to any dues paying, active FFA member.

Event Rules

1. Participants must wear proper official dress.
2. Only one participant per chapter per year.
3. All written materials must be the work of the individual. Plagiarism will result in disqualification.
4. The use of any electronic devices (except for those expressly allowed in the event format/procedures) will result in disqualification.
5. All preliminary materials must be received by the assigned date. Late materials will be subject to a penalty of ten (10) points per day.

Event Format

Overview

The SC FFA Agricultural Education Career Development Event will consist of two rounds (Preliminary and Final):

1. Preliminary Round
 - a. Written Lesson Plan
2. Final Round
 - a. Written Exam
 - b. Lesson Plan Demonstration

All members competing will submit a lesson plan to the event superintendent by the assigned date. All submitted lesson plans will be judged using the provided rubric (Appendix 1) and the top ten (10) members will advance to the final round to be held during the state FFA convention.

Preliminary Round

Written Lesson Plan Procedures

1. Lesson plans should align with standards from courses within the annual focus pathway:
2019 – Plant and Animal Science
2020 – Environmental & Natural Resources
2021 – Horticulture
2022 – Agricultural Mechanics
2023 – Bio-Systems Engineering/Technology

The member may choose to use any class within the selected pathway (pathways and standards can be found on the SC AgEd Webpage: <https://www.clemson.edu/extension/scaged/curriculum/index.html>)

2. Lesson plans submitted should include the following sections/components:
 1. Title/Unit/Class/Standards
 2. Objectives
 3. Materials/Supplies/References
 4. Interest Approach
 5. Methodology/Teaching Procedures
 6. Lesson Closure
 7. Assessment
 8. Copies of any required handouts/worksheets/etc.
3. All lesson plans must be submitted with the cover sheet provided on the SC FFA Agricultural Education CDE Webpage.
4. Lesson plans should be prepared for a 10-12 minute “class period”
5. Lesson plans will be evaluated using the rubric in this handbook, and the contestants with the top ten (10) scoring lesson plans will be invited to participate in the Final Round.

Final Round

Written Test

1. Each contestant will complete a 25 question, multiple choice test regarding principles and basics of agricultural education.
2. Contestants will have 30 minutes to complete this exam.
3. Test materials will be developed using Handbook on Agricultural Education in Public Schools (6th edition), with specific questions being selected from the sections as follows:

2019 – Unit 1: Development, Nature, and Scope of Agricultural Education &
Unit 2: Program Development and Evaluation

2020 – Unit 3: Effective Teaching

2021 – Unit 4: Special Considerations in Teaching Agriculture

2022 – Unit 5: Youth Leadership Development

2023 – Unit 6: Supervised Agriculture Experience Programs &
Unit 7: Postsecondary and Adult Education in Agriculture

Additionally, test questions may be developed using the following resources:

The Agriculture Teacher's Manual

(<http://www.iowaagteachers.org/CMDocs/IowaAAE/Ag%20Teachers%20Manual.pdf>)

South Carolina Agricultural Education Website
(scaged.org)

National Association of Agricultural Educators Website
(naae.org)

4. Each correct answer will be worth 2 points, with a maximum written test score of 50 points possible.

Lesson Presentation and Follow-Up Questions

1. Contestants will draw for order of presentation following the conclusion of the written exam.
2. Each contestant will present their lesson plan to a panel of judges. Judges will score presentations and follow-up questions using the provided rubric. (Appendix 2)
3. Contestants will be allowed no more five (5) minutes to arrange the provided class space prior to beginning their presentation.
4. Presentations must be between 10 and 12 minutes in length. Contestants will be penalized 1 point for each second under 10 minutes or over 12 minutes. Deductions will be made on each judge's card. Contestants will be given time warnings at both 8 and 10 minutes.
5. Competent, impartial individuals will be selected to play the role of students during the presentation. Students will participate in all classroom activities and interact with the presenter as directed.
6. The following materials will be provided for contestant use:
 - a. LCD Projector
 - b. Screen
 - c. Computer
 - d. White Board with Dry Erase Markers

All other materials (flip charts, handouts, worksheets, visual aids, project materials, etc.) must be provided by the contestant.

7. Following the conclusion of the presentation, judges will be allowed up to five (5) minutes to ask contestants questions regarding their presentation and methods.

Scoring

This event will be scored based on the following:

Lesson Plan – 100 points

Written Exam – 50 points

Presentation and Questions – 150 points

Total Available – 300 points

Tie Breakers

In the event of a tie between individuals, the following tie breakers will be used until the tie is broken:

1. Higher written test score
2. Highest presentation score
3. Highest lesson plan score
4. Highest follow-up question score

Awards

The top three placing individuals will be awarded plaques during the annual State FFA Convention.

Appendix 1 – Lesson Plan Scoring Rubric

Student Name					
Student Chapter					
Category	Exemplary 10-9 Points	Proficient 8-7 Points	Basic 6-5 Points	Unsatisfactory 4-0 Points	Score
Title/Unit	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.	<u> </u> /10
Objectives	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.	<u> </u> /10
Materials, Supplies, and References	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 no utilized. The references list is lacking detail, such as citations, or is completely missing.	<u> </u> /10
Interest Approach	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.	<u> </u> /10
Methodology	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	<u> </u> x 2 <u> </u> /20
Conclusion	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.	<u> </u> /10

Category	Exemplary 10-9 Points	Proficient 8-7 Points	Basic 6-5 Points	Unsatisfactory 4-0 Points	Score
Assessment	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.	____/10
Additional Materials/Resource	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.	____/10
Spelling, Punctuation, Grammar	Lesson plan contains no error.	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	____/10
Total Score					____/100

Appendix 2 – Lesson Presentation and Follow-Up Questions Rubric

Category	Points Possible	Score	Comments
The lesson was organized with good use of time and material	20		
The lesson followed the content of the lesson plan	20		
Judges/Students are engaged and actively participating in the lesson	20		
Instructional strategies were used to enhance the lesson	20		
Participant exhibited confidence and a solid understanding of material	10		
Classroom management/Presence	10		
Voice projection/inflection	10		
Natural movement and use of the room	10		
Proper use of language skills and appropriate for grade level	10		
Response to Questions	20		
Subtotal Score			
Presentation Time		Total Deductions	
Total Score			