



WASHINGTON  
FFA ASSOCIATION

# Agricultural Education Leadership Development Event Handbook Revised 2022

# Purpose & Objectives

## **Purpose**

The purpose of the Agricultural Education Career Development Event is to provide individuals with basic skills necessary for a career as an agricultural educator. Agricultural teachers strive to make learning enjoyable through hands-on, student-centered learning and application of skills and knowledge to real-world problems. Agriculture Education incorporates classroom and laboratory instruction, supervised agricultural experiences (SAE), and the FFA to allow for the personal development of students both inside and outside the classroom to better prepare them for success in life.

## Event Rules

**\*\*If there are any questions or issues, the State FFA Advisor will make the final decision\*\***

- It is highly recommended that participants wear FFA Official Dress for this event or wear lesson appropriate wear (i.e. lab coats, etc.)
- Each participant's lesson plan will be the result of his or her own efforts. It is expected that the participant will take advantage of all available training facilities at his or her local school in developing his or her teaching ability. Facts, working data, and classroom techniques may be secured from any source but must be appropriately documented.
- Each participant will need at least one other FFA member to attend and participate as a student in a flight that does not contain members of his/her chapter.
- Participants will report to the orientation meeting for instructions at the time and place shown in the current year's schedule of events.
- Three to eight competent and impartial persons will be selected to judge the event. At least one judge should have an agricultural education background. Any advisor who has a student competing in a lesson event may not serve as a judge for that respective lesson event.
- A maximum of 2 students per district may compete.

## Event Format

This event is an individual event where participants develop a written lesson plan, conduct a presentation of their lesson plan, and take a written exam. A new agricultural content area will be chosen from a rotating list each year for participants to base their lesson plans on. The list is as follows:

- Agribusiness systems (2022-2023)
- Animal systems (2023-2024)
- Biotechnology systems (2024-2025)
- Environmental service systems (2025-2026)
- Food products and processing systems (2026-2027)
- Natural resources systems (2027-2028)
- Plant systems (2028-2029)
- Power, structural and technical systems (2029-2030)

## Equipment

### **Materials Provided:**

- Projector
- Projector Screen

### **Materials Students Must Provide:**

- Pencils
- Clipboard
- Instructional Tools (i.e. Flip charts, handouts, visual aids, etc.)
- Computer and additional audiovisual equipment

## Team Activities

There are no team components in this event.

## Individual Activities

### **WRITTEN PRACTICUM**

#### **LESSON PLAN (100 Points)**

The lesson plan must focus on one or more standards from the current AFNR Content Standards. Facts and working data may be secured from any reliable source but must be appropriately documented. Lesson plans must be submitted with teaching materials (handouts, etc) by the deadline date communicated by the coordinator. Failure to meet the lesson plan deadline and/or follow the annual agricultural content area may result in disqualification at the discretion of the LDE coordinator. Prior to the event, the content and composition of all lesson plans will be individually scored, without collaboration, by three to four qualified individuals using the lesson plan rubric. The scores will then be averaged by the LDE Coordinator.

### **KNOWLEDGE PRACTICUM**

#### **WRITTEN EXAM (50 Points)**

Twenty-five multiple choice questions will be given to each participant. The exam will be based on the listed resources (see end of document). Twenty questions will address teaching and learning in agricultural education. Five questions will address content area knowledge relevant to the AFNR systems pathway for that year. 30 minutes will be allowed for completion of the exam.

### **PERFORMANCE PRACTICUM**

#### **LESSON PLAN DEMONSTRATION (250 Points)**

Participants will have 8 - 10 minutes at the preliminary level and 13-15 minutes at the state level to demonstrate a component of their lesson plan. Participants will have 5 minutes to set up materials for their presentation. Participants are allowed to use their written lesson plan during their presentation, however, points may be deducted. Presentation judges will be furnished with copies of the participants' lesson plan, which they will use to formulate questions and follow the lesson.

A designated timekeeper will record the time used by each participant in delivering his or her lesson, noting the number of seconds under time or over time for which deductions will be made. One point will be deducted for every 60 seconds over or under time. Participants going over time by more than 5 minutes will be stopped and penalized an additional 5 points (10 points total).

At the time of the event, each judge, without collaboration with others, will use the official rubric to score each participant on the delivery of the lesson. They will also complete a judge's comment card.

