



## **I. OVERVIEW**

The Agricultural Education LDE is an individual event. The event is developed to help participants in their current job search for future employment as a school-based agricultural education instructor.

## **II. PURPOSE**

The Agricultural Education LDE is designed for FFA members to develop, practice and demonstrate skills in teaching agricultural education. Each part of the event simulates, as closely as possible, real-world classroom teaching and learning activities and procedures.

## **III. ELIGIBILITY**

This event is open to students in grades 9-12 who are agricultural education students and are paid members of a chartered Georgia FFA chapter. Each student's name must appear on the chapter's FFA roster at least 10 days prior to competition in this event above the chapter level.

## **IV. SPECIAL NEEDS REQUEST**

To report any special needs or request special services for a student to compete in a Career/Leadership Development Event or FFA Award area (Area or State level), it is the responsibility of the FFA advisor to provide a detailed, specific request and explanation in writing. Requests should include written documentation from the school system verifying the IEP and need being requested. Written requests must be submitted to the CDE/LDE Superintendent prior to registering for the CDE/LDE (at least 3 weeks prior to the date of competition).

## **V. RULES**

1. The activity is limited to one participant per chapter.
2. It is highly recommended that participants be in FFA official dress as outlined in the Official FFA Manual.
3. Each participant's lesson plan must be written by the student delivering the lesson plan and must be from his or her own effort. However, assistance from an agriculture teacher is allowed and highly recommended.
4. All instructional materials including flip charts, handouts, visual aids, etc. will be the result of each participant's own efforts. Equipment provided by the event director will include: LCD projector, screen, and computer
5. Any participant in possession of an electronic communication device in the competition area is subject to disqualification.
6. The top two placing students in each Area CDE will advance to the state CDE.

## VI. EVENT FORMAT

### Area Level

On the Area level, the Agricultural Education CDE will consist of three parts:

1. Organize, prepare and write a lesson plan using the “Lesson Plan Submission” guidelines below.
2. Teach a 4-6 minute interest approach from the lesson plan to a panel of judges; no students will be present and judges will not ask follow-up questions.
3. Complete a multiple-choice exam

### State Level

On the state level, the Agricultural Education CDE will be conducted in four parts:

1. Organize, prepare, and write a lesson plan
  2. Teach the lesson plan to a panel of judges
  3. Answer oral questions
  4. Complete a multiple-choice exam
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1. Lesson Plan Submission  
Each participant will submit a completed lesson plan to the CDE superintendent by the due date. The lesson plans will then be reviewed and scored by a selected panel of experienced judges.
    1. Each individual will create a lesson plan that includes each of the following: anticipatory set, one learning objective, content, content questions, teaching procedures, closure, and assessment. (Addressed in provided template.)
    2. Each lesson plan should be the result of a student’s own efforts with assistance from their agriculture teacher. Any facts from informational sources such as textbooks, magazines, or websites included in the lesson must be cited and referenced as a part of the lesson plan.
    3. Lesson should be based on a 10 to 12-minute classroom period.
    4. Each individual will create a lesson plan focusing on a core agriculturally-based subject area and taught on an appropriate grade level. Each lesson should include the Georgia Performance Standards that corresponds with the selected topic.
    5. The lesson topic may be selected from the following areas:
      - a. Agribusiness Management
      - b. Agricultural Mechanics
      - c. Agriscience
      - d. Animal Science
      - e. Forestry/ Natural Resources
      - f. Plant Science/ Horticulture
      - g. Veterinary Science

