Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating knowledge of the food, fiber, agricultural, and natural resources industries and their current issues by having the ability to connect facts and issues and articulate how they impact agriculture locally and globally, discussing key and emerging trends with related statistics, comparing the career opportunities by agricultural career pathway (as outlined by National Association of State Directors of career and Technical Education Consortium - www.careerclusters.org - including: Food Products and Processing Systems; Plant Systems; Animal Systems; Power, Structural and Technical Systems; Natural Resources Systems; Environmental Service Systems; Agribusiness Systems), and articulating the primary components of the integrated food chain from production to consumption.

INDICATORS	1=STRONG EVIDENCE SKILL IS NOT PRESENT	3= MODERATE EVIDENCE SKILL IS PRESENT	5= VERY STRONG EVIDENCE SKILL IS PRESENT
A. CONNECTING AND ARTICULATING FACTS AND ISSUES OF AGRICULTURE	*Has difficulty with connecting facts and issues and articulating how they impact agriculture locally and globally.* • Possesses some knowledge-base but is unable to articulate information regarding related facts and current issues.	*Sufficient in connecting facts and issues and articulating how they impact agriculture locally and globally.* • Possesses a good knowledge-base and is able to, for the most part, articulate information regarding related facts and current issues.	*Exemplary in connecting facts and issues and articulating how they impact agriculture locally and globally.* • Possesses a strong knowledge-base and is able to effectively articulate information regarding related facts and current issues.
B. DISCUSS KEY AND EMERGING TRENDS	*Has little knowledge of key and emerging trends.* • Struggles when discussing trends with related statistics.	*Has a good knowledge of key and emerging trends.* • Does a good job discussing trends supported by related statistics.	*Is fully aware of key and emerging trends.* • Does an outstanding job discussing trends with related statistics.
C. COMPARING CAREER OPPORTUNITIES	*Has put little effort into comparing the career opportunities and hasn't started deciding upon an agricultural career path.* • Does not seem familiar with all career opportunities presented. • Has difficulty articulating his/her career plans for the future.	*Has put some effort into comparing the career opportunities and has a semi-clear established agricultural career path.* • Seems familiar with all career opportunities presented. • Fairly articulate about his/her career plans for the future, has given it some thought.	*Has put much effort into comparing the career opportunities and has a clearly defined agricultural career path.* • Seems to be proficient in knowledge about career opportunities available. • Very articulate about his/her career plans for the future, knows exactly what he/she wants.
D. ARTICULATING THE INTEGRATED FOOD CHAIN	*Has difficulty in articulating the primary components of the integrated food chain from production to consumption.* • Has difficulty supporting concepts with facts and research.	*Has sufficient ability in articulating the primary components of the integrated food chain from production to consumption.* • Does a good job supporting concepts with facts and research.	*Has exemplary ability in articulating the primary components of the integrated food chain from production to consumption.* • Does an excellent job supporting concepts with facts and research.

Reflective Questions for the Interviewer to Consider when Evaluating:
1) Does the candidate demonstrate exemplary ability to connect facts and issues to agriculture both on the local and the global levels?
2) Is the candidate fully aware of key and emerging trends?
3) Is the candidate able to articulate statistics related to agriculture and careers?
4) Has this person given much thought to participating in a career which impacts agriculture?
5) Does this individual have an exemplary understanding of the integrated food chain from production to consumption?

Reflective Questions for the Interviewee to Consider when Preparing:
1) What have you done in the past to help move agriculture forward?
2) What kind of agriculture-related journals do you read?
3) How do you stay current in issues impacting agriculture?
4) How do you think persons can take a more active role in agriculturally-related leadership?
5) How would you explain the food chain to another person asking for clarification?
6) What would you say is the primary global trend in agriculture today?
7) What is considered to be a career pathway in agriculture?
8) What is your decided career pathway?
9) Where do you look to gather statistics related to agriculture to support one of your speeches?

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating knowledge of the FFA and its current issues by having the ability to connect facts and issues and articulate how they impact FFA on a local, state, and national level, discussing key and emerging FFA issues with related statistics, recalling historic FFA events and understanding their significance, reciting and explaining the FFA mission, demonstrating comprehensive understanding of the opportunities available within FFA, explaining the organizational structure of FFA and its partner organizations, and promoting the organization's ability to develop and to foster leaders for the agricultural industry.