The judges' score sheets will then be submitted to the LDE Coordinator to determine final ratings of participants. The LDE Coordinator will average lesson plan scores, lesson delivery scores, and response to question scores from each judge. These averaged scores will be added along with the written test score for each participant. The participant with the highest scores from each preliminary flight will advance to finals.

#### **RESPONSE TO JUDGE'S QUESTIONS (100 Points)**

Participants will answer up to 5 minutes of questions that judges develop based on their lesson plan and performance. Questions shall pertain directly to the participant's lesson. Judges will score each participant on the ability to answer all questions asked by judges during the five-minute timeframe for questions.

When all participants have finished their lesson demonstrations and responses to questions from the judges, each judge will total the score for delivery and response to questions for each participant. The timekeeper(s) record will be used to determine deductions after the presentation has been scored.

## FINALS

Students will be given 25 minutes to review the lesson and prepare. Students will have 5 minutes to set up their classroom. Students will then have 13-15 minutes to demonstrate the lesson in front of judges. After their lesson demonstration, participants will answer 5 minutes of questions from the judges.

In the finals round, participants will be judged on their delivery of the lesson and response to questions. Each judge will total the score for delivery and response to questions from the final round for each participant. The timekeeper(s) record will be used in computing the final score after the presentation and response to questions have been scored. Each judge, without collaboration with others, will rank participants based on the final round lesson delivery and response to question scores. The judges' score sheets and rankings will then be submitted to the LDE Coordinator to determine final rankings of participants. Final placings will be determined by raw score.

Only the top four individuals will receive a ranking. The lesson plan rubrics and comment cards, written exam score, and delivery rubrics along with comment sheets, and response to questions rubric will be presented to the participants after the awards function.

## Scoring

Lesson Plan	100
Lesson (delivery)	250
Response to Question	100
Written Test	50
<b>Total Points</b>	<b>500</b>

## TIEBREAKERS

### PRELIMINARY ROUND

1. Lesson delivery score
2. Response to questions
3. Written exam
4. Lesson plan

### FINAL ROUND

1. Response to questions
2. Raw score from final round

## References

*This list of references is not intended to be all inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources should be used.

- Handbook on Agricultural Education and Public Schools (6<sup>th</sup> addition, Phipps, Osborne, Dydr, Ball)
- National AFNR Content Standards
- Agricultural Textbooks
- Teaching and Learning Books
  - Teacher's (Clarity) Playbook
  - Current College of Education required texts.
- Official FFA Manual (current year)
- Washington OSPI website - [www.k12.wa.us/](http://www.k12.wa.us/)
- Washington FFA Association Website - [www.washingtonffa.org](http://www.washingtonffa.org)
- Lesson Plan Template (Required)

## Agricultural Education CDE: **LESSON PLAN** Scoring Rubric

Member Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

CATEGORY	Exemplary 5	Proficient 4	Basic 3-2	Unsatisfactory 1-0	Score
<b>Title/ Unit</b>	The title is concise relevant, and creative. The unit is accurate and fits into the state approved curriculum/ standards.	The title is relevant. The unit is accurate but does not fit within the defined area.	The title lacks focus. The unit lacks detail and is not clearly defined within the curriculum.	The title is off base and lacks organization. The unit does not fit within the area or curriculum.	
<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 not utilized. The references list is lacking detail, such as citations, or is completely missing.	
<b>Documentation of Teaching 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>Subtotal</b>					
CATEGORY	Exemplary 15-13	Proficient 12-9	Basic 8-5	Unsatisfactory 4-0	Score
<b>Objectives</b>	Objectives are clear and concise, pertinent to lesson, written in an assessable manner, and align to state standards.	Objectives are pertinent to lesson written in an assessable manner, and align to state standards.	Objectives are too broad and would be difficult to assess. They do not align to state standards.	Objectives are not focused, written in a non-assessable manner, and do not provide direction to the unit.	
<b>Interest Approach, Link, &amp; Overview</b>	Grabs the students' attention, engages students, connects to previous knowledge, develops relevancy for learning the content, previews what is to be learned and, is creative, innovative, & well thought out.	Grabs the students' attention, well thought out, engages the students, establishes need for the lesson.	Fails to engage the student, provides little focus for the lesson.	Focus, creativity, and student engagement is lacking.	
<b>Content</b>	Content is provided in sufficient detail for others to teach the lesson and aligns with objectives. Higher order thinking questions are prepared with answer starters	Content outline is provided for relevant content but lacks detail. Some higher order questions provided.	Minimal content outline. Content mostly aligns with objectives. Lower order questions.	Minimal content outline. Content does not align with objectives. No questions.	
<b>Subtotal</b>					
CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Methods</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>Application</b>	Students are provided with an opportunity to apply the information that was taught in the lesson. Clear directions for application activity are provided.	Students are provided with an opportunity to apply the information that was taught in the lesson. Directions or expectations for application activity are unclear.	The application activity does not require students to apply what they have learned or is too difficult based on content covered in lesson. Directions or expectations are unclear or unrealistic.	No opportunity for students to apply the information that was taught in the lesson.	
<b>Conclusion</b>	Main points and objectives are successfully reviewed, students are engaged, and student comprehension is assessed.	Main points and objectives are reviewed, students are somewhat engaged, and partial student comprehension is assessed.	Main points and objectives are inadequately reviewed by teacher with no student engagement and minimal student comprehension assessed.	Main points and objectives are not reviewed. No student comprehension assessed.	
<b>Assessment (formative &amp; summative)</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>Subtotal</b>					
<b>Spelling, punctuation, grammar</b>	Deduction for Spelling, punctuation, & grammar issues • - 5 Minor issues: do not distract from lesson   · - 10 Moderate issues: distract form lesson   · - 15 Major issues: lesson hard to follow				
<b>Total Possible Points: 100</b>					

