

# Agricultural Education

## Career Program Area

### **Registration: For State Advisors and Certifying Staff**

Pre-registrations and certifications are due to the National PAS Executive Director on or before **March 1, 2010**. Any changes to individuals must be brought to the Agricultural Education Coordinator prior to the start of the competition.

### **Goals:**

**The purpose of The Agricultural Education Career Program area is to involve participants in preparing and delivering a lesson plan relevant to the field of agriculture.**

The Agricultural Education Career Program Area is designed:

- To encourage students to pursue a career in agricultural education.
- To develop students' ability to prepare a lesson plan.
- To develop students' abilities to teach for effective learning.
- To develop students' abilities to assess for student learning.

### **General Rules:**

**Though not required, each individual is highly encouraged to write a general unsealed thank you letter to the career program area sponsor of the Agricultural Education event area. Thank you letters should be submitted to the Agricultural Education coordinators at the beginning of the competition.** If possible, write thank you letters on local or state PAS stationery. Therefore, participants will be responsible for their own thank you stationery and their own writing utensils.

Any participant who achieves 1<sup>st</sup> Place High Individual in the Agricultural Education career program area at Nationals will not be eligible to participate in this program area in the coming years.

**Event Format:** The CPA Event consists of four phases:

- PHASE I Participants organize, prepare, and write a lesson plan.
- PHASE II Participants teach their lesson to a panel of judges.
- PHASE III Participants assess judges for learning.
- PHASE IV Judges are allowed to ask the participant questions related to the lesson.

### **Agricultural Education Specific Rules:**

Each state association may enter one active member who shall have been certified by the state. Pre-registrations and certifications are due to the National PAS Executive Director on or before the due date set by National PAS.

### **Time limits:**

Each lesson shall be a minimum of 10 minutes in length and maximum of 15 minutes. Each participant will be allowed two minutes additional time in which he or she will assess the judges for learning and another three minutes to be asked questions by judges relating to his or her

lesson. Participants are to be penalized 10 points per minute on each judges' score sheet for being under 10 minutes or over 15 minutes.

One timekeeper shall be designated who will record the time used by each participant, noting under-time or over-time, if any, for which deductions should be made. The time keeper will signal the participant at the 10, 13, 14, and 15 minute marks.

## Career Program Procedures

1. Each participant's lesson plan will be the result of the student's own efforts. Facts and working data may be secured from any source. Participants will develop a lesson covering a technical agriculture area found in one of the pathways found in the Agriculture, Food, and Natural Resources Career Cluster, <http://www.careerclusters.org/clusters/16cc.php?cluster=ag> .
  - Agribusiness Management & Marketing Systems (non-Retail)
  - Animal Systems
    - Ruminant
    - Non-Ruminant
  - Horticulture, Environmental & Natural Resource Systems
  - Plant Systems
  - Power, Structural, & Technical Systems
  - Retail Agribusiness Systems
  - Agricultural Processing and Biotechnology

\*Official judges of the Agricultural Education career program event shall disqualify a participant if he or she teaches a topic outside of the content areas listed above.

2. The lesson plan MUST include: anticipatory set (an introduction to learning), one objective, content (presentation, demonstration, distribution of materials, etc.), teaching strategies, checking for understanding (questions used to provoke thought immediately after objective is taught), closure (recap of lesson), an assessment tool (five written quiz questions), and bibliography of information sources. A minimum of three different media types must be used during the lesson (i.e. PowerPoint, worksheet, information sheet). Participants are encouraged to use strategies that promote learning such as a discussion, demonstration, guided practice or group work.
3. Each participant must bring their own instructional tools and materials (i.e., handouts, posters, flipchart, visual aids, etc.). Only a laptop computer, digital projector and demonstration table will be provided in the presentation room.
4. For competitive purposes, the assumption is the lesson will be taught in a formal classroom setting, not a laboratory. Members are advised to wear professional dress.
5. Three competent and impartial persons with agricultural education backgrounds will be selected to judge the Agricultural Education Career Program Area.
6. Prior to the national event, a typewritten copy of each participant's lesson plan in electronic Adobe PDF format must be received by the Agricultural Education career program area coordinator by the close of business on March 1st of that year (or the following Monday if the date falls on a Saturday or Sunday). Failure to submit the electronic copy of the lesson plan by the due date/time may lead to disqualification for the national event. Judges will be furnished with copies of the participants' lesson plans prior to the event, which they will read and grade on content and procedures, recording their judgment on a score sheet (copy attached).
7. The teaching performance component of the event will be scored by each judge as per the Scoring Guide for Teaching Performance (copy attached).

8. Each judge shall formulate and ask questions. Questions shall pertain directly to the participant's subject. Judges will score each participant on the ability to answer all questions asked by all judges.
9. Judges shall meet prior to the Agricultural Education Career Program Area to prepare and clarify the questions to be asked.
10. Each state may certify one participant to participate at the national conference.
11. The lesson plan must be the work of the participant, and certification form must accompany the lesson plan. Please include the following statement on the lesson plan **"I hereby certify that this manuscript is the work of (student name)."** and signed by the student and the advisor.