### 2. Delivering the Lesson

1. At the state CDE, during the preliminary round of competition, each participant will be expected to present a lesson covering their submitted lesson plan to a panel of judges.
2. A student-centered, engaging lesson shall be taught using one or more of the following teaching methods:
  - a. Demonstration/Simulation
  - b. Brainstorming (Think-Pair-Share)
  - c. Lecture/Discussion
  - d. Role Play
  - e. Case Study/Problem Solving
  - f. Individualized Application
3. The lesson presentation will be a minimum of 10 and a maximum of 12 minutes long. Participants are to be penalized five points per minute on each judge's score sheet for being under ten minutes or over twelve minutes. A time warning will be given at 8 minutes and 10 minutes. Participants should work with their agriculture teachers to ensure that appropriate topics are selected for a 10 to 12-minute lesson. Competent, impartial persons will be selected to play the role of "participating students" for the duration of all contestants' teaching performance. Participants are encouraged to present student-engaging lessons to fully utilize the mock students provided.
4. Participants may provide handouts, worksheets, and other printed material to the "participating students" as long as these materials were pre-submitted in the original lesson plan. Participants should plan for no more than 5 "participating students". Use of any printed material not included in the original lesson plan is grounds for disqualification.
5. Following the delivery of the participant's lesson, judges will be allotted 3 minutes to ask questions related to the development and delivery of the participant's lesson plan.
6. At the state CDE, the Final 4 participant round only:
  - a. Top four participants will be required to present a second teaching presentation.
  - b. The participants will draw three specific topics from the pool of 12 pre-determined topics, relating to the industry of agriculture. After selecting the topic on which they desire to teach, all three topics will be returned to the pool.
  - c. Participants will be admitted to the preparation room at 15-minute intervals and given exactly 30 minutes for topic selection and preparation. Students will use this 30-minute time period to prepare their lesson plan for the teaching presentation. The lesson plan created during this time will not be scored. The lesson plan score from the participant's original submission will carry over to the final score.

- d. Students may bring materials and supplies to help them prepare for this portion of the event. The officials in charge of the event will screen reference material using the following guidelines:
1. Must be limited to five items.
  2. These resources can be:
    - a. Printed material such as books or magazines. References should be in original format.
    - b. Printed compilations of materials collected from internet research.
    - c. To be counted as one item, a notebook or folder of collected materials may contain no more than 100 single-sided pages or 50 double-sided pages numbered consecutively.

**\*\* Premade lesson plans from any company or the GA Ag Ed Website will not be allowed. \*\***
  3. Participants may have up to 10 minutes to conduct online research.
    - a. Computers may be provided.
    - b. Access to email, Dropbox or any previously prepared materials are prohibited.
    - c. A room monitor will be the official timekeeper for each contestant's technology time.
  4. The use of prepared notes or premade lesson plans, even if accessed with technology time, is prohibited and will be grounds for disqualification.
  5. Any notes created for use towards the lesson plan must be made during the 30-minute preparation period.
  6. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
- e. Twelve teacher presentation topics will be prepared by the event superintendent and will include three themes from each of the following categories:
1. Leadership and FFA
  2. Agriculture History
  3. Innovation and technology in agriculture
  4. Food and fiber systems

### 3. Questioning

1. Participants will be interviewed by a panel of judges asking questions relating to handling real-life scenarios related to being an agriculture education teacher.
2. Participants will be asked five predetermined questions. There will be a maximum of 5 minutes to answer all 5 questions.
3. Each question is worth a maximum of 20 points each for a total of 100 points.
4. If a student runs out of time before answering each of the 5 questions, they will lose points for each of the questions left unanswered.
5. Students will be scored based on the accuracy of their responses.
6. Sample questions are included at the end of this handbook.

#### 4. Exam

1. Students will take a written, multiple-choice exam related to teaching secondary agricultural education.
2. The exam will contain 25 multiple choice questions. Each question is worth 4 points.
  - a. 20 questions will be developed from specific chapters from “*Handbook on Agricultural Education in Public Schools*” as indicated in the references. Specific chapter selections will be emailed out by the event superintendent prior to the event.
  - b. The remaining 5 questions will come from the Georgia Agricultural Education Program of Work for High School Teachers
3. A maximum of 30 minutes will be allotted for the completion of the exam.

#### VII. SCORING

Area CDE - The lesson plan has a maximum point value of 100. The exam has a maximum point value of 100 points. The teaching of the interest approach will be scored using the Interest Approach rubric. The maximum point value of the Interest Approach teaching will be 100. Total possible points at the Area CDE are 300.

State CDE - The state Agriculture Education LDE will be scored using a 100-point rubric, each of the four LDE components are worth 100 points for a total maximum participant score of 400 points. In the preliminary round, a participant’s lesson plan score (max of 100), teaching performance score (max of 100), oral questions (max of 100), and written test (max of 100) will be combined into a final score. The combination of scores will be used to advance individuals to the final round. In the final round, each participant’s original lesson plan score (maximum of 100), test score (maximum of 100), and oral questions (maximum of 100) will carry over and be added to the new presentation score (from the finals round) to reach a new total score.

