



[NEW JERSEY FFA

CAREER AND LEADERSHIP DEVELOPMENT EVENTS

Teach Agriculture Event

2023

Purpose

To provide an opportunity for members who are aspiring agriculture educators to demonstrate their desire to teach and to promote teaching agriculture as a profession.

Event Rules

- Participants should plan for three to five judges. Judges for this event will have various levels of experience with teaching agriculture (student teachers, retired teachers, current teachers, college professors, agricultural education majors, etc.)
- Participants are encouraged to use whatever materials they see fit, i.e. flip charts, chalk boards, PowerPoints, handouts, etc. No equipment will be provided. Students must provide their own technology.
 - Special Note: Technology issues are not the responsibility of the New Jersey FFA Association. Participants should be prepared with a back-up plan should technology malfunction during the event.
- Participants will be given five minutes to set up and five minutes to take down.
- Participants are encouraged to use curriculum resources; however, they must not plagiarize materials and pass them off as their own.
- It is highly suggested that participants wear proper official dress competing in this event.
- Any participant in possession of an electronic device in the event area is subject to disqualification.
- One student per chapter may compete in this event.

Event Format

The Teach Agriculture CDE will consist of three parts:

- A. Organize, prepare, and write a lesson plan.
- B. Teach the lesson plan to a panel of judges.
- C. Answer oral questions related to the lesson, teaching generally, and classroom management.
- D. Written Exam

A. Lesson Plan

1. Individuals will create a lesson plan, using the official template, that includes each of the following: Cover page (student name, chapter, etc.), lesson specifics (objectives, equipment needed, resources used, etc.), and lesson content (anticipatory set, step-by-step procedures, plan for independent practice, reflection, etc.).
2. Supporting materials such as handouts, assessments and presentation slides should accompany the lesson plan.
3. The lesson plan must be written by the student delivering the lesson and must be from his/her own effort. However, agriculture teacher assistance is highly recommended.
4. The lesson should be based on a 45-minute class period.
5. The content of the lesson is the participant's decision. However, it must relate to one of the Food, Agriculture, and Natural Resources career pathways (Food Products and

Processing Systems, Plant Systems, Animal Systems, Biotechnology Systems, Power, Structural & Technical Systems, Natural Resources Systems, Environmental Services Systems, or Agribusiness Systems).

6. Any facts from information sources such as textbooks, magazines, or websites included in the lesson must be cited and referenced as a part of the lesson plan.
7. A PDF file containing the lesson plan and supporting materials must be uploaded to the state convention participation by April 9, or as outline in the calendar of events.

B. Delivering the Lesson

1. Participants will deliver one objective of their total lesson plan at the State FFA Convention. Participants will begin the lesson demonstration by introducing the lesson title and objectives.
2. The lesson presentation will be a minimum of 8 and a maximum of 10 minutes long. Participants are to be penalized one point per 30 seconds on each judge's score sheet for being under eight minutes. Students will be cut-off at 10 minutes no matter where they are in the presentation.
3. The judges will play the role of participating students for the duration of all contestants' teaching performance.
4. Participants will be evaluated on their facilitation skills, as well as how well they convey the agriculture lesson.

C. Questions

1. All questions will be focused on how to deal with real-life scenarios related to being an agriculture teacher.
2. Each participant will be asked the same three questions with a five-minute total time limit.
3. Sample questions are included below and are related to the lesson plan, teaching, and classroom management.
4. Students will be judged based on the accuracy of their responses.

D. Written Exam

1. Students will take a written exam related to teaching secondary agricultural education.
2. The exam will contain 25 multiple choice questions. The exam will be based on the history of agricultural education, the three components of a quality agricultural education program, teaching methods in agriculture, related professional organizations, etc. Questions will NOT be agriculture content area specific.

Scoring

Participants will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judges' ranking of each participant then will be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection). The lesson plan rank will be used to break a tie.

| | Individual Points |
|---------------------|-------------------|
| Written Lesson Plan | 100 |
| Delivery | 100 |
| Questions | 50 |
| Written Exam | 50 |
| Total Points | 300 |

TIEBREAKERS

In the event of a tie, the participant with the lowest lesson plan rank will be used.

