**Agricultural Education**

**Career Development Event**

***John Deere Ag Expo 2017***

**­­EVENT COORDINATORS**

Todd Lackman: ffalackmant@gmail.com | Brent Beley: brentbeley@gmail.com

**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. Agricultural Education incorporates 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**

This in an individual event open to active members of a chartered Montana FFA Chapter and enrolled in grades 9, 10, 11, or 12. Each chapter may enter up to three individuals.

**EVENT PROCEDURES**

* Individuals should bring two #2 pencils to contest.
* Each contestant must bring their own instructional tools and materials (i.e. flip charts, handouts, visual aids.) A computer, projector, and whiteboard will be provided in the presentation room.
* FFA members must be in official dress, appropriate to the contest, and will be scored accordingly.
* 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. **The focus for the 2017 year will be Natural Resources.** AFNR content standards can be found at https://www.ffa.org/SiteCollectionDocuments/council\_afnr\_career\_cluster\_content\_standards.pdf
* Each participant’s lesson plan will be the result of his or her own efforts.
* All lesson plans submitted must follow the template provided.
* Points will be deducted for going under or over time provided during the lesson plan presentation (8-10 minutes).
* All submitted lesson plans will be posted in a database that will be widely accessible by teachers.

**EVENT PRACTICUMS**

Students will submit a lesson plan (due to Todd Lackman at ffalackmant@gmail.com by Wednesday, November 1st), take a written test, and demonstrate a component of the prepared lesson in 8-10 minutes.

*WRITTEN EXAM*

The test will consist of 25 multiple choice questions to be answered on a scantron sheet and a situational question. 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. A study exam will be posted 10 days prior to the contest.

*LESSON PLAN*

The lesson plan must focus on one or more standards from AFNR career cluster content standards (<https://www.ffa.org/SiteCollectionDocuments/council_afnr_career_cluster_content_standards.pdf>). The allotted time, number of students in class, content focus, and facilities available will be given to participants to design their lessons. Facts and working data may be secured from any source but must be appropriately documented. The lesson plans will follow the Danielson Model Lesson Plan. **Lesson plans are due to Todd Lackman at** **ffalackmant@gmail.com** **by Wednesday, November 1st**. Failure to meet this deadline will result in disqualification.

*TEACHING DEMONSTRATION*

Participants will have 8 – 10 minutes to demonstrate a component of their lesson plan. 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.

|  |  |
| --- | --- |
| Practicum | Points |
| Writing | Lesson Plan | **100** |
| Knowledge | Written Exam | **50** |
| Performance | Teaching Demonstration | **100** |
| Performance | Question Responses | **40** |
| Professionalism | Official Dress | **10** |
| TOTAL | **300** |

**TIE BREAKERS**

Ties will be broken by using the lesson plan score.

Montana FFA Agricultural Education CDE
Teaching Demonstration and Questions Rubric

200 points

|  |  |  |
| --- | --- | --- |
| Name |  |  |
| Chapter |  | chapter number |  |  |

| **Indicators** | **Very strong evidence** **of skill is present****5-4 points** | **Moderate evidence** **of skill is present****3-2 points** | **Strong evidence of skill is not present****1-0 points** | **Points Earned** | **Weight** | **Total Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral Communication and non-verbal communication** |
| **Engagement** | Actively engages students to be involved in classroom discussion and activities | Occasionally involves students in lesson. Spends a good amount of time simply lecturing  | Does not involve students in discussion and activities. |  | x 5 |  |
| **Following Lesson Plan Content** | Lesson presentation follows written lesson plan very closely. Instructor strays from plan no more than twice  | Passively follows lesson plan straying from plan more than two times.  | Does not follow lesson plan and frequently rambles on throughout presentation. |  | x 4 |  |
| **Pace** | Speaks very articulately at rate that engages audience.  | Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations. | Speaks too slow or too fast to engage audience. |  | x 3 |  |
| **Command** **of Audience** | Speaker uses appropriate emphasis and tone to captivate audience. | Speaker presents speech as mere repeating of facts and speech comes across as a report. | Speaker lacks enthusiasm and power to engage audience. |  | x 3 |  |
| **Eye contact** | Constantly looks at the entire audience (90 to 100 percent of the time). | Mostly looks around the audience (60 to 80 percent of the time). | Occasionally looks at someone or some groups (less than 50 percent of the time). |  | x 1 |  |
| **Mannerisms and gestures** | No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.  | Sometimes exhibits nervous habits. Hands are sometimes used to express or emphasize. | Displays some nervous habits. Hands are not used to emphasize talking points; hand motions are sometimes distracting. |  | x 2 |  |
| **Poise** | Portrays confidence and composure through appropriate body language (stance, posture, facial expressions) | Maintains control most of the time; rarely loses composure. | Lacks confidence and composure. |  | x 2 |  |
| **Response to questions** |
| **Response to questions** | Is able to respond with organized thoughts and concise answers. | Answers effectively but has to stop and think and sometimes gets off focus. | Rambles or responds before thinking. |  | x 4 |  |
| **Knowledge of topic** | Answer shows thorough knowledge of the subject and supports answer with strong evidence. | Answer shows some knowledge of the subject but lacks strong evidence. | Answer shows little knowledge of subject and lacks evidence. |  | x 4 |  |
| **Official Dress** |
| **Professional appearance** | **Professional dress/groomed:** Follows standard dress code, polished shoes, clothes pressed, conservative accessories. | **Dress appropriate:** Just not as professional and “put together”, shoes clean, but not polished. | **Very disheveled:** Dirty shoes, not wearing black shoes. |  | x 2 |  |
| **TOTAL** |  |
| **TIME DEDUCTION \*** |  |
| **NET TOTAL POINTS** |  |
| **RANK**  |  |