INDICATORS	1=STRONG EVIDENCE SKILL IS NOT PRESENT	3= MODERATE EVIDENCE SKILL IS PRESENT	5= VERY STRONG EVIDENCE SKILL IS PRESENT
A. CONNECTS AND ARTICULATES FACTS AND ISSUES OF FFA	*Has difficulty connecting facts and issues and articulating how they impact FFA on a local, state, and national level.* • Has 50% or less accuracy when discussing facts and issues. • Has difficulty articulating what they know.	*Has the ability to connect facts and issues and articulate how they impact FFA on a local, state, and national level.* • Has 60-80% accuracy when discussing facts and issues. • Is good at articulating what they know.	*Does an excellent job connecting facts and issues and articulating how they impact FFA on a local, state, and national level.* • Has 95-100% accuracy when discussing facts and issues. • Has an excellent ability to articulate what they know.
B. DISCUSSES KEY AND EMERGING FFA ISSUES	*Has difficulty discussing key and emerging FFA issues with related statistics.* • Has 50% or less accuracy when discussing issues. • Sometimes gets confused about the significance of key and emerging issues.	*Is good at discussing key and emerging FFA issues with related statistics.* • Has 60-80% accuracy when discussing issues. • Does a good job presenting the significance of key and emerging issues.	*Does an excellent job discussing key and emerging FFA issues with related statistics.* • Has 95-100% accuracy when discussing issues. • Is insightful about the significance of key and emerging issues.
C. RECALLS HISTORIC FFA EVENTS AND SIGNIFICANCE	*Has difficulty recalling historic FFA events and understanding their significance.* • Has 50% or less accuracy when recalling events. • Sometimes gets confused when displaying understanding of the significance of historical FFA events.	*Is good at recalling historic FFA events and understand their significance.* • Has 60-80% accuracy when recalling events. • Has a good understanding the significance of historical FFA events.	*Does an excellent job recalling historic FFA events and understanding their significance.* • Has 95-100% accuracy when recalling events. • Is intuitive in understanding the significance of historical FFA events.
D. RECITES AND EXPLAINS FFA MISSION	*Has difficulty reciting and explaining the FFA mission.* • Makes 3 or more mistakes when reciting the mission. • Doesn't seem to fully understand the mission as he/she explains it.	*Does a good job reciting and explaining the FFA mission.* • Makes 1-2 mistakes when reciting the mission. • Does a good job showing his/her understanding of the mission.	*Does an excellent job reciting and explaining the FFA mission.* • Makes no mistakes when reciting the mission. • Is very insightful in their explanation of the mission.
E. UNDERSTANDS FFA OPPORTUNITIES	*Has difficulty demonstrating comprehensive understanding of the opportunities available within FFA.* • Has 50% or less accuracy when demonstrating understanding of available opportunities. • Sometimes gets confused when articulating his/her understanding of the opportunities.	*Does a good job demonstrating comprehensive understanding of the opportunities available within FFA.* • Has 60-80% accuracy when demonstrating understanding of available opportunities. • Does a good job articulating his/her understanding of the opportunities.	*Exceptionally demonstrates comprehensive understanding of the opportunities available within FFA.* • Has 95-100% accuracy when demonstrating understanding of available opportunities. • Is very good at articulating his/her understanding of the opportunities.
F. EXPLAINS STRUCTURE OF FFA AND PARTNERS	*Has difficulty explaining the organizational structure of FFA and its partner organizations.* • Has 50% or less accuracy when explaining the structures. • Sometimes gets confused when articulating his/her understanding of the structures.	*Does a good job explaining the organizational structure of FFA and its partner organizations.* • Has 60-80% accuracy when explaining the structures. • Does a good job articulating his/her understanding of the structures.	*Outstandingly explains the organizational structure of FFA and its partner organizations.* • Has 95-100% accuracy when explaining the structures. • Is very good at articulating his/her understanding of the structures.
G. PROMOTES FFA'S ABILITY TO DEVELOP LEADERS	*Has difficulty promoting the organization's ability to develop and to foster leaders for the agricultural industry.* • Is not very convincing in advocating FFA's ability to foster leaders.	*Does a good job promoting the organization's ability to develop and to foster leaders for the agricultural industry.* • Is fairly convincing in advocating FFA's ability to foster leaders.	*Strongly promotes the organization's ability to develop and to foster leaders for the agricultural industry.* • Convincingly advocates FFA's ability to foster leaders.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Did the candidate do an excellent job connecting facts and issues of FFA and articulate how they impact FFA on a local, state, and national level?
2) Did the candidate do an excellent job discussing key and emerging FFA issues with related statistics?
3) Did the candidate do an excellent job recalling historic FFA events and understanding their significance?
4) Did the candidate do an excellent job reciting and explaining the FFA mission?
5) Did the candidate do exceptionally at demonstrating comprehensive understanding of the opportunities available within FFA?
6) Did the candidate do outstanding at explaining the organizational structure of FFA and its partner organizations?
7) Did the candidate strongly promote the organization's ability to develop and to foster leaders for the agricultural industry?