#### VI. TIE BREAKER

Tiebreakers will be settled in the following order:

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

#### VII. AWARDS

Awards shall be determined each year by the Board of Trustees of the Georgia FFA Foundation. The event is made possible through the Georgia FFA Foundation as a special project of an industry sponsor or from the Foundation General Fund. At minimum, awards will recognize the first-place individual in each area, and the first and second place individuals at the state level.

#### VIII. REFERENCES

Handbook on Agricultural Education in Public Schools. Phipps, Osborne, Dyer, and Ball. Cengage Learning

*The Ag Teacher’s Manual / Local Program Success.* (1998). Larry Downes  
Georgia Agricultural Program of Work for High School Teachers

**SCORING RUBRIC FOR AGRICULTURAL EDUCATION CDE:**

**LESSON PLAN**

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

Lesson Plan Component	Criteria	Scale	Comments
Anticipatory Set/Interest Approach	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 a demonstration.	1 2 3 4	
	The set previews what is to be learned. (in a local context if possible).	1 2 3 4	

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

Written Objective	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

Content	Content materials are appropriate for the age and grade of particular students.	1 2 3 4	
	Content is engaging, applicable to the real world, and meaningful to students.	1 2 3 4	
	Worksheets, printed materials, demonstrations, and other learning tools facilitate learning the lesson objective and have clear directions.	1 2 3 4	
	Science, Technology, Engineering, or Mathematics (STEM) is integrated within the lesson.	1 2 3 4	

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

Lesson Plan Component	Criteria	Scale	Comments
<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.	1 2 3 4	
	Follow-up questions are prepared based on probable student answers to the initial question.	1 2 3 4	

**Total Points \_\_\_\_\_ / 8**

<b>Teaching Procedures</b>	The teaching strategy effectively leads to achieving the lesson objective.	1 2 3 4	
	Teaching techniques actively engage students.	1 2 3 4	
	Procedures are specific, organized, and easy to follow.	1 2 3 4	
	Procedures are appropriate for the objective covered in this lesson.	1 2 3 4	
	Problem-solving is utilized as part of the teaching procedure.	1 2 3 4	

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

<b>Closure</b>	Closure is clear and learning is reviewed.	1 2 3 4	
	Closure indicates application to a real-world setting.	1 2 3 4	
	Closure sets the stage for future learning.	1 2 3 4	

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

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

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

**Grand Total Points \_\_\_\_\_ / 100**

**SCORING RUBRIC FOR AREA AGRICULTURAL EDUCATION CDE:**  
**TEACHING PERFORMANCE**

AgEd LDE Interest Approach Rubric – For use at Area level CDE only.

	<b>Criteria</b>	<b>Rating</b>	<b>Comments</b>
<b>Interest Approach</b>	<b>Hook/Attention-</b> <i>Should be designed to capture students' initial interest. No matter the technique used, the duration of the interest approach should be short and should be directly related to the topic of the forthcoming lesson.</i>	/20	
	<b>Desire/Student Connection-</b> <i>Should be learner centered. Students should be able to see personal relevance of the lesson's topic.</i>	/20	
	<b>Focus/Bridge-</b> <i>Remind students of what has been previously learned and connect that to what they are going to learn next.</i>	/20	
	<b>Overview/Objectives-</b> <i>Share the lesson's learning objective(s) with your students to provide an overview of the lesson.</i>	/20	
	<b>Preparation/Organization-</b> <i>Procedures and concepts of interest approach are specific, organized, and easy to follow.</i>	/10	
	<b>Use of Prepared Teaching Artifact</b> <i>Utilization of prepared teaching artifact developed/gathered prior to teaching. (ex. props, educational realia, digital platform, etc.) Preparation prior to presentation evident.</i>	/5	
	<b>Enthusiasm/Task-Oriented</b> <i>Displays enthusiasm for the subject and interest approach. Uses gestures, facial expressions, good tone, expressive speech, etc.</i>	/5	
	<b>Total Score:</b>	/100	

