

# ILLINOIS INVITATIONAL AGRICULTURAL EDUCATION CDE



## PURPOSE

The purpose of the Agricultural Education Career Development Event is to provide students with the opportunity to develop skills essential to a career in agricultural education. Key components of a successful agriculture educator include being able to develop lessons within the agricultural education pathways using a variety of hands on teaching strategies to reach a multitude of different learners.

## GENERAL INFORMATION

- ◆ Each chapter can submit one entry for the Ag Ed CDE.
- ◆ Participants must wear official dress.
- ◆ Contest will be broken into two parts, Preliminaries (Lesson Plan) and Finals (Demonstration & Judge's Questions).
- ◆ Lesson plans & supplemental material- powerpoints, handouts must be submitted for scoring to [mcovy@agriculturaleducation.org](mailto:mcovy@agriculturaleducation.org) by April 10th
- ◆ The top ten participants (based on lesson plan scores) will be invited to the finals at state convention. Participants will be notified by May 1st as to whether or not they placed in the top 10.

## EVENT PROCEDURES (PRELIMINARIES)

### AGRICULTURAL CONTENT AREA

Participant's lesson will be created for a 9th grade Introduction to Agriculture Class. Students can choose any content found in the [Introduction to Agriculture Course Outline](#)

### LESSON PLAN

- ◆ Lesson plans must:
  - ⇒ Be completed using the template provided
  - ⇒ Be the results of the participant's own efforts
  - ⇒ Be submitted by the deadline above
- ◆ Lesson plans will be scored by a panel of three judges.
- ◆ The top ten highest scoring lesson plans will be demonstrated at the Finals at the Illinois State FFA Convention by appointment on Tuesday morning.

## EVENT PROCEDURES (FINALS)

### LESSON PLAN DEMONSTRATION

- ◆ Participants will have 8-10 minutes to demonstrate a component of their lesson plan. Students will be penalized 10 points for every minute or part of a minute under eight minutes or over ten minutes.
- ◆ Participants will have 5 minutes to set up materials.
- ◆ Each contestant must bring their own instructional tools and materials (i.e. flip charts, handouts, visual aids.) Only a laptop and projector will be provided in the presentation room.
- ◆ All materials (PowerPoint, Prezi, handouts, etc.) will be turned in with lesson plan and pre loaded onto the provided computer.
- ◆ Participants will be teaching their lesson to a group of 8-12 high school students (FFA members)

### JUDGE'S QUESTIONS

- ◆ Participants will answer questions that judges developed based on their lesson plan and performance.

## SCORING

Practicum	Score
Lesson Plan	100
Lesson Plan Demonstration	210
Judge's Questions	40
<b>Total</b>	<b>350</b>

- ◆ Ties will be broken based on lesson plan score.
- ◆ Awards will be based upon the total points from the Lesson Plan, Lesson Plan Demonstration, and Judge's Questions. The top 3 will be recognized during CDE award presentation at State Convention

## REFERENCES

This list of references is not intended to be all inclusive. Other sources may be used.

- ◆ Official FFA Manual
- ◆ Official FFA Student Handbook & Advisor's Guide
- ◆ MyCAERT.com
- ◆ AgriculturalEducation.org
- ◆ NAAE Communities of Practice
- ◆ Illinois Agriculture in the Classroom

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Mr. Luke Allen  
District IIFCAE

Dr. Andrew Baker  
Western Illinois University

Mrs. Jennifer Waters  
District III FCAE

Mr. Harley Hepner  
Illinois State Board of Education

Ms. Megan Coy  
District IV FCAE

Mr. Dean Dittmar  
District V FCAE

**Special thanks to University of Illinois Agriculture Education Department for developing the Lesson Plan Template and Example.**

# Agricultural Education CDE Lesson Plan Rubric



Competitor: \_\_\_\_\_ School: \_\_\_\_\_

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

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Unit/Lesson Title</b>	The title is accurate, creative, and has an action-oriented title. The problem area is accurate and fits into the Intro to Ag curriculum	The title is accurate and has an action-oriented lesson title. The unit is accurate but does not fit within the defined area	The title lacks focus and does not utilize an action-oriented lesson title. The unit lacks detail and is not clearly defined within the curriculum	The title is off base, lacks organization, and fails to present an action-oriented title. The unit does not fit within the area or curriculum	
<b>Objectives</b>	Objectives are clear and concise, pertinent to lesson and written in an assessable manor	Objectives are pertinent to lesson and written in an assessable manor	Objectives are too broad and would be difficult to assess	Objectives are not focused, written in a non-assessable manor and/or do not provide direction to the unit	
<b>Interest Approach</b>	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 student engagement is lacking	
<b>Methodology</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>Checking for Understanding</b>	Evaluations of comprehension for each objective are innovative and do an exceptional job giving clear direction, use different strategies, assessing knowledge and are well organized	Evaluations of comprehension are organized, directions are present on each section and different 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	
<b>Conclusion</b>	Main points and objectives are successfully review and student comprehension assessed	Main points and objectives are reviewed and partial student comprehension 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.	

