

Agricultural Education CDE

Event Coordinators

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CDE PURPOSE

The purpose of the Agricultural Education Career Development Event is to provide individuals with experience focused on the 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 and resource industry. Teaching methods emphasize a hands-on approach where application of skills and knowledge is central to lesson presentations. Agricultural Education strives to make learning enjoyable, meaningful and lasting while incorporating classroom and laboratory instruction, supervised agricultural experiences (SAE), and 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 Montana FFA Chapter and enrolled in grades 9, 10, 11, or 12. Each chapter may enter a maximum of three individuals.

EVENT PROCEDURES

- 1) Individuals shall bring two #2 pencils to contests.
- 2) Each contestant must bring their own instructional tools and materials (i.e. flip charts, hand outs, visual aids.) Only a computer and projector will be provided in the presentation room
- 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 randomly selected: agriculture leadership, agribusiness, technical agriculture operations, animal science, natural resources, plant science, and biotechnology. The focus for the 2016 year will be animal science.
- 5) Each participant's lesson plan will be the result of his or her own efforts.
- 6) All lesson plans submitted must follow the template provided.
- 7) Points will be deducted for going under or over provided time during the lesson plan presentation (8-10 minutes).
- 8) All submitted lesson plans will be posted in a database that will be widely accessible by teachers.

CAREER DEVELOPMENT EVENT HANDBOOK

Event Schedule

Students will submit a lesson plan (due to Trevor Motley at ffamotleyt@gmail.com by Monday, October 31st), take a written test, and demonstrate a component of the prepared lesson in 8-10 minutes.

EVENT PRACTICUMS

KNOWLEDGE PRACTICUMS - WRITTEN EXAM

The test will consist of 25 multiple choice questions to be answered on a scantron sheet. There will be three questions from each AFNR (Agriculture, Food, and Natural Resources) career pathway and one question regarding national legislation relevant to agricultural education.

WRITTEN PRACTICUMS - LESSON PLAN

The lesson plan must focus on one or more standards from the AFNR career cluster content standards. Students should plan for a 50 minute class in a classroom setting with 15 freshman students focused on animal science. Facts and working data may be secured from any source but must be appropriately documented. **Lesson plans are due to Trevor Motley at ffamotleyt@gmail.com by Monday, October 31st.** Failure to meet this deadline will result in disqualification.

PERFORMANCE PRACTICUMS

LESSON PLAN DEMONSTRATION

Participants will have 8-10 minutes to demonstrate a component of their lesson plan. Students will be provided for the contestant to teach, while judges look on. Participants will have 5 minutes to set up materials for their presentation.

RESPONSE TO JUDGE'S QUESTIONS

Following their presentation, participants will answer questions that judges develop based on their lesson plan and performance.

SCORING

Practicum	Activity	Points
Written	Lesson Plan	100
Knowledge	Written Exam	50
Performance	Teaching Demonstration	100
Performance	Response to Judges' Questions	40
Proper Official Dress		10
Total		300

- 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.

REFERENCES

Official Reference for Written Test (all test questions will come from these sources):

- AFNR career pathways and national legislation relevant to agricultural education.

Agricultural Education CDE
Lesson Delivery Scoring Rubric (Preliminary)

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) • Preliminary: 8-10 minutes • Finals: 13-15 minutes	10		
		Total Score: _____ /100	

Agricultural Education CDE
Judge's Questions, Written Test, & Official Dress Scoring Rubric

Performance Criteria	Possible Points	Score	Comments
Response to Judge's Questions	40		
Proper Official Dress	10		
Written Test Score	50		
		Total Score: _____ / 100	

Agricultural Education CDE
Lesson Plan Scoring Rubric

Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	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.	
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.	
Materials Supplies 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 and 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.	
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.	

Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
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.	
Checking for Understanding	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.	
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.	

Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	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.	
Documentation of Materials	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.	
Spelling, punctuation, grammar	Lesson plan contains no errors.	Lesson plan contains 1-3 errors.	Lesson plan contains 4-6 errors.	Lesson plan contains more than 6 errors.	
				Total: Possible 100	

Lesson Plan Template

<u>Lesson Title:</u>	<u>Unit Title:</u>	<u>Teacher Name:</u>
<u>Lesson Purpose/Goal:</u>		<u>Time:</u> 50 minutes
<u>Instructional Objectives:</u> (Students will...)		
<ol style="list-style-type: none"> 1. 2. 3. 		
<u>Content Standards Met:</u>		
<u>Materials/Supplies Needed:</u>		
<u>Interest Approach:</u>		
Lesson Content:		
<u>Objective 1:</u> (Include all content, activities, directions, scripting, etc. Use as much space as needed.)	<u>Teaching Method:</u>	
	<u>Notes:</u>	
<u>Checking for Understanding:</u>		
<u>Objective 2:</u> (Include all content, activities, directions, scripting, etc. Use as much space as needed.)	<u>Teaching Method:</u>	
	<u>Notes:</u>	
<u>Checking for Understanding:</u>		
<u>Objective 3:</u> (Include all content, activities, directions, scripting, etc. Use as much space as needed.)	<u>Teaching Method:</u>	
	<u>Notes:</u>	
<u>Checking for Understanding:</u>		