Awards

Awards will be presented to individuals based upon their rankings at the 3rd general session of the New Jersey State FFA Convention. Awards are sponsored by the New Jersey FFA Foundation.

Individual

- 1st - \$100.00 & plaque sponsored by the National FFA
- 2nd - \$75.00
- 3rd - \$50.00

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. The following list contains references that may prove helpful during event preparation.

- Curriculum for Agricultural Science Education (CASE) - <http://www.case4learning.org/>
- MyCAERT (Curriculum, Content, and Assessment for CTE) - <http://www.mycart.com/>
- CEV - <https://www.icevonline.com/>
- Cengage - <https://www.cengage.com/s/agriculture>
- Foundations of Agricultural Education - ISBN-13: 978-0132859608
- Handbook on Agricultural Education in Public Schools - ISBN-13: 978-1418039936
- Methods of Teaching Agriculture - ISBN-13: 978-0131134188
- Agriscience: Fundamentals and Applications - ISBN-13: 978-1305950085
- The Framework for Teaching (Charlotte Danielson) - <http://www.danielsongroup.org/>
- Achieve NJ - <http://www.state.nj.us/education/AchieveNJ/>



NEW JERSEY FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Teach Agriculture CDE

Lesson Plan Scoresheet & Rubric

100 points

NAME _____

CHAPTER _____

| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|--------------------------------------|---|--|---|---|-------|
| Title/Essential Question/Unit | The title is accurate, creative, and presents a higher order question. The unit is accurate and fits into a state approved food, agriculture & natural resources program. | 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 | Objectives are clear and concise, pertinent to lesson, and written in an assessable manner. | Objectives are pertinent to lesson and written in an assessable manner. | 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. | |
| 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 not utilized. The references lists is lacking detail, such as citations, or is completely missing. | |
| Interest Approach | 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. | |
| Methodology | Activities exist for each objective taught, are creative and allow students will 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 individual learning style. | Activities do not engage the students and lack key details in being successful learning devices. | |
| Checking for Understanding | Evaluations of comprehension for each objective are innovative and do an exceptional job giving clear direction, use different testing strategies, assessing knowledge, and are well organized. | Evaluations of comprehension are organized, directions are present on each section, and different testing methods are used. | Evaluation of comprehension lack organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower level questions. | Evaluation of comprehension needs more effort, lacks clarity and direction. | |
| Conclusion | 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. | |
| Assessment | Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different testing strategies, 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. | |

Continued on next page

| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|---------------------------------------|--|--|--|---|-------|
| Documentation of Materials | Proper use of creativity, color, knowledge, technology and pertinent information. Included with lesson plan. | Uses proper color, knowledge and pertinent information. Included with lesson plan. | Lacks creativity, focus and accurate information. Included with lesson plan. | Complete disregard for visual support and student learning. No items included with lesson plan. | |
| Spelling, Punctuation, Grammar | Lesson plan contains no errors. | Lesson plant contains 1-3 errors. | Lesson plan contains 4-6 errors. | Lesson plan contains more than 6 errors. | |
| | | | | TOTAL <i>(Possible 100)</i> | |



NEW JERSEY FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Teach Agriculture CDE