**General comments and feedback-**





## SCORING RUBRIC FOR STATE AGRICULTURAL EDUCATION CDE:

### TEACHING PERFORMANCE

Performance Scale

1= Not Acceptable, 2=Needs Improvement, 3=Good, 4=Excellent

<u>Performance Criteria</u>	<u>Rating</u>	<u>Suggestions/ Comments</u>
<b>Interest Approach:</b> - <b>Reviews previous work effectively</b> - <b>Creates relevancy for learning the subject</b> - <b>Incorporates visual aid or demonstration</b> - <b>Previews what is to be learned</b>	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	
<b>Lesson Objective:</b> - <b>States the objective (verbal &amp; written)</b> - <b>Relates to experiences of students</b> - <b>Provides students with the opportunity to learn the objective</b>	1 2 3 4 1 2 3 4 1 2 3 4	
<b>Provided Input:</b> - <b>Provides appropriate instructional materials</b> - <b>Uses instructional materials efficiently</b> - <b>Provides assistance to students as needed</b> - <b>Demonstrates subject technical knowledge</b> - <b>Provides clear instructions for assignments</b>	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	
<b>Checked for Comprehension:</b> - <b>Uses class discussion effectively</b> - <b>Distributes questions among students</b> - <b>Provides students with knowledge of their progress (feedback)</b>	1 2 3 4 1 2 3 4 1 2 3 4	
<b>Modeled Ideal Behavior:</b> - <b>Illustrates concepts clearly</b> - <b>Provides opportunity to apply and practice concepts/skills</b>	1 2 3 4 1 2 3 4	
<b>Achieved Closure:</b> - <b>Summarizes key points/concepts</b> - <b>Concludes lesson with definite decision(s) and/or recommendation(s)</b> - <b>Sets the stage for new learning</b>	1 2 3 4 1 2 3 4 1 2 3 4	
<b>Assessment:</b> - <b>Provides clear instructions for completion</b> - <b>Distributes assessments efficiently</b> - <b>Allows adequate time to complete assessment</b>	1 2 3 4 1 2 3 4 1 2 3 4	
<b>Enthusiasm/ Task Oriented</b> - <b>Displays enthusiasm for the subject and teaching</b> - <b>Uses gestures, facial expressions, and expressive speech</b>	1 2 3 4 1 2 3 4	

Total Points \_\_\_\_\_ / 100

Below is a list of sample questions to better prepare the participant for the oral question phase of the event. Oral questions will be asked during the assigned time frame during the event.

- How would you deal with a student that was a discipline problem in your classroom?
- You are replacing a respected teacher. How would you approach your first year in this type of program?
- You are replacing a teacher that did very little teaching in the classroom and did very few FFA related activities. How would you change that attitude within the school and community?
- Your Superintendent allocated \$20,000 for equipment for the agricultural education program. How would you plan to effectively spend this equipment money?
- You have an FFA member on the land judging team that has only attended half of your practices and he/she wants to get out of school to compete at the area land judging CDE. How would you deal with this situation?
- Your 40-day extended contract got cut to 20-days. How would you deal with this situation?
- A rumor has spread that one of your FFA members was drinking alcohol at the recent State FFA Convention. How would you handle that situation?
- You have a very talented member that says they cannot fit an agriculture course into their class schedule. How would you handle this situation?
- How would you adapt your lessons to meet the needs of students with learning disabilities in your classroom?
- You have a group of students who want to compete in a judging event in which you have no experience. What would you do to provide your students this experience?
- You are a first-year teacher, and you have a student with a great SAE program and you want them to fill out a proficiency application. However, the past teacher did not have students keep SAE records. What would you do to help this student?
- You are a first-year teacher. How do you determine what content to teach in your courses?
- Give an example of how to increase agriculture enrollment in your local program.
- Pick an agriculture course and describe three hands-on activities you would incorporate into that course's specific curriculum.
- Give several examples of how you would engage your students within the FFA.
- You come into a program that only has \$1,000 in the FFA account. Give some examples of potential ways to increase your chapter funds.
- You come into a program, and you have to teach a class (ex: Horticulture) that you have little experience or knowledge. What would you do to effectively prepare and deliver lessons in this course?
- What are program standards for Agricultural Education programs and why are they important?