

*Agriculture Education*  
**CAREER DEVELOPMENT EVENT**

*RULES AND REGULATIONS*  
STATE COMPETITION ONLY



***ALABAMA FFA ASSOCIATION***

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Alabama State Department of Education, Philip C. Cleveland, Ed.D., Interim State Superintendent of Education

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Elements of the agriculture education career development event have been derived from the Florida FFA Association's Agriculture Education Career Development event. The Florida FFA Association has approved the usage for the Alabama FFA Association.

**Revised August 2016**

# **AGRICULTURE EDUCATION CAREER DEVELOPMENT EVENT**

## **PURPOSE**

The Agriculture Education Career Development Event is designed to develop an interest in an agriculture education career for students by providing real-life scenarios that an educator will encounter.

## **ELIGIBILITY AND REGULATIONS**

For specific eligibility of participants, refer to the Contest and Awards Booklet.

## **AWARDS:**

The top four placing members will receive a chapter banner.

## **SPONSORS:**

Auburn University College of Agriculture  
Auburn University College of Education

## **EVENT FORMAT:**

### **Lesson Plan (100 points)**

- 1. Chapters may submit one student's lesson plan to the state coordinator by April 1. State Coordinator: Abby Heidenreich, Graduate Assistant; Auburn University College of Education; Department of Curriculum & Teaching; 5060 Haley Center; Auburn, Alabama 36849**
- 2. The students with the top two lesson plans from each district will advance to the state finals in June.**
- 3. The lesson plan must focus on one or more standards from the current Curriculum Framework for Agriscience Education.**
- 4. 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.**
- 5. Lesson plans must reflect the content area chosen for that year by the state coordinator.**
- 6. All lesson plans submitted must follow the template provided.**

7. The lesson plan should be targeted to students in grades 9-12 and should cover one class period, not an entire unit. The lesson plan demonstration is an 8-10 minute portion of the lesson, not necessarily the entire lesson compressed in 8-10 minutes.
8. Once lesson plans are submitted, participants will not be allowed to edit the document.

#### **Written Exam (25 points)**

1. Each participant will take a 50 question multiple-choice exam.
2. The participants will have 30 minutes to take the exam.
3. The exam will be based off of a required text.
4. The exam will consist of a specific content area determined by Auburn University and will be sent to teachers prior to the event.

#### **Lesson Plan Demonstration (100 points)**

1. Each student will have 8 to 10 minutes to give a demonstration from part of their lesson plan to the judges.
2. The timekeeper will stand at 8 and 10 minutes as a warning.
3. Participants will be docked 2 points per 30 seconds for going over or under time.
4. Participants will have 5 minutes to prepare for the demonstration.
5. Each contestant must bring his or her own instructional tools and materials (i.e. hand outs, visual aids.) Only a laptop, with PowerPoint, projector, whiteboard, flipchart and markers will be provided in the presentation room. Internet connection cannot be used.
6. Participants must be in Official Dress, and will be scored accordingly. Proper Official Dress can be referred to the Official FFA Manual produced by the National FFA Organization.

## Responses to Judges Questions (25 points)

1. Participants will answer questions from judges that are developed from the participant's lesson plan and performance.

### SCORING

Activity	Individual
Lesson Plan	100
Written Exam	25
Lesson Plan Demonstration	100
Response to Judges Questions	25
Official Dress	50
Total	300

Prior to the event, content and composition of lesson plans will be scored.

### **TIME LIMIT**

Each presentation must be completed in no longer than 10 minutes, and no less than 8 minutes. Any student that goes over 10 minutes or under 8 minutes will be docked in points. A time warning will be given at 8 and 10 minutes. Every 30 seconds after 10 minutes and under 8 minutes will result in a 2-point penalty.

### **EVENT RULES**

1. Event officials will randomly determine the order. The program chairman shall introduce each participant by name in order of the drawing.
2. A timekeeper(s) shall be designated who will record the time used by each member and will announce when time will begin.
3. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on presentation and FFA Official Dress, using the score sheet provided.

4. Lesson plans would be submitted to Auburn University on April 1 for first round or prelim judging and then six would progress to the state contest in June. At the actual contest, all the rules included in this packet would. The lesson presentation would be limited to a specific portion of the lesson, typically the methods section and pedagogy for best practice.
5. Refer the Official FFA Manual for proper Official Dress for indoor events. (Ladies should be in skirts). Skirts and slacks should be dress. No denim. Ties (excluding bowties) and scarves should be secured to the neck.
6. When the participant has finished speaking, each judge will total the errors for the participant, based on the score sheet.
7. If a cell phone is seen or heard in the possession of a competitor, that individual student will be disqualified from competition and receive a score of zero.

### **TIEBREAKERS**

Ties will be broken based on the greatest number of low ranks. Individual contestant's low rankings will be determined and the contestant with the greatest number of low rankings will be declared the winner

### **LEVELS OF COMPETITION**

One member's lesson plan per chapter may be submitted to the state by April 1. Two members from each district will be chosen to compete at the state contest in June.

### **REFERENCES**

References will be universal and align with common texts typically found in classrooms.

Example: *Agriscience* by Interstate. Agriscience teachers will be informed of specific chapters that the test will be based off of and can cover the entire book: even chapters, odd. The technical content would change each year, thus, the text as well.

**Agriculture Education CDE**  
**Lesson Delivery Scoring Rubric**

**Participant:** \_\_\_\_\_ **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 the judges.	10		
Use of voice projection and inflection	10		
Natural movement and use of the room.	10		
Proper use of language skills and appropriate for grade level.	10		
Time (2 point deduction for every 30 seconds over or under time).	10		
<b>Total Score</b>			<b>/100</b>

## Agriculture Education CDE

### Lesson Plan Scoring Rubric

Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Title/Unit</b>	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.	
<b>Objectives</b>	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.	
<b>Materials Supplies References</b>	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.	
<b>Interest Approach</b>	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.	
<b>Methodology</b>	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	

<b>Conclusion</b>	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.	
<b>Category</b>	<b>Exemplary 10-9</b>	<b>Proficient 8-7</b>	<b>Basic 6-5</b>	<b>Unsatisfactory 4-0</b>	
<b>Assessment</b>	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.	
<b>Documentation of Materials</b>	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.	
<b>Spelling, Punctuation, Grammar</b>	Lesson plan contains no error.	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	
				<b>TOTAL: Possible 100</b>	

**The Summary Sheet should be checked and double-checked before the winners are announced.  
The decision announced is final!**

**Summary Sheet – Judges Report Form**

List Chapters below in order by rank:

Rank	Chapter:	Score:
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
4 <sup>th</sup>		
5 <sup>th</sup>		
6 <sup>th</sup>		
7 <sup>th</sup>		
8 <sup>th</sup>		
9 <sup>th</sup>		
10 <sup>th</sup>		

**Please list additional Chapters on back of this sheet.**