Delivery Scorecard & Rubric

100 points

NAME _____

CHAPTER _____

| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|---|---|---|---|---|-------|
| Demonstrates Knowledge of Content and Pedagogy | Participant displays extensive knowledge of subject area and how it relates to other disciplines. Participant demonstrates a wide range of effective pedagogical approaches and methods. | Participant displays solid knowledge of subject area. Relationship to other disciplines may or may not be apparent. Participant shows familiarity with various pedagogical approaches and methods. | Participant is familiar with subject area. Relationship to other disciplines may or may not be apparent. Participant shows a limited range of pedagogical approaches and methods. | Participant displays errors in subject area. Relationships to other disciplines is not apparent. Participant displays little to no familiarity with pedagogical approaches or methods. | |
| Sets Instruction Outcomes | The participant clearly communicates the learning objectives (verbal & written) and linked them to the larger curriculum. | The participant communicates the learning objectives (verbal & written). | The participant attempts to communicate the learning objectives (either verbal or written). | The learning objective is unclear or the participant failed to state the objectives. | |
| Delivers Coherent Instruction | Learning activities follows a coherent sequence, are clearly connected to previous and future learning, and are aligned to the objective. Activities engaged\ students at a high cognitive level, are appropriately differentiated and allows for some student choice. Instructional materials are impressive and effectively enhances the lesson. Clearly summarizes the key points/concepts of the objective. Concludes the objective with a definite decision and/or recommendation. Sets the stage for the next part of the lesson. | Most of the learning activities follows a coherent sequence, was clearly connected to previous and future learning, and was aligned to the objective. Activities provide a significant cognitive challenge, some are appropriately differentiated and some allow for some student choice. Instructional materials effectively enhance the lesson. Summarizes the key points/concepts of the objective. Concludes the objective with a decision and/or recommendation. | Some of the learning activities follows a coherent sequence and are aligned to the objective. Activities provide a moderate cognitive challenge, but lack differentiation and student choice. Instructional materials are adequate. Somewhat summarizes the key points/concepts of the objective. | Learning activities do not follow an organized progression and are poorly aligned to objective. Activities provide a low (or non-existent) cognitive challenge and lack differentiation and student choice. Instructional materials are poor and ineffective or non-existent. Little to no evidence of objective summation. | |
| Communicates with Students | Directions and procedures are clear and anticipate possible student misunderstanding. Explanation of content is thorough and clear, develop conceptual understanding through clear scaffolding and connect with students' interests. | Directions and procedures are explained clearly and may be modeled. Explanation of content is scaffolded and accurate and is somewhat connected to students' knowledge and experience. | Directions and procedures need to be clarified after initial student confusion. Explanation of content may contain minor errors; some portions are clear; others are difficult to follow. The participant's explanation does not invite student to engage intellectually. | Directions and procedures are confusing. Explanation of content contains major errors and does not include any explanation of strategies the students might use. | |

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| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|--|---|---|---|--|-------|
| Uses Question and Discussion Techniques | Participant uses a variety or series of questions or prompts to challenge students cognitively and advance high-level thinking. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. | While the participant may use some low-level questions, he or she posed questions to students designed to promote student thinking and understanding. The participant creates discussion among students and challenges the students to justify their thinking. | The participant's questions lead students through a single path of inquiry with answers seemingly determined in advance. The teacher attempts to asked some questions to engage students, but only a few students are involved. | The participant's questions are of low cognitive challenge, with single correct responses and are asked in rapid succession. Interaction between participant and students is predominately recitation style, with the teacher mediating all the questions. | |
| Engages Students in Learning | Almost all students are intellectually engaged in challenging content, through well-designed learning tasks and activities that require complex thinking. The lesson has a clearly defined instruction, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning. | The learning tasks and activities are aligned with instructional outcomes and are designed to challenge student thinking. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of downtime. | The learning tasks/activities, materials and resources are poorly aligned with the learning objectives or require only rote responses. The lesson has no clearly defined structure or the pace of the lesson is too slow or rushed. | |
| Uses Assessment in Instruction | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students are aware of the assessment criteria. Questions and assessments are used regularly to monitor learning by individual students. | Students appear to be aware of the assessment criteria. Questions and assessments are mostly used to monitor student learning. | Students appear to be only partially aware of the assessment criteria. Questions and assessments are rarely used to monitor student learning. | Students do not appear to be aware of the assessment criteria. There is virtually no use of questions and assessments to monitor student learning. | |
| Demonstrates Flexibility and Responsiveness | The participant seizes an opportunity to enhance learning, building on a spontaneous event or students' interests or successfully adjust and differentiates instruction to address individual student misunderstanding. Used a wide variety of instructional strategies. | The participant successfully accommodates students' questions and interests. If impromptu measures are needed, the participant makes minor adjustments to the lesson. Used a variety of instructional strategies. | Adjustments of the lesson in response to assessment is minimal or ineffective. A limited number of instructional strategies were used. | Participant ignores student questions. The participant makes no attempt to adjust the lesson even when students don't understand the content. Lesson lacks a variety of instructional strategies. | |
| Language | Participant's spoken and written language is expressive, and the participant finds opportunities to extend students' vocabularies. Language is appropriate for grade level. Participant uses exceptional voice projection and inflection. | Participant's spoken and written language is clear and correct. Language is appropriate for grade level. Participant uses appropriate voice projection and inflection. | Participant's spoken and written language is correct, but uses vocabulary that is limited or not fully appropriate for grade level. Participant uses adequate voice projection and inflection. | Participant's spoken and written language contains errors of grammar or syntax. Participant's vocabulary is inappropriate, vague or uses incorrectly, leaving the students confused. | |