Comments:

**Agricultural Education CDE: Lesson Delivery Scoring Rubric, Pg.1**

Member Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category	Exemplary 10--7	Proficient 6--3	Basic 2--0	Score	X factor	Total Score
<b>Teaching Performance</b>						
<b>Follows Lesson Plan &amp; Organization</b>	The lesson follows the content of the lesson plan. Transitions help students build on previous knowledge, follow content, and move between activities. Lesson and materials are well organized in logical format.	The lesson follows the content of the lesson plan a majority of the time and builds on previous knowledge. Some transitions. The lesson/materials were somewhat organized.	Instruction followed the content of the lesson plan sporadically. Did not build on previous knowledge. Abrupt transitions. Lesson/materials had little organization and disrupted the lesson.		x2	
<b>Methods</b>	Appropriate teaching methods are used based on learning objectives and implemented effectively. Instructional strategies enhanced the lesson. Methods and activities allow students with various learning styles to excel.	Most teaching methods are appropriate based on objectives. Methods are somewhat effectively implemented. Methods address some different learning styles.	Teaching methods are not appropriate based on objectives. Methods are ineffectively implemented. Methods only address one type of learner.		x2	
<b>Objectives</b>	Lesson Objectives are overviewed (beginning of lesson) and/or activities are tied to lesson objectives (later in lesson) with students	Overview or connection of objectives and activities are weak. Activities align with lesson objectives, but students are unaware of connection.	Lesson objectives are not mentioned. Connection between learning activities and objectives unclear.		x2	
<b>Student Motivation &amp; Engagement</b>	Principles of student motivation used to develop an internal motivation in students and a felt need to know the content. Participant engaged students and used appropriate visual aids and manipulatives to enhance instruction throughout lesson.	Some effort made to increase internal motivation of students to learn the content. Participant made attempts to engage students with some challenges. Appropriate visual aids and manipulatives are used to enhance instruction at some points of lesson.	Only external motivation is offered for students to learn. Little to no student engagement was developed throughout a majority of the lesson. Visual aids and manipulatives are not appropriate, do not enhance instruction, or become distracting.		x2	
<b>Checking for Understanding &amp; Feedback</b>	Questions and formative assessment strategies are effectively used to check student comprehension. Positive and constructive feedback are provided to students throughout lesson.	Some questions asked to check student comprehension. Limited feedback given. OR Only positive or only constructive feedback given.	Ineffective attempts or no formative assessment performed. Little to no feedback provided.		x2	
<b>Conclusion</b>	Students are engaged in summarization of each key concept from lesson or activity covered.	Teacher summarizes key concepts from lesson or activity covered. Limited student engagement.	Key concepts from lesson or activity are not summarized.		x1	
<b>Understanding of Content &amp; Methods</b>	Participant had a solid grasp of the content and methods he/she was teaching.	Participant had a good grasp on content and methods with only 1- 2 challenges.	Participant had a very basic understanding of the content and methods with several challenges.		x2	