Competitor: \_\_\_\_\_ School: \_\_\_\_\_

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Assessment</b>	Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different strategies, assessing knowledge, and are well organized	Assessments are organized, directions are present on each section and different methods are used	Assessments lack 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>Documentation of 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>Materials, Supplies, References</b>	The material 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 and 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 or is completely missing.	
<b>Spelling, Grammar, Punctuation</b>	Lesson plan contains no errors	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	
<b><u>Total Points</u></b>					/100

# Agricultural Education CDE Lesson Plan Demonstration Rubric



Competitor: \_\_\_\_\_ School: \_\_\_\_\_

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

## ANTICIPATORY SET

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Create Interest</b>	Participant uses an original, creative and relevant hook to engage the students	Participant has a creative and relevant hook to engage the students	Participant attempts to create interest in the content	Participant make no attempt to create interest in	
<b>Visual Aid or Demo</b>	Visual aid/ demonstration enhanced the interest of the students & is seamlessly tied to content	Visual aid/demonstration are used effectively throughout the presentation and are mostly tied to content	Visual aid/ demonstration are present in the anticipatory set and are loosely tied to the content	Visual aid/ demonstration are not present or have no tie to the content	

## LESSON OBJECTIVES

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>States Objectives</b>	All objectives are clearly stated either verbally or in a written manner	Some objectives are stated either verbally or in a written manner	Objectives are not clearly shared but are implied	Objectives are not shared in any form	
<b>Relates to Student</b>	Participant seamlessly relates the objectives to relevant student experience with minimal challenges	Participant effectively relates the objective to relevant student experience with some challenges	Participant attempts to relate subject to relevant student experience	Participant does not attempt to relate the objectives to student experience	
<b>Content</b>	90-100% of content presented ties directly to learning objective	70-80% of content presented ties directly to learning objective	50-60% of content presented ties directly to learning objective	Less than 50% of content presented ties directly to learning objective	

## PROVIDED INPUTS

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Teaching Methods</b>	Participant used a wide variety of teaching methods and was able to transition between the methods with minimal challenges	Participant used multiple teaching methods and had some challenges transitioning between methods	Participant attempted to use more than one method, some methods were ineffective for the content	Participant used the same teaching method throughout the entire presentation	
<b>Instructional Materials</b>	All instructional material used is well designed and appropriate for the lesson	Most of the material is well designed and appropriate for the lesson	Materials used are basic and loosely fit the lesson	Instructional materials were not well designed and/or appropriate for the lesson	
<b>Enthusiasm for Subject</b>	Participant enthusiasm for the subject and teaching is evident throughout the entire lesson	Participant shows enthusiasm for the subject and teaching most of the time	Participant shows enthusiasm for only a part of the lesson	Participant shows little/no enthusiasm for the subject or teaching	

Competitor: \_\_\_\_\_ School: \_\_\_\_\_

**CHECKED FOR COMPREHENSION**

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Class Discussion</b>	All students were actively involved in the discussion	Most students were actively involved in the discussion	Few students were involved in the discussion	No class discussion	
<b>Types of Questions</b>	Questions were high level, requiring critical thinking	Attempts were made to include higher level, critical thinking questions	Questions were basic with little critical thinking involved	Few/no questions were asked	
<b>Feedback to Students</b>	Participant consistently provides positive feedback to students throughout the lesson	Participant makes effort to provide feedback throughout the lesson.	Participant provides minimal feedback to students.	Participant provides no feedback or only negative to students	

**MODEL IDEAL BEHAVIOR**

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Illustrates Concepts Clearly</b>	Concepts are presented in such a way that students can develop a clear understand that would allow for application of the concept	Concepts are presented in such a way that student develop a basic understanding	Attempts were made to illustrate concepts using inaccurate information or methods	Concepts are presented in a vague way and is easily misunderstood	

**ACHIEVED CLOSURE**

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Summarize Key Points</b>	All key points were logically summarized	Partial summary of key points	Limited summary with some key points missing	No summary was provided	
<b>Evaluation</b>	Used an evaluation that efficiently covered the objectives presented	Used an evaluation that covered a part of objectives presented	Used an evaluation that was not aligned to objectives	No evaluation was done	
<b>Sets Stage for Next Lesson</b>	Clearly explains how the lesson connects to the overall unit	Connections are presented with some inconsistencies	Lesson is not clearly connected to the overall unit	No attempt is made to connect the lesson to the overall unit	

Competitor: \_\_\_\_\_ School: \_\_\_\_\_

**DELIVERY SKILLS**

CATEGORY	Exemplary 10-9	Proficient 8-7	Basic 6-5	Unsatisfactory 4-0	Score
<b>Organization</b>	The lesson/materials were all organized in a logical format and enhanced the lesson	The lesson/materials were somewhat organized	The lesson/materials had little organization and disrupted the lesson	The lesson/materials were not organized causing major disruption to lesson	
<b>Lesson Plan Content</b>	The presentation followed the lesson plan submitted throughout the entire presentation	The presentation somewhat followed the lesson plan for a majority of the time	The presentation followed the lesson plan sporadically	The presentation didn't follow the lesson plan submitted	
<b>Student Engagement</b>	Participant allowed for and developed student engagement throughout the entire lesson	Participant developed student engagement during major portions of the lesson	Participant made attempts to develop student engagement with some challenges	Little to no student engagement was developed throughout a majority of the lesson	
<b>Understanding of Content</b>	Participant had a solid grasp of the content that they were teaching, evident throughout the presentation	Participant had a good grasp on content with only 1-2 challenges	Participant had a very basic understanding of the content with some challenges	Participant had little to no understanding of the content and concepts being taught	
<b>Room Use</b>	Participant used the room effectively throughout the presentation, moving about the area in a natural way	Participant used the room effectively during many parts of the presentation	Participant made little use of the space provided with little effect on the overall lesson	Participant didn't use the room to aid in the presentation. Very little movement or distracting movement effected lesson	
<b>Language Skills</b>	Participant was able to communicate in an appropriate, effective manner throughout the entire lesson	Participant communicated appropriately throughout a majority of the lesson	Participant had some challenges with their communication, at times using ineffective language	Participants struggled to communicate with the age appropriate language and it had major effects on the lesson.	
<b><u>Total Points</u></b>					/210

CATEGORY	Score
<b>Lesson Plan</b>	/100
<b>Demonstration</b>	/210
<b>Judge's Questions</b>	/40
<b>OVERALL TOTAL</b>	/350