

TAGGED TO TEACH AG: Developing an Agricultural Education CDE for a State FFA Association

Amador Gonzales, Alan Parker, Don Edgar, & Russell Walter | New Mexico State University

INTRODUCTION

- Career Development Events (CDE) help students build life skills in a competitive environment (National FFA Organization, 2022).
- CDEs impact agricultural education students' career choices and the likelihood of pursuing agriculture-related careers (Lundry et al., 2015).
- National FFA has explored an Agricultural Education CDE for years (Adams, 2017; Elliott, 2019; Kelly, 2021; Robertson, 2014), however, no national event exists (National FFA Organization, 2022).
- Creating an Agricultural Education CDE might help with retention and recruitment of the next generation of educators (Elliott, 2019).



How do we recruit and train the next generation of agricultural educators?

ABSTRACT



HOW IT WORKS

- An Agricultural Education CDE was created for the New Mexico FFA Association.
- In Phase 1, students developed a 50-minute lesson plan.
- Students also took a 25-question test on *Foundations of Agricultural Education* (Talbert et al., 2014).
- The top 10 competitors progress to Phase 2 after these two practicums.
- In Phase 2, the top 10 teach ten agricultural education students for 10 minutes.
- Participants also submitted an assessment strategy before the event.
- Phase 2 scores are totaled for the top 10 participants, and the winner is the one with the lowest total rank.

RESULTS TO DATE

- This event debuted in 2022 at the New Mexico FFA Convention. Seven students competed.
- Due to the low number of competitors, all progressed to Phase 2. Future years should see more participation.
- A postsecondary professor, a recent NMSU student teacher, and an agricultural educator served as judges.
- The judges scored pre-submitted materials and the live pre-planned lesson.
- Ten high school students served as live audience members during the lesson presentation and said they liked the lessons and event's structure and potential.

ADVICE TO OTHERS

- New Mexico FFA recommended adding a technology component to the lesson plan template to support hybrid and virtual learning.
- The event judges suggested merging assessment rubric sections into lesson design and presentation rubrics, as rubric consolidation simplifies scoring.
- Adopting rules, scoring rubrics, and curricula may enable other states to develop similar events and will ease the transition from state to national competitions.
- Postsecondary programs could sponsor a state winner's scholarship to promote teacher preparation programs.

RESOURCES NEEDED

- All event components require rubrics, including the lesson plan development, presentation, and assessment strategy.
- Using available resources, create a 25-question multiple-choice exam annually (Talbert et al., 2014).
- Before the event, judges and a live audience need to be selected.
- New Mexico FFA Association paid for all awards (plaques, banners, etc.).