*Teacher Presence Comments:*

## Agricultural Education CDE: **Lesson Delivery** Scoring Rubric, Pg.2

Member Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Category	Exemplary 10--7	Proficient 6--3	Basic 2--0	Score	X factor	Total Score
<b>Teacher Presence in the Room</b>						
<b>Characteristic of Effective Teachers</b>	Exhibits clarity, variety, enthusiasm, and task-oriented behaviors throughout lesson.	Exhibits most characteristics of effective teachers.	Exhibits few to no characteristics of effective teachers.		x2	
<b>Opportunity to Learn</b>	Interacts with all students. Reads verbal and non-verbal cues from students. Makes adjustments to meet student needs.	Interacts with most students in the room. Aware of student cues and needs. Attempts to make adjustments.	Interacts with few students in the room. Unaware of student cues and needs. Struggles to adapt to meet the needs.		x2	
<b>Learning Environment</b>	Creates a positive learning environment. Uses verbal and non-verbal communication to reinforce desired student behavior. Manages student behavior in a constructive way.	Mostly positive learning environment. Mostly models and reinforces desired behavior. Manages student behavior in a constructive way.	Negative learning environment. Limited modeling and reinforcing of desired behavior. Manages student behavior in a negative way.		x3	
<b>Communication &amp; Poise</b>	Communicated in an appropriate, effective manner throughout the entire lesson. Exhibits confidence. Maintains good eye contact.	Participant had some challenges with their communication, at times using ineffective language. Sometimes exhibits lack of confidence. Some eye contact.	Participants struggled to communicate with the age appropriate language and it had major effects on the lesson. Often exhibits lack of confidence. Limited to no eye contact.		x2	
<b>Movement &amp; Room Use</b>	Participant used the whole room effectively throughout the presentation, moving in natural way.	Participant used most of the room effectively during many parts of the presentation.	Participant made little use of the space provided.		x2	
<b>Pace</b>	The flow of the lesson (pace) was appropriate and responsive to students.	The pace was inconsistent. Pace dictated by teacher needs rather than student needs.	The lesson was too fast or too slow for students.		x1	
<b>Time Deductions</b>	Time (1- point deduction for every 60 seconds over or under time) Students stopped at 5 minutes over time and have 5 additional points deducted (10 points total). <ul style="list-style-type: none"> <li>• Preliminary: 8-10 minutes</li> <li>• Final: 13-15 minutes</li> </ul>					
<p><i>Teacher Presence Comments:</i></p>						
<b>Total Possible Points: 250</b>						

**Agricultural Education CDE: Response to Questions Scoring Rubric**

Member Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category	Exemplary 10--7	Proficient 6--3	Basic 2--0	Score	X	Total Score
<b>Response to Questions</b>						
<b>Completeness</b>	Responds to all parts of the question.	Responds to some parts of the question.	Does not respond to the question asked. Answer is off topic.		X2	
<b>Accuracy</b>	Responses are accurate and demonstrate a strong understanding of education.	Responses are somewhat accurate and demonstrates a limited understanding of education.	Responses are not accurate and demonstrated a very limited understanding of education.		X4	
<b>Support</b>	Provides strong examples or evidence to support his or her responses.	Provides few or weak examples or evidence to support his or her responses.	Does not provide examples or evidence or provides inaccurate examples or evidence to support his or her responses.		X3	
<b>Organization</b>	Responds with organized thoughts and concise answers.	Responds with somewhat organized thoughts but lacks concise answers.	Answers are unorganized and long-winded.		X1	

**Total Possible Points: 100**

*Response to Questions Comments:*



<b>Lesson Plan Template</b>		<b>Instructor:</b>	
<b>Course:</b>			
<b>Unit:</b>			
<b>Lesson:</b>			
<b>Estimated Time:</b>			
<b>Standards/Competencies:</b>			
<b>Objectives (3-5, at least 1 HOTS Objective):</b>			
<b>Equipment &amp; Supplies:</b>			
<b>References &amp; Resources:</b>			
<b>Situation:</b>			

