

# **AGRICULTURAL EDUCATION**

*Revised 01/31/2022*

## **PURPOSE:**

The purpose of the agricultural education career development event is to excite and inspire students to develop, practice, and demonstrate skills necessary for a career in agricultural education. Students will be equipped with the ability to create and present lessons, develop a greater understanding of AFNR standards, prepare relevant assessments, and work with youth in an engaging manner.

## **OBJECTIVES**

- To develop an understanding of standards and benchmarks
- To develop effective and accurate lesson plans
- To develop strong assessment strategies
- To learn skills needed for efficient classroom management
- To teach various concepts of agriculture to diverse groups of students
- To utilize various methods of teaching concepts to an audience
- To understand the value of a career in agricultural education
- To utilize effective presentation skills

## **STANDARDS & BENCHMARKS**

### *New Mexico AFNR:*

- **COMM.II.II-A.** Develop good reading skills to enable reading of technical materials with understanding and fluency.
- **COMM.II.II-B.** Compose written material to present technical information.
- **COMM.II.II-D.** Develop speaking skills to present information orally in formal and informal situations.
- **COMM.II.II-E.** Develop speaking skills to present information orally in formal and informal situations.
- **PSCT.IV.IV-A.** Formulate ideas, proposals, and solutions to handle problems.
- **ITA.VI.VI-C.** Use writing and publishing application.
- **ITA.VI.VI-D.** Use presentation applications.
- **LT.XI.XI-D.** Include self, community, diversity, environment, global awareness and knowledge to develop premier leadership.
- **LT.XI.XI-G.** Embrace goal-setting, planning, respect, dependability, loyalty, trustworthiness to develop personal growth.
- **ECD.XIII.XIII-A.** Know the standards and qualifications that must be met in order to enter a given industry.

### *Common Core:*

- **CCSS.ELA-LITERACY.SL.11-12.1.C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **CCSS.ELA-LITERACY.SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **CCSS.ELA-LITERACY.SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **CCSS.ELA-LITERACY.SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **EVENT RULES:**

- Competitors will participate in this event individually.
- Students in grades 7-12 are eligible to participate in this event.
- All participants must wear FFA Official Dress for this event.
- A lesson plan and assessment strategy/rubric should be completed prior to the New Mexico FFA State Convention. The competitor will also be responsible for presenting the lesson, completing individual practicums and tests, and providing all relevant materials.
- Any participant in possession of an electronic device during the event is subject to disqualification.

### **EVENT FORMAT:**

#### ***PHASE 1:***

#### **KNOWLEDGE EXAM (100 POINTS/INDIVIDUAL):**

All participants will complete a 25-question multiple choice quiz that cover all areas of the agricultural education profession as listed in *Foundations of Agricultural Education* by Talbert, Vaughn, Croom, & Lee (2014) (<https://www.pearson.com/us/higher-education/program/Talbert-Foundations-of-Agricultural-Education/PGM203953.html>). This phase of the event will test participants' knowledge of understanding of agricultural education and FFA programming from the perspective of the advisor. Each participant will be allowed 30 minutes to complete the quiz. Each answer has a value of four points.

The following rotation will designate which sections of the above text will be listed on the quiz:

- 2022- Chapters 1-4
- 2023- Chapters 5-8
- 2024- Chapters 9-12
- 2025- Chapters 13-16
- 2026- Chapters 17-20
- 2027- Chapters 21-24

### **LESSON PLAN DEVELOPMENT (200 POINTS/INDIVIDUAL):**

Each participant will complete and submit a lesson plan for a full class period (50 minutes). Lesson plans must be submitted in a PDF format by the set deadline. Lesson plans will be scored by all three judges, and the average score will be designated as the participants score for this practicum.

All required elements of the lesson plan must be completed, and the lesson plan must be the original work of the competitor. The use of existing lesson plans (i.e., CASE, iCEV, etc.) are subject to disqualification. Any links to supplemental materials (i.e., videos, websites, etc.) should be included in the lesson plan. A list of 5 potential lessons for each topic will be announced prior to the submission deadline by the event superintendent. From this list, only one topic may be chosen by a participant annually.

