

***AGRICULTURE EDUCATION
CAREER DEVELOPMENT EVENT
INDIVIDUAL COMPETITION***

Rules and Regulations Booklet



Alabama FFA Association

TABLE OF CONTENTS

Purpose	3
Eligibility and Regulations	3
Awards.....	3
Sponsor	3
Event Format.....	3
Scoring.....	5
Time Limit.....	5
Event Rules	5
Tie Breaker	6
References	6
Lesson Delivery Rubric	7
Lesson Plan Scoring Rubric	8
Judges Summary Scoresheet.....	10
Lesson Plan Template.....	12

Alabama State Department of Education, Dr. Eric G. Mackey, 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.

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AGRICULTURE EDUCATION CDE



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.

DISCLAIMER

In the event that contests (CDE, LDE, TDE's) cannot be held in person, a virtual option may be conducted. Contest rules and guidelines are subject to change to meet the needs of a virtual experience.

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 Executive Secretary by the due date listed on the state calendar, which may be found at www.alabamaffa.org.

2. The students with the top two lesson plans from each district will advance to the state finals in June. In the event that a district does not submit two lesson plans, the top six will advance to the state level regardless of district.
3. The lesson plan must focus on one or more standards from the current Alabama Course of Study for Agriculture, Food, and Natural Resources.
4. Each year a new agricultural content area will be chosen from a rotating list and selected in this order: natural resources (2021), plant science (2022), biotechnology (2023), agriculture leadership (2024), agribusiness (2025), technical agriculture operations (2026), and animal science (2027).
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. Please remove instructions located in parenthesis from template before submitting

Lesson Plan Demonstration (200 points)

1. Each student will have 8 to 10 minutes to give a demonstration from part of the lesson plan to the judges.
2. The timekeeper will stand at 8 and 10 minutes as a warning. The timekeeper will be identified to the contestant prior to the beginning of the demonstration.
3. Participants will be docked 1 point per second for going over or under time up to 100 points maximum deduction.
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, and whiteboard will be provided in the presentation room. Internet connection will not 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. Each judge will be permitted to ask only one question.

SCORING

Activity	Individual
Lesson Plan	100
Lesson Plan Demonstration	200
Judges Questions	25
Total	325

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 second after 10 minutes and under 8 minutes will result in a 1-point penalty up to a 100 point maximum deduction.

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 will be submitted to the State FFA Executive Secretary by the due date for first round or preliminary judging. Due dates may be found at www.alabamaffa.org on the calendar page.
5. Refer the Official FFA Manual for proper Official Dress for indoor events. 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. Cell phones will only be permitted if used as a pertinent tool to the student's lesson. If a cell phone is seen or heard in the possession of a competitor outside of this exception, 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 Executive Secretary by April 1. Two members from each district will be chosen to compete at the state contest in June.

REFERENCES

Alabama Course of Study for Agriculture, Food, and Natural Resources

<https://alabamaffa.org/wp-content/uploads/2020/08/Final-2020-ACOS-AFNR-8-17-2020.pdf>

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.	20		
Standards and objectives of lesson are clearly stated.	10		
The lesson followed the content of the lesson plan.	10		
The judges are engaged and actively participating in the lesson.	25		
Instructional strategies were used to enhance the lesson.	25		
Participant exhibited confidence and a solid understanding of the material.	20		
Maintained good eye contact with the judges.	15		
Use of voice projection and inflection	20		
Natural movement and use of the room.	10		
Proper use of language skills and appropriate for grade level.	15		
Use of content specific vocabulary is utilized throughout demonstration.	20		
Proper use of FFA Official Dress	10		
Total Point Deductions for Time (1 point per second over 10 minutes or under 8 minutes) =			
		Total Score=	/ 200 points

Judges Question Rubric

Criteria	5-4 pts	4-3 pts	3-2 pts	2-0 pts	PTS
Speaking	Speaks clearly and distinctly with no lapse in sentence structure and grammar usage. Speaks concisely with correct pronunciation. Volume convey business one	Speaking is clear with minimal mistakes in sentence structure and grammar. Volume is appropriate.	Speaking in unclear lapses in sentence structure and grammar. Volume is uneven (varied)	Speaking is unclear – very difficult to understand message of what is being said. Volume is inappropriate for the interview	
Body Language	No fidgeting – consistently used physical gestures, facial expression, and body movements	Minimal fidgeting – occasionally shifting, Average use of physical gestures, facial expressions, and body.	Fidgeting movement of hands and feet frequently. Minimal use of physical gestures, facial expressions, and body.	Fidgeting constant movement of hands and feet. None or very poor use of physical gestures, facial expressions, and body movements	
Question Response 1	Demonstrates full knowledge by answering the question with explanations and elaboration. Provides clear knowledge and pertinent examples that support the answer response	Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and understanding of the question being asked. Includes data and evidence that supports answer response.	Is uncomfortable with the questions and is only able to answer on a rudimentary level. Provides weak examples or facts that support answer response.	Does not have a grasp of the question and cannot answer questions about the subject matter. Gives insufficient support for the answer response.	
Question Response 2	Demonstrates full knowledge by answering the question with explanations and elaboration. Provides clear knowledge and pertinent examples that support the answer response	Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and understanding of the question being asked. Includes data and evidence that supports answer response.	Is uncomfortable with the questions and is only able to answer on a rudimentary level. Provides weak examples or facts that support answer response.	Does not have a grasp of the question and cannot answer questions about the subject matter. Gives insufficient support for the answer response.	
Question Response 3	Demonstrates full knowledge by answering the question with explanations and elaboration. Provides clear knowledge and pertinent examples that support the answer response	Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and understanding of the question being asked. Includes data and evidence that supports answer response.	Is uncomfortable with the questions and is only able to answer on a rudimentary level. Provides weak examples or facts that support answer response.	Does not have a grasp of the question and cannot answer questions about the subject matter. Gives insufficient support for the answer response.	

