



## **Agricultural Education CDE**

### **Purpose**

The Agricultural Education Career Development Event is designed to prepare students to understand what a career as an agricultural educator would be like. Through this event FFA members will develop, practice, and demonstrate skills in teaching agricultural education. Members will write a lesson plan, record themselves teaching a lesson designed for a 12–15-minute classroom period, and be prepared to answer questions relating to their lesson and teaching philosophy.

### **State Event Superintendent**

Comments and questions may be directed to Dr. Wendy Warner, Associate Professor of Agricultural Education, Department of Agricultural and Human Sciences, NCSU, Box 7607, Raleigh, NC 27695  
Phone: (919) 515-6080, Fax: (919) 513-1169, E-Mail: wendy\_warner@ncsu.edu

### **Eligibility**

This event is open to one FFA member per FFA chapter in grades 11 and 12. FFA members may not participate in a state level Career Development Event after July 1, following their high school/early college graduation. The event will be open only to students who are active FFA members and who are currently enrolled in agricultural education. Members winning a previous state event in this area are ineligible. Any member found cheating in any state level career development event will result in disqualification for that event.

In compliance with the Americans with Disabilities Act, North Carolina FFA will honor requests for reasonable accommodations made by individuals with disabilities. Please direct accommodation requests through the CDE/LDE Accommodation Request [Form](#). If the accommodation can be made for all and/or doesn't provide an unfair advantage, then every effort will be made to provide the accommodation. Requests can be accommodated more effectively if notice is provided at least 10 days before the event.

### **Middle School Participation**

Middle school students and teams may participate in any Career Development Event or Leadership Development Event. The top three middle school participants will be recognized. Middle school participants should designate during registration.

### **Supplemental Information**

This event will be held entirely online. Students will be expected to submit a video of themselves teaching their 12–15 minute lesson to students along with their lesson plan electronically. Students placing in the top five with their video and lesson plan will advance to a final round where they will answer questions about their lesson, classroom management, and teaching philosophy. This final question round will be held via Zoom conference call at an appointment scheduled by the event superintendent.



## **Dress Code**

Participants in this event should wear official dress as described in the FFA manual or professional dress. Official dress for an FFA member includes: an official FFA jacket zipped to the top, black slacks and black socks/nylons or black skirt and black nylons, with black closed toe dress shoes. Professional dress would be described by a nice blouse/collared shirt, dress pants/skirt (or a dress), socks/hosiery, and dress shoes.

The North Carolina FFA Association strives to promote a positive image at all Official FFA Events. The dress code policy was established to address the issue of appropriate attire at all Official FFA Events. Members should adhere to this policy for all events. A ten percent reduction will be applied to all individual scores from a chapter if a participant from that chapter violates the dress code during that career event.

## **Procedures for Administering this Event**

This invitational event will be conducted only at the state level completely online. The following components will be shared with the event superintendent via a Google Drive folder:

1. Lesson Plan Submission - Each participant will submit a completed lesson plan for their twelve (12) to fifteen (15) minute lesson to the CDE superintendent via email. The lesson plans will then be reviewed and scored by a selected panel of experienced judges. Content for the lesson plan should come from the North Carolina Agricultural Education Curriculum. A sample rubric is provided below. Lesson plans should include:
  - Title of the lesson
  - Course
  - Materials Needed
  - Content
  - Lesson objective
  - Essential Standard
  - Interest Approach
  - Closure
  -
2. Video of Lesson – Each participant will upload a twelve (12) to fifteen (15) minute video of themselves teaching their lesson. Other students can be in the video as students in the participant’s lesson. Participants are to be penalized five points on each judge’s score sheet for being over or under the time limit. Students should be utilizing questioning of the students in their videos. A sample rubric is provided below.
3. Reflection – Students will submit a written reflection of their lesson and how they believe it should be improved for use in the future. An important component of teaching is the process of teacher reflection. Reflection encourages teachers to thoughtfully evaluate the planning and delivery of a lesson, to identify strengths and challenges, and plan for future instruction.



Please review your teaching video and respond to the following:

1. What went well during the lesson? What evidence supports this assessment? Please provide two specific examples and include time markers from your video.
2. What challenges did I encounter during the lesson? What evidence supports this assessment? Please provide two specific examples and include time markers from your video.
3. If I were to teach this lesson again, what is one thing I would change and how would I change it? Please be specific.

A sample rubric can be found below.

Once placings are made based on lesson plan, video, and reflection, scores will be calculated and the Top 5 students will be sent an invitation for a Zoom Conference Call. The event superintendent will coordinate the time for this conference call. All questions will be focused on how to deal with real life scenarios related to being an agriculture teacher and the student's lesson. A sample rubric is provided below. Students will be evaluated based on the accuracy of their responses.