\* –1 point per second under 8 minutes or over 10 minutes, determined by the timekeepers

Danielson Model Lesson Template

|  |  |
| --- | --- |
| **Class:**  | **Date:**   |
| **Unit:**  | **Lesson Title:** |
| **Content Standard Alignment:** |
| **Lesson Objectives/Instructional Outcomes:** *(Framework Domain 1c: Setting Instructional Goals)* **Outline** the concept, knowledge, skill, or application students can demonstrate upon lesson completion.This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer. |
| **Relationship to Unit Structure:** *(Framework Domain 1e: Designing Coherent Instruction)*How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence? |
| **Instructional Materials/Resources:** *(Framework Domain 1d: Demonstrating Knowledge of Resources)*List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment.  |
| **Methods and Instructional Strategies***(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)* |
| **Anticipated Student Misconceptions:**  |
| **Concept Prerequisites:** List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson**.**  |
| **Introduction-****Anticipatory Set:** |  |
| **Instructional Activities:**Includes questioning techniques, grouping strategies, pedagogical approaches. |  |
| **Wrap Up-****Synthesis/Closure:** |  |
| **Differentiation According to Student Needs:** *(Framework Domain 1b: Demonstrating Knowledge of Students)*Address diverse student needs including students with an IEP or 504, cultural or linguistic needs. |
| **Assessment (Formative and Summative):** *(Framework Domain 1f: Assessing Student Learning)* May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments. |

Lesson Plan Rubric

| **Indicators** | **Very strong evidence** **of skill is present****5-4 points** | **Moderate evidence** **of skill is present****3-2 points** | **Strong evidence of skill is not present****1-0 points** | **Points Earned** | **Weight** | **Total Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content Standard Alignment** |
| **Title/Unit** | The title is accurate, creative, and presents a higher order question. The unit is accurate and fits into the state-approved curriculum. | The title is accurate and presents a question. The unit is accurate but does not fit in with defined areas.  | The title lacks focus and lacks organization, and fails to present a question. The unit does not fit within the area or curriculum. |  | x 2 |  |
| **Objectives** | Objectives are clear and concise, pertinent to lesson, and written in an assessable manner.  | Objectives are broad and difficult to assess.  | Objectives are not focused and do not provide direction to the unit. |  | x 4 |  |
| **Relationship to Unit Structure** | A strong connection is made to unit goals and shows a clear spot in the instructional sequence  | A weak connection is made to unit goals, position in the instructional sequence is unclear | No connection is made to unit goals, clarity is needed in the instructional sequence |  | x 1 |  |
| **Materials/****Resources** | The materials and resources list is complete and identifies all visual aids needed while teaching the lesson.  | The materials and resources list is incomplete and does not detail all the visual aids needed in the lesson. | The materials and resources list is not utilized |  | x 1 |  |
| **Methods & Instructional Strategies** |
| **Misconceptions & Prerequisites**  | Misconceptions are reasonable for the group being taught. Concept prerequisites are specific and complete | Misconceptions are reasonable for the group being taught. Concept prerequisites are broad but complete | Misconceptions are lacking or not present. Concept prerequisites are incomplete |  | x 1 |  |
| **Introduction** | Grabs the attention of students, is creative, innovative, engaging, and well-thought-out | Grabs the attention of students, thought-out and somewhat engaging | Fails to engage students, provides little or no focus for the lesson |  | x 1 |  |
| **Instructional Activities** | 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 do not engage the students and lack key details in being successful learning devices |  | x 2 |  |
| **Wrap-up/Closure** | 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 not reviewed and no student comprehension is assessed |  | x 2 |  |
| **Differentiation** | Methods to meet a variety of students’ needs are clearly outlined, methodology is encouraging and creative | Methods to meet a variety of students’ needs are outlined, methodology could use more thought | Methods to meet a variety of students’ needs are not clearly outlined  |  | x 1 |  |
| **Assessment** | Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different testing strategies, and are well organized | Assessment is organized, directions are present, and different teaching 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 |  | x 2 |  |
| **Formatting, Wording & References** |
| Spelling, Punctuation & Grammar | Lesson plan contains 0-1 errors | Lesson plan contains 2-5 errors | Lesson plan contains 6 or more errors |  | x 2 |  |
| References | References listed are complete, accurate, and provide credit via citations of works utilized | References are vague and hard to locate for later use | The reference list is lacking detail, such as proper citations, or is completely missing |  | x 1 |  |
| **TOTAL** |  |