<b>Student Preparation (including overview, link, and interest approach):</b>

Learning Activities	
Instructor Directions/Methods	Content Outline/Key Points

Application	
Instructor Directions/Methods	Content Outline/Key Points

Closure/Summary	
Instructor Directions/Methods	Content Outline/Key Points

Evaluation	
Formative	Summative

<b>EXAMPLE</b> -- Instructional Plan		Instructor:	
<b>Course:</b>	Name of the course that the lesson is within e.g. Plant Science		
<b>Unit:</b>	Name of the unit that the lesson falls within e.g. Plant Propagation		
<b>Lesson:</b>	The lesson title should be as clear as possible e.g. Preparing for Plant Propagation		
<b>Estimated Time:</b>	Usually a "daily" lesson, but can be several days in length e.g. 55 minutes		
<b>Standards/Competencies:</b>			
<p>Include one or two AFNR learning standards for the competency e.g. PS.01.02.01.a Identify the major components of growing media and describe how growing media support plant growth.</p> <p>Can also include core academic standards (e.g. Math, Language Arts, NGSS-Sci, etc.) e.g. <a href="#">CCSS.MATH.CONTENT.HSA.CED.A.1</a> - Create equations and inequalities in one variable and use them to solve problems.</p>			
<b>Objectives (3-5, at least 1 HOTS Objective):</b>			
<p>Include two or three learning objectives (what you want students to know and be able to do) At least 1 should be a Higher Order Thinking Objective. e.g. Students will be able to list the five materials needed to propagate a plant</p>			
<b>Equipment &amp; Supplies:</b>			
<p>Include all equipment (e.g. computer projector) Supplies (e.g. propagating media) needed for the lesson</p>			
<b>References &amp; Resources:</b>			
<p>Resources and references - Include: title, citations, &amp; links e.g. <b>Propagation by Cuttings, Layering and Division</b>, Virginia Cooperative Extension VCE Publication # 426-002, <a href="https://pubs.ext.vt.edu/426/426-002/426-002.html#L2">https://pubs.ext.vt.edu/426/426-002/426-002.html#L2</a></p>			
<b>Situation:</b>			
<p>Describes the situation where the lesson will be taught e.g. The lesson will be taught in the greenhouse to 15 students. There are 3 students with IEP requiring chunking and extra time Remind students that lab reports are due next Friday</p>			

<b>Student Preparation (including overview, link, and interest approach):</b>
<p><b>Interest Approach</b> – Develops a “felt need to know” the content within students. Captures students’ interest and develops their motivation for learning the material – students should be able to answer the question: “Why do I need to know this?”</p> <p><b>Link</b> – provides connection o previous knowledge.</p>

**Overview** – reviews objectives and activities for the day.

Learning Activities	
Instructor Directions/Methods	Content Outline /Key Points
<p><i>A large component and substance of the lesson plan</i></p> <p><i>Teacher directions/methods includes how content will be taught</i> e.g. Lecture PPT slides 1-12</p> <p>e.g. Round Robin Brainstorming</p>	<p><i>Also, a large component of the lesson plan</i></p> <p><i>Includes an outline of what is being taught</i> e.g. Asexual propagation involves taking a part of one parent plant and causing it to regenerate itself into a new plant.</p> <p>e.g. The five materials needed to propagate a plant asexually are....</p> <ol style="list-style-type: none"> <li>1. Potting media</li> <li>2. Parent Plant</li> <li>3. Rooting Hormone</li> <li>4. Pot</li> <li>5. Sterile Pruning Shears</li> </ol>
<p><i>Could also include other notes for the teacher</i> e.g. Important question: What type of reproduction is propagation?</p> <p>e.g. Materials: Flipchart paper, makers, timer</p>	

Application	
Instructor Directions/Methods	Content Outline /Key Points
<p><i>Same as above</i></p>	<p><i>How will students apply the content?</i> e.g. students will prepare their workplace by gathering all needed supplies for propagation that will take place the next day</p>

Closure/Summary	
Instructor Directions/Methods	Content Outline /Key Points
<p><i>Same as above</i></p>	<p><i>How will you close your lesson?</i> e.g. students will complete a think/pair/share and an exit slip at the end of the lesson discussing why it is important to have sterile pruning shears for propagation.</p>

Evaluation	
Formative	Summative
<p><i>How will you know students learned the content through the class?</i></p> <p><i>Align the evaluation with the lesson's objectives</i></p> <p>e.g. The instructor will review exit tickets &amp; Check workstations for required supplies.</p>	<p><i>How will you know students learned the content at the end of a lesson, unit or course?</i></p> <p><i>Align the evaluation with the lesson's objectives</i></p> <p>e.g. The instructor will quiz students on the five things needed for plant propagation on unit exam</p>

## [AFNR Content Standards](#)