### **Tie Breaker**

In the event of a tie, tiebreakers will be settled in the following order:

1. Greatest number of low ranks.
2. Highest lesson presentation score
3. Highest raw point score

### **Winners**

The top three students in the state will be recognized on stage at the First General Session of the North Carolina FFA State Convention



## Scoring Rubrics for the Agricultural Education CDE

### Lesson Plan:

Directions: Use the following criteria to evaluate the components of your lesson plan by circling the appropriate number. 1= Missing, 2= Needs Improvement, 3= Acceptable, 4= Exceptional

| Lesson Plan Component                     | Criteria  | Score         | Comments              |
|---|---|---------------|-----------------------|
| <b>Anticipatory Set/Interest Approach</b> | The set provides reference to what was accomplished in the previous lesson.                                 | 1   2   3   4 |                       |
|   | The set provides an interest approach (attention grabber) for the age and grade of the particular students. | 1   2   3   4 |                       |
|   | The set incorporates a visual aid or demonstration.   | 1   2   3   4 |                       |
|   | The set previews what is to be learned.   | 1   2   3   4 |                       |
|   |   |               | Total Points _____/16 |
| Lesson Plan Component                     | Criteria  | Score         | Comments              |
| <b>Written Objective</b>                  | The objective is clear, and includes precise information about what the students will be able to complete.  | 1   2   3   4 |                       |
|   | Objective is age and ability appropriate.   | 1   2   3   4 |                       |
|   | The objective is based on standards.  | 1   2   3   4 |                       |
|   | Audience, behavior, condition, and degree are clearly identified.   | 1   2   3   4 |                       |

Total Points \_\_\_\_\_/16



| <b>Lesson Plan Component</b> | <b>Criteria</b>   | <b>Score</b>         | <b>Comments</b> |
|------------------------------|---|----------------------|-----------------|
| <b>Content</b>               | Content materials are appropriate for the age and grade of particular students.   | <b>1   2   3   4</b> |                 |
|                              | Content is engaging, applicable to the real world, and meaningful to students.  | <b>1   2   3   4</b> |                 |
|                              | Worksheets, printed materials, demonstrations, and other learning tools facilitate learning the lesson objective and have clear directions. | <b>1   2   3   4</b> |                 |
|                              | Science, Technology, Engineering, or Mathematics (STEM) is integrated within the lesson.  | <b>1   2   3   4</b> |                 |

Total Points \_\_\_\_\_/16



| <b>Lesson Plan Component</b> | <b>Criteria</b>  | <b>Score</b>            | <b>Comments</b>      |
|------------------------------|--|-------------------------|----------------------|
| <b>Content Questions</b>     | A question based on the learning objective is prepared in advance to provoke thought within the content and/or checking for understanding. | <b>1    2    3    4</b> |                      |
|                              | Follow-up questions are prepared based on probable student answers to initial question.  | <b>1    2    3    4</b> |                      |
|                              |  |                         | Total Points _____/8 |
| <b>Lesson Plan Component</b> | <b>Criteria</b>  | <b>Score</b>            | <b>Comments</b>      |
| <b>Teaching Procedures</b>   | The teaching strategy effectively leads to achieving the lesson objective.   | <b>1    2    3    4</b> |                      |
|                              | Teaching techniques actively engage students.  | <b>1    2    3    4</b> |                      |
|                              | Procedures are specific, organized, and easy to follow.  | <b>1    2    3    4</b> |                      |
|                              | Procedures are appropriate for the objective covered in this lesson  | <b>1    2    3    4</b> |                      |
|                              | Problem-solving is utilized as part of the teaching procedure.   | <b>1    2    3    4</b> |                      |

Total Points \_\_\_\_\_/20



| <b>Lesson Plan Component</b> | <b>Criteria</b>                              | <b>Score</b>         | <b>Comments</b> |
|------------------------------|--|----------------------|-----------------|
| <b>Closure</b>               | Closure is clear and learning is reviewed.   | <b>1   2   3   4</b> |                 |
|                              | Closure indicates application to real world. | <b>1   2   3   4</b> |                 |
|                              | Closure sets the stage for future learning.  | <b>1   2   3   4</b> |                 |

Total Points \_\_\_\_\_/12

| <b>Lesson Plan Component</b> | <b>Criteria</b>  | <b>Score</b>         | <b>Comments</b> |
|------------------------------|--|----------------------|-----------------|
| <b>Assessment</b>            | Assessment appropriately measures the stated objective.                      | <b>1   2   3   4</b> |                 |
|                              | Assessment is appropriate for the learning activities utilized in the lesson | <b>1   2   3   4</b> |                 |
|                              | Students are given clear instructions on how they will be evaluated.         | <b>1   2   3   4</b> |                 |