Agriculture Education CDE

Lesson Plan Scoring Rubric

Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
Title/Unit And Content Standard	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 and Essential Questions	Objectives and essential questions are clear and concise, pertinent to lesson, and written in an assessable manor.	Objectives and essential questions are pertinent to lesson and written in a assessable manor.	Objectives and essential questions are too broad and would be difficult to assess.	Objectives and essential questions 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 & 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.	
Technology Resources	The lesson utilizes technology in an innovative way that enhances the delivery of the lesson.	The lesson utilizes technology as a basic supplement to the lesson.	The lesson uses little technology to enhance the lesson.	The lesson utilizes no technology.	
Interest Approach	Grabs the student's attention, is creative, innovative, well thought out, and engages the students	Grabs the student's attention, well thought out, and engages the students	Fails to engage the student, provides little focus for the lesson	Focus, creativity, and student's engagement is lacking.	

Procedures and 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 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	
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Category	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	
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.	
CTSO Activity	Lesson aligns with a specific CTSO activity and encourages students to participate in that activity	Lesson aligns with a CTSO activity to some degree but does not engage students.	Lesson somewhat aligns with a CTSO activity and offers little to no engagement.	Lesson does not align with a CTSO activity.	
Available Credentials	Lesson aligns with an approved industry credential and promotes student obtainment of the credential.	Lesson aligns with an approved industry credential to some degree but does not promote student obtainment.	Lesson somewhat aligns with an approved industry credential.	Lesson does not align with an approved industry credential and student gives no explanation of why.	
Spelling, Punctuation, Grammar	Lesson plan contains no error.	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	
				TOTAL: Possible 100	

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

Summary Sheet – Judges Report Form

List participant and chapter below in order by rank:

Rank	Name and Chapter:	Score:
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		
8 th		
9 th		
10 th		

Please list additional Chapters on back of this sheet.

CREED SPEAKING LEADERSHIP DEVELOPMENT EVENT

SUMMARY SHEET

When all participants have finished, the judges will retire and make their placings (1, 2, 3, etc.) without any discussion. The judges' rankings of each participant then shall be added, and the winner will be the participant whose total ranking (score) is the lowest. This is the low point score method of selection.

The person in charge will assist by recording the final placings of each judge on the Summary Sheet to determine the winners. In case of a tie, ties will be broken based on the greatest number of low ranks. Participants' low rankings will be counted and the participant with the greatest number of low rankings will be declared the winner. If a tie still exists, then the person in charge of the event will rank the participant's response to questions. The participant with the greatest number of low ranks from the response to questions will be declared the winner. If a tie still exists, then the participant's raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.

The Summary Sheet should be checked and double-checked before the winners are announced. The decision announced is final! The individual score sheets should be destroyed immediately by the judges; no one else will be allowed to see the score sheets.

Judges	Participants Names and Placing of Participants by Judges (1 st , 2 nd , 3 rd , 4 th , etc.)							
	1	2	3	4	5	6	7	8
Judge 1								
Judge 2								
Judge 3								
TOTAL SCORE*								
Final Placing								

***TOTAL SCORE:** The Total Score is the sum of the placing given to a participant by each of the three judges. The low score wins.

Alabama FFA Association

Agriculture Education CDE

Name: _____ Chapter: _____

Advisor: _____ School: _____

Chapter Number: _____ Membership Number: _____

Address: _____

Title of Lesson: _____

Description of Lesson:

Course: (Utilize course from AL Course of Study)

Title:

Content Standard(s): (AL Course of Study Standard)

Primary Learning Objective(s): (The concept, knowledge, skill, or application students can demonstrate upon completion of the lesson.)

Essential Questions: (Big picture questions students should discover through the lesson)

Total Duration: (In Minutes)

Materials and Equipment: (technology equipment listed in next field)

Technology Resources Needed: (What technology is needed for this lesson)

Interest Approach: (What activity/strategy is being used to introduce the lesson)

Procedures/ Activities: (A clear description of activities listed in steps. Add more steps as needed.)

Assessment Strategies: (How will students be assessed)

Accommodations/ Remediation: (Explain how lesson may be taught differently for students with exceptional needs)

CTSO Activity: (What activity within a Career Tech Student Organization would this lesson best align)

Available Industry Credential(s): (What approved industry credential does this lesson best align with)

Embedded Numeracy: (How are math standards being incorporated into this lesson?)

Embedded Literacy: (How are literacy and writing standards being incorporated into this lesson?)