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| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|------------------------------|--|---|--|---|-------|
| Overall Effectiveness | Displays confidence and enthusiasm for subject and uses gestures and facial expressions appropriately. Makes excellent eye contact with the students. Demonstrates natural movement and effective use of room. | Displays confidence and uses appropriate gestures. Makes eye contact with students. Demonstrates effective use of room. | Somewhat displays confidence. Uses gestures. Sometimes makes eye contact with students. Displays adequate use of room. | Little to no confidence. Rarely makes eye contact with students. Lacks effective use of room. | |
| | | | | SUBTOTAL <i>(Possible 100)</i> | |
| Time Deductions | Time (1 point deducted for every 30 seconds under time (8 minutes); 5 pt. deduction if objective not completed within 10 minutes) | | | <i>Subtract time deductions</i> | |
| | | | | TOTAL | |



Teach Agriculture CDE

Response to Judge’s Questions

Scorecard & Rubric

50 points

NAME _____

CHAPTER _____

| CATEGORY | EXEMPLARY 10-9 | PROFICIENT 8-7 | BASIC 6-5 | UNSATISFACTORY 4-0 | SCORE |
|------------------------------|--|--|--|---|-------|
| Response to Questions | Responds quickly with organized thoughts and concise accurate answers. | Speaks mostly with comfort and ease, but sometimes gets off topic. Answer lacks organization | Shows nervousness or seems unprepared. Seems to ramble or speaks before thinking. | Shows nervousness and mostly fails to answer the questions. | |
| Support | Always provides relevant and accurate details which support answers/basis of the question. | Usually provides details which are supportive of the answers/basis of the question. | Sometimes overlooks details that could be very beneficial to the answers/basis of the question | Provides inaccurate or incomplete details. | |
| Knowledge of Topic | Answers show thorough knowledge of the subject and is supported with strong evidence. | Answers show some knowledge of subject but lack strong evidence. | Answers show little knowledge of subject and provide little evidence. | Answers show no knowledge of subject and lack evidence. | |
| Clarity | Grammar, language and syntax make it easy to follow. Uses words correctly and avoids jargon. | Occasionally uses inappropriate grammar, language and syntax. Tendency to use vague words or jargon. | Problems with grammar, language and syntax makes it difficult to follow. Overuses jargon. | Significant problems in grammar, language and syntax. Excessive use of jargon. | |
| Delivery | Participant used a loud, clear voice and correct, precise pronunciation. | Student’s voice is clear. Participant pronounces most words correctly. | Participant incorrectly pronounces words. Judges have difficulty hearing responses. | Participant mumbles, incorrectly pronounces words and speaks too quietly to be heard. | |
| | | | | TOTAL <i>(Possible 50)</i> | |



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Lesson Plan Template

This Lesson Plan Template is Available Electronically on the State Activity Guide (#14.029a) and MUST be used starting in 2018.