### **Awards:**

Participants: Certificate  
First Place: \$100 plus plaque  
Second Place: \$50 plus plaque  
Third Place: \$25 plus plaque

### **Coordinator:**

Alissa Smith  
Associate Executive Director  
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### **Sponsor:**

Association of Equipment Manufacturers  
Charlie O'Brien  
Vice President, Agricultural Services  
6737 West Washington Street, Suite 2400  
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### Lesson Plan Grading Rubric

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

Lesson Plan Component	Criteria	Scale	Comments
Anticipatory Set	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 (must designate).	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.	1 2 3 4	

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

Written Objective	The objective is clear, and includes precise information about what the student will be able to complete (provides criteria for assessment).	1 2 3 4	
	Objectives are age and ability appropriate.	1 2 3 4	
	The objectives are based on standards.	1 2 3 4	

Total Points: \_\_\_\_\_/12

Content	Content materials are appropriate for the age and grade of the particular students.	1 2 3 4	
	Content is engaging, applicable to the real world and meaningful to the students.	1 2 3 4	
	Worksheets, printed materials, demonstrations and other learning tools facilitate learning the lesson objectives and have clear directions. Is there a min. of 3 media types being used (i.e. PowerPoint, worksheet, information sheet).	1 2 3 4	

Total Points: \_\_\_\_\_/12

Lesson Plan Component	Criteria	Scale	Comments
Teaching Strategies	The teaching strategy effectively leads to achieving the lesson objectives.	1 2 3 4	
	Learning techniques actively engage students.	1 2 3 4	
	Procedures are specific, organized and easy to follow.	1 2 3 4	
	Procedures are appropriate for objectives covered in this lesson.	1 2 3 4	

Total Points: \_\_\_\_/8

Content Questions	For each objective, a question is prepared in advance to provoke thought within the content and/or check for understanding.	1 2 3 4	
	Follow-up questions are prepared based on probable student answers to initial question.	1 2 3 4	

Total Points: \_\_\_\_/8

Closure	Closure is clear and reviews learning.	1 2 3 4	
	Closure indicates application to real world.	1 2 3 4	
	Closure sets the stage for new learning (next lesson).	1 2 3 4	

Total Points: \_\_\_\_/12

Assessment	Assessment appropriately measures the stated objectives.	1 2 3 4	
	Assessment is appropriate for the type of learning activities utilized in procedures.	1 2 3 4	
	Students are given clear directions to how they will be evaluated.	1 2 3 4	

Total Points: \_\_\_\_/12

Bibliography	Sources cited/used are current and provide relevant information to topic area	1 2 3 4	
	Multiple sources are used to collect information and provide complete information on topic area	1 2 3 4	

Total Points: \_\_\_\_/8

Grand Total Points: \_\_\_\_\_/96

# SCORING GUIDE FOR: TEACHING PERFORMANCE

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

Judge: \_\_\_\_\_

Lesson: \_\_\_\_\_

Topic: \_\_\_\_\_

Time: \_\_\_\_\_ minutes

## Performance Scale

1	2	3	4	5
Not Acceptable	Needs Improvement	Acceptable	Good	Excellent

Performance Criteria	Rating	Suggestions / Comments
<b>Anticipatory Set:</b> <input type="checkbox"/> Reviews previous work effectively <input type="checkbox"/> Creates interest for learning the subject	1 2 3 4 5	
<b>Lesson Objective:</b> <input type="checkbox"/> States the objective(s) (verbal &/or written) <input type="checkbox"/> Relates to experiences of students	1 2 3 4 5	
<b>Provided Input:</b> <input type="checkbox"/> Uses appropriate teaching methods <input type="checkbox"/> Provides appropriate instructional materials <input type="checkbox"/> Distributes instructional materials efficiently <input type="checkbox"/> Provides assistance to students as needed	1 2 3 4 5	
<b>Checked for Comprehension:</b> <input type="checkbox"/> Uses class discussion effectively <input type="checkbox"/> Distributes questions among students <input type="checkbox"/> Provides students with knowledge of their progress	1 2 3 4 5	
<b>Modeled Ideal Behavior:</b> <input type="checkbox"/> Demonstrates correct procedures <input type="checkbox"/> Illustrates concepts clearly <input type="checkbox"/> Uses correct grammar/spelling	1 2 3 4 5	
<b>Modeled Professional Conduct:</b> <input type="checkbox"/> Professionally appropriate attire <input type="checkbox"/> Professional attitude and demeanor	1 2 3 4 5	
<b>Achieved Closure:</b> <input type="checkbox"/> Summarizes key points/concepts <input type="checkbox"/> Concludes lesson with definite decision(s) and/or recommendation(s) <input type="checkbox"/> Includes appropriate evaluation of learning	1 2 3 4 5	

Total Points: \_\_\_\_\_/35

Lesson Plan Total (96) \_\_\_\_\_ + Teaching Performance Total (35) \_\_\_\_\_ = Total \_\_\_\_\_

Minutes under ten minutes/Minutes over fifteen minutes \_\_\_\_\_ x 10 = \_\_\_\_\_ Time Deduction

Total \_\_\_\_\_ - Time Deduction \_\_\_\_\_ = Net Total \_\_\_\_\_

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