Topics will derive from the AFNR standards on a yearly rotation as follows:

- 2022- Food Products and Processing Systems
- 2023- Environmental Service Systems
- 2024- Biotechnology Systems
- 2025- Animal Systems
- 2026- Plant Systems
- 2027- Agribusiness Systems
- 2028- Power, Structural and Technical Systems
- 2029- Natural Resource Systems

The lesson plan must include the following elements:

- **Standards:** Standards deriving from AFNR and Common Core. Standards must be written in their complete format.
- **Objectives:** Objectives for the lesson written in SWBAT format (“Students will be able to...”) with a strong action verb and descriptions of lesson goals. A minimum of 3 objectives are required.
- **Vocabulary:** Vocabulary words relevant to the lesson.
- **Materials:** All materials, including hand-outs, presentations, and links required for the lesson.

- **Lesson Sequence:** All activities (i.e., Interest Approach, Lecture, Hands-on Activity, Assessment, etc.) to take place during the lesson and the time required.
- **Student Activities Checklist:** Listing of the various strategies to take place during the lesson.
- **Pre-Planned Questions:** Any pre-planned questions to be asked during the lesson to encourage higher learning.
- **Review & Assessment:** The strategies used to check for learning and comprehension.
- **Grading Procedures:** An explanation of what components will be graded and how that will be conveyed to students.

## ***PHASE 2:***

### **LESSON DELIVERY (200 POINTS/INDIVIDUAL):**

A maximum of 10 competitors will be announced to complete the lesson delivery practicum, which will be determined by the cumulative scores comprised of the Knowledge Exam and Lesson Plan Development average score. In the event of a tie, the lesson plan averaged score will be used, followed by the knowledge exam.

Participants will deliver their completed lesson plan in front of a live audience comprised of a maximum of 10 individuals from chapters without an active competitor, and a panel of judges comprised of the following individuals:

- (1) Post-Secondary Agricultural Education Instructor
- (1) Active Secondary Agricultural Educator
- (1) Agricultural Education Student Teacher

From the lesson plan submitted, participants will present a 10-minute component based on the entire 50-minute lesson. Participants will be notified at 10 minutes that their time is up, and they must stop the lesson regardless of progression. Interest approach activities and lecture-heavy lessons may not be presented during this period. All materials for the activities must be provided by the presenter for each participant and judge. Any supplemental materials, including PowerPoint presentations, should be placed on a flash-drive, and prepared to be displayed on a projected screen. All materials required for the lesson should be printed and presented to the judges prior to the lesson delivery.

Participants are allowed 2 minutes to set-up the room once entering and their time will begin following this period. Participants are not allowed to interact with the live audience during this period.

### **ASSESSMENT STRATEGY (100 POINTS/INDIVIDUAL):**

Participants will submit an assessment strategy that relates to their lesson plan along with their final lesson plan in a PDF format. Assessment strategies include, but are not limited to: Presentations, Projects, Hands-On Activities, etc. Multiple choice quizzes/exams are

not permitted to be utilized for this practicum. Guidelines for the activity must be explained on a one-page guide with instructions for completion and submission.

Participants must also develop a grading rubric in conjunction with the assessment strategy, which will replicate procedures used to evaluate student learning. Rubrics must include categories to be scored, the scoring scales to be used, and descriptive text describing the rationale behind the scores. There are no limits to the number of categories to be scored on or specific scoring scales to be used. All rubrics must be relevant to the assessment being conducted and the objectives of the lesson.

All participants must submit an assessment strategy. Only the individuals who advance to Phase 2 and present their lesson will be scored on their Assessment Strategy submission.

### **SCORING:**

Participants advancing to Phase 2 will be determined by their Phase 1 cumulative score, which included the Knowledge Quiz and an average of their Lesson Plan Development. The final ranking will be determined by the ranking of each participant in numerical order on basis of final score following the completion of Phase 2 to be determined by each judge without consultation. The judge's ranking of each participant will be added and the winner will be the participant who's total or rank is the lowest. Other placings shall be determined in the same manner (low point method of selection).

<b>Event</b>	<b>Points</b>
<b>Phase 1 (All Competitors)</b>	
Knowledge Quiz	100
Lesson Plan Development	200
<i>Phase 1 Scores</i>	<i>300</i>
<b>Phase 2 (Top 10)</b>	
Lesson Delivery	200
Assessment Strategy	100
<i>Phase 2 Scores</i>	<i>300</i>
<b>TOTAL SCORE</b>	<b>600</b>