| | | | |
|--|--------------------|----------------------------------|-------------------------|
| <u>Contestant Name:</u> | | <u>Contestant Chapter:</u> | <u>Year:</u> |
| <u>Lesson Title:</u> | <u>Unit Title:</u> | <u>Career Pathway Addressed:</u> | <u>Grade Level:</u> |
| <u>Lesson Essential Question:</u> | | | <u>Time:</u> 45 minutes |
| <u>Student Learning Objectives:</u> (Students...) | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| <u>State/National Standards Addressed:</u> | | | |
| <u>Equipment/Materials/Supplies Needed:</u> | | | |
| • | | | |
| <u>References/Resources Used:</u> | | | |
| • | | | |
| <u>Anticipatory Set/Interest Approach:</u> (Captures attention and focuses students' thinking through physical/cognitive engagement. <i>Principle – Experience before label.</i>) | | | |
| • | | | |
| Lesson Content: | | | |
| <u>Objective 1:</u> (ENTER OBJECTIVE HERE) | | <u>Teaching Method:</u> | |
| <small>(Include all content (Teacher Presentation & Modeling), activities (Guided & Independent Practice), directions, etc. below. Use as much space as needed)</small> | | | |
| | | <u>Notes:</u> | |
| <u>Checking for Understanding (Formative Assessment(s)):</u> | | | |
| • | | | |
| <u>Objective 2:</u> (ENTER OBJECTIVE HERE) | | <u>Teaching Method:</u> | |
| <small>(Include all content (Teacher Presentation & Modeling), activities (Guided & Independent Practice), directions, etc. below. Use as much space as needed)</small> | | | |
| | | <u>Notes:</u> | |
| <u>Checking for Understanding (Formative Assessment(s)):</u> | | | |
| • | | | |
| <u>Objective 3:</u> (ENTER OBJECTIVE HERE) | | <u>Teaching Method:</u> | |
| <small>(Include all content (Teacher Presentation & Modeling), activities (Guided & Independent Practice), directions, etc. below. Use as much space as needed)</small> | | | |

| | |
|--|---------------|
| | <u>Notes:</u> |
| <u>Checking for Understanding (Formative Assessment(s)):</u> | |
| • | |
| <u>Conclusion:</u> (1. How will students summarize main ideas? 2. How will students answer the question(s) posed at the beginning of the lesson? 3. How will the lesson be linked to previous and future content?) | |
| 1. | |
| 2. | |
| 3. | |
| <u>Summative Assessment:</u> (What formal method will be utilized to measure students' knowledge/learning?) | |
| • | |
| <u>Differentiation:</u> (What ways can this lesson be tailored to meet individual needs?) | |
| | |
| <u>Extension of Lesson:</u> (What activities will be provided that extends the learning of the lesson?) | |
| | |
| <u>Interdisciplinary Connections:</u> (What connections exist to other disciplines and how will students become aware of these connections?) | |
| | |

*The lesson plan must be typed using the official Lesson Plan Template (available electronically on the State Activity Guide (#14.029a). Lesson plans should be uploaded to the State Convention Participant List (through JotForm). Be sure to include all instruction materials developed for the lesson, including (but not limited to) handouts, presentation slides, assessments, etc.



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DEVELOPMENT EVENTS

Sample Oral Questions

Below is a list of sample questions to better prepare the participant for the oral question portion of the event. These questions will be asked after the participant's conclusion of delivery of the lesson.

- 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 position?
- 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?
- 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 for learning disability students 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. How do you determine what content to teach in your courses?
- You come into a program, and you must teach a class that you have little experience or knowledge. What would you do to effectively prepare and deliver lessons in this course?

Sample Exam Questions

Below are sample questions to better prepare the participant for the written exam portion of the event.

1. What is the name of the professional organization for people involved in school-based agricultural education at any level?
 - a. National Association of Supervisors of Agricultural Education
 - b. American Association for Agricultural Education
 - c. National Association of Agricultural Educators
 - d. National Young Farmer Educational Association

Answer: C
2. Which of the follow is NOT a pathway within the Ag, Food & Natural Resources Career Cluster?
 - a. Plant Systems Career Pathway
 - b. Power, Structural & Technical Systems Career Pathway
 - c. Natural Resources Career Pathway
 - d. Marketing Communications Career Pathway

Answer: D
3. Signed in 1917, this legislation provided federal aid to the states for the purpose of promoting precollegiate vocational education in agriculture, industrial trades and home economics.
 - a. Smith-Hughes Act
 - b. Hatch Act
 - c. Morrill Act
 - d. Smith-Lever Act

Answer: A