Reflective Questions for the Interviewee to Consider when Preparing:

1) What are some of the current issues facing FFA today?
2) How would the impact of decisions made on important FFA issues be different at the local, state, and national levels?
3) Can you give an example of an important FFA issue, and provide a bit of history as to the issue over time?
4) What does the FFA mission really mean?
5) Can you describe the organizational structure of FFA?
6) What are some of FFA's partner organizations?
7) What is an FFA partner organization?
8) How should we help to develop leaders for the agriculture industry?
9) How does belonging to FFA help to foster good agriculture leaders for the future?

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating knowledge of America's education system and its current issues by articulating the role of the FFA as an intra-curricular component of Ag Ed, and understanding the relationship between the FFA and United States Department of Education, Career and Technical Education, federal funding, and the issues connecting them.

INDICATORS	1=STRONG EVIDENCE SKILL IS NOT PRESENT	3= MODERATE EVIDENCE SKILL IS PRESENT	5= VERY STRONG EVIDENCE SKILL IS PRESENT
A. ARTICULATES THE ROLE OF FFA IN AG ED AS AN INTRA-CURRICULAR COMPONENT	*Has difficulty articulating the role of the FFA as an intra-curricular component of Ag Ed.* • Not always able to correctly answer questions posed by selection committee (50% or less accuracy.	*Does a good job articulating the role of the FFA as an intra-curricular component of Ag Ed.* • Usually able to correctly answer questions posed by selection committee (60-80% accuracy).	*Does an outstanding job articulating the role of the FFA as an intra-curricular component of Ag Ed.* • Always able to correctly answer questions posed by selection committee (95-100% accuracy).
B. UNDERSTANDS RELATIONSHIP BETWEEN FFA AND US DEPARTMENT OF EDUCATION, CAREER AND TECHNICAL EDUCATION, FEDERAL FUNDING, AND THE ISSUES CONNECTING THEM	*Has difficulty understanding the relationship between the FFA and United States Department of Education, Career and Technical Education, federal funding, and the issues connecting them.* • Doesn't demonstrate a full and complete understanding (50% or less accuracy).	*Does a good job understanding the relationship between the FFA and United States Department of Education, Career and Technical Education, federal funding, and the issues connecting them.* • Usually demonstrates a full and complete understanding (60-80% accuracy).	*Does an excellent job understanding the relationship between the FFA and United States Department of Education, Career and Technical Education, federal funding, and the issues connecting them.* • Demonstrates a full and complete understanding (95-100% accuracy).

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Did the candidate do an outstanding job articulating the relationship of FFA to agriculture education?
2) Is the candidate knowledgeable enough about agriculture-related education to be able to discuss concepts with various external groups?

Reflective Questions for the Interviewee to Consider when Preparing:

1) How do you stay current in what is going on in American education?
2) In your opinion, what is the most significant change in American education over the last five years?
3) Can you give an example of an important issue in agricultural education you found while trying to stay current?
4) What is the relationship between FFA and the US Department of Education?
5) What is the relationship between FFA and Career and Technical Education?
6) What is meant by the term *federal funding*?
7) How does federal funding impact the mission of FFA?
8) Can you give an example of how a person who serves as a National Officer can influence educational issues?
9) Can you give an example of how a person who serves as a National Officer might help to impact federal funding?