Total Points \_\_\_\_\_/12

**Lesson Plan Total Points \_\_\_\_\_/100**



**Teaching Performance:**

| <b>Performance Component</b> | <b>Criteria</b>   | <b>Score</b>   | <b>Comments</b> |
|------------------------------|---|----------------|-----------------|
| <b>Interest Approach</b>     | Reviews previous work effectively                             | <b>1 2 3 4</b> |                 |
|                              | Creates relevancy for learning the subject                    | <b>1 2 3 4</b> |                 |
|                              | Incorporates visual aid or demonstration                      | <b>1 2 3 4</b> |                 |
|                              | Previews what is to be learned                                | <b>1 2 3 4</b> |                 |
| <b>Lesson Objective</b>      | States the objective (verbal & written)                       | <b>1 2 3 4</b> |                 |
|                              | Relates to experiences of students                            | <b>1 2 3 4</b> |                 |
|                              | Provides students with the opportunity to learn the objective | <b>1 2 3 4</b> |                 |
| <b>Provided Input</b>        | Provides appropriate instructional materials                  | <b>1 2 3 4</b> |                 |
|                              | Uses instructional materials efficiently                      | <b>1 2 3 4</b> |                 |
|                              | Provides assistance to students as needed                     | <b>1 2 3 4</b> |                 |
|                              | Demonstrates subject technical knowledge                      | <b>1 2 3 4</b> |                 |
|                              | Provides clear instructions for assignments                   | <b>1 2 3 4</b> |                 |





|                                  |   |          |          |          |          |  |
|----------------------------------|---|----------|----------|----------|----------|--|
| <b>Checked for Comprehension</b> | Uses class discussion effectively                                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Distributes questions among students                                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Provides students with knowledge of their progress (feedback)       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
| <b>Modeled Ideal Behavior</b>    | Illustrates concepts clearly  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Provides opportunity to apply and practice concepts/skills          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
| <b>Achieved Closure</b>          | Summarizes key points/concepts                                      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Concludes lesson with definite decision(s) and/or recommendation(s) | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Sets the stage for new learning                                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
| <b>Assessment</b>                | Provides clear instructions for completion                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Distributes assessments efficiently                                 | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Allows adequate time to complete assessment                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
| <b>Enthusiasm/ Task Oriented</b> | Displays enthusiasm for the subject and teaching                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |
|                                  | Uses gestures, facial expressions, and expressive speech            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |  |

**Teaching Performance Total Points: \_\_\_\_/100**



### Reflection Rubric

| <b>Performance Criteria:</b>  | <b>Score</b>            | <b>Comments</b> |
|---|-------------------------|-----------------|
| <b>Strengths:</b> Identifies and describes two very specific and appropriate examples that positively impact student learning. Very detailed and well considered explanation. | <b>1    2    3    4</b> |                 |
| <b>Challenges:</b> Identifies and describes two very specific and appropriate examples that may impede student learning. Very detailed and well considered explanation.       | <b>1    2    3    4</b> |                 |
| <b>Changes for Future Practice:</b> Very specific and detailed suggestion to one modification to future lesson.   | <b>1    2    3    4</b> |                 |

**(Total Points from Reflection Rubric) x 5 = \_\_\_\_\_ (Total Points)**

### Top 5: Questions Rubric

Only the Top 5 participants based on overall score from the previous three portions will participate in the final questions round.

| <b>Performance Criteria:</b>  | <b>Score</b>            | <b>Comments</b> |
|---|-------------------------|-----------------|
| <b>Quality/Accuracy of Responses:</b> Responses truly answer the questions asked  | <b>1    2    3    4</b> |                 |
| <b>Poise and Preparedness:</b> Respondent seems poised and prepared for the questions asked.                            | <b>1    2    3    4</b> |                 |
| <b>Passion:</b> Students; passion for the profession of teaching agriculture is present and seen through the interview. | <b>1    2    3    4</b> |                 |

**(Total Points from Question Rubric) x 5 = \_\_\_\_\_ (Total Points)**



### Judge's Score Sheet

| <b>Area of Contest:</b>  | <b>Total Points Allowed:</b> | <b>Points Earned:</b> |
|--|------------------------------|-----------------------|
| Lesson Plan  | 100                          |                       |
| Teaching Performance   | 100                          |                       |
| Reflection Rubric  | 60                           |                       |
| Questions (**Only participants advancing to the Top 5 based on overall score from the previous three portions) | 60                           |                       |

**Total Points: \_\_\_\_\_/320**