PURPOSE
The purpose of the Agricultural Education Career Development Event is to provide individuals with basic skills necessary for a career as an agricultural educator. Teaching agriculture involves teaching students about applications of science, management, leadership, and technology in the food, fiber, natural resource industry. Teaching methods emphasize hands on approaches where application of skills and knowledge is central to lesson presentations. Agricultural Education strives to make learning enjoyable, meaningful and lasting. Agriculture Education incorporates classroom and laboratory instruction, supervised agricultural experiences (SAE), and the FFA to allow for the personal development of students both inside and outside the classroom to better prepare them for success in life.

ELIGIBILITY
The participant must be an active member of a chartered Florida FFA Chapter and enrolled in grades 9, 10, 11, or 12.

EVENT PROCEDURES
The Florida FFA Agricultural Education Career Development Event will be limited to one participant per chapter. FFA members are to wear INDOOR FFA Official Dress, and will be scored accordingly. Each participant’s lesson plan will be the result of his or her own efforts.

AGRICULTURAL CONTENT AREA
Each year a new agricultural content area will be chosen from a rotating list and selected in this order: agriculture leadership, agribusiness, technical agriculture operations, animal science, natural resources, plant science, and biotechnology.

LESSON PLANS
All lesson plans submitted must follow the template provided. For state finals a maximum of five (5) resources may be used during lesson preparation. All submitted lesson plans will be posted in a database that will be widely accessible by teachers.
EVENT MATERIALS

MATERIALS PROVIDED:
- Computer
- Projector

MATERIALS STUDENTS MUST PROVIDE:
- Pencils
- Clipboard
- Instructional Tools (i.e. flip charts, hand outs, visual aids.)

EVENT SCHEDULE

PRELIMINARY
At the preliminary level students will submit a lesson plan, take a written exam, and demonstrate a component of their lesson in 8-10 minutes. The top six (6) participants will then move on to participate in the final event at state convention.

FINALS
At the state finals students will be given a lesson plan to build their lesson from, demonstrate the lesson in front of judges, and answer judge’s questions.

INDIVIDUAL PRACTICUMS

KNOWLEDGE PRACTICUM

WRITTEN EXAM
Twenty five multiple choice questions will be give to each participant. The exam will be based on the Delmar Cengage Agriscience Applications & Fundamentals textbook. The specific chapters the exam will cover will be announced prior to the event.

WRITTEN PRACTICUM

LESSON PLAN
The lesson plan must focus on one or more standards from the current Curriculum Framework for Agriscience Foundations. Facts and working data may be secured from any source but must be appropriately documented. Lesson plans at the preliminary level are due to the Florida FFA office by the date listed on the FFA calendar. Failure to meet this deadline will result in disqualification.

PERFORMANCE PRACTICUM

LESSON PLAN DEMONSTRATION
Participants will have 8 - 10 at the preliminary level and 13-15 minutes at the state level to demonstrate a component of their lesson plan. Participants will have 5 minutes to set up materials for their presentation.

RESPONSE TO JUDGE’S QUESTIONS
Participants will answer questions that judges develop based on their lesson plan and performance.
SCORING

**PRELIMINARIES**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Activity</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Written Exam</td>
<td>25</td>
</tr>
<tr>
<td>Performance</td>
<td>Lesson Plan Demonstration</td>
<td>100</td>
</tr>
<tr>
<td>Performance</td>
<td>Response to Judge’s Questions</td>
<td>25</td>
</tr>
<tr>
<td>Official Dress</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

**FINALS**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Activity</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Delivery of Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Performance</td>
<td>Performance of Lesson Plan</td>
<td>200</td>
</tr>
<tr>
<td>Performance</td>
<td>Response to Judge’s Questions</td>
<td>25</td>
</tr>
<tr>
<td>Official Dress</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

- Prior to the event the content and composition of all lesson plans will be scored.

**TIE BREAKERS**

Ties will be broken based on the lesson plan score.

**AWARDS**

Awards will be presented during a designated session at the annual State FFA Convention and Expo. Awards will be presented to the top five individuals at the state finals based upon their ranking. Awards are sponsored by a cooperating industry sponsor(s) as a special project and/or by the general fund of the Florida FFA Foundation.

**REFERENCES**

This list of references is not intended to be 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. Previous event materials may be available on the Florida FFA Website.

**Official Reference for Written Test (all test questions will come from this source):**

- Cengage Agriscience Applications & Fundamentals textbook

**References for Content:**

- Current year’s Official FFA Manual
- Official FFA Student Handbook & Advisor’s guide
- Cengage Agriscience Applications & Fundamentals textbook
- Florida DOE website - www.fldoe.org
- Florida FFA Association website - www.flaffa.org
- Lesson Plan Template (Required)
Agricultural Education CDE

Lesson Delivery Scoring Rubric (preliminary & state)

Competitor: _____________________________  Judge: ________________

Lesson: _________________________________

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Points Possible</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson was organized with good use of time and material</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson followed the content of the lesson plan</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The judges are engaged and actively participating in the lesson</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies were used to enhance the lesson</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant exhibited confidence and a solid understanding of the material.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained good eye contact with judges</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of voice projection and inflection</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural movement and use of room</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper use of language skills &amp; appropriate for grade level</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time (1 point deduction for every 60 seconds over or under time)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preliminary: 8-10 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- State: 13-15 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score /100
Agricultural Education CDE

Lesson Performance Scoring Rubric (State Finals)

Competitor: ___________________________  Judge: __________________

Lesson: ________________________________

**Performance Scale**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anticipatory Set:</strong></td>
<td></td>
</tr>
<tr>
<td>• Creates interest for learning subject</td>
<td>0-10</td>
</tr>
<tr>
<td>• Incorporates visual aid or demonstration</td>
<td>0-10</td>
</tr>
<tr>
<td>• Previews what is to be learned</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Lesson Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• States objectives clearly (verbal or written)</td>
<td>0-10</td>
</tr>
<tr>
<td>• Relates to the experiences of students</td>
<td>0-10</td>
</tr>
<tr>
<td>• Materials relate to objectives in lesson plan.</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Provided Input</strong></td>
<td></td>
</tr>
<tr>
<td>• Uses appropriate teaching methods</td>
<td>0-10</td>
</tr>
<tr>
<td>• Provides appropriate instructional materials</td>
<td>0-10</td>
</tr>
<tr>
<td>• Used instructional materials efficiently</td>
<td>0-10</td>
</tr>
<tr>
<td>• Provides assistance to students as needed</td>
<td>0-10</td>
</tr>
<tr>
<td>• Displays enthusiasm for the subject and teaching</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Checks for Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>• Uses class discussion effectively</td>
<td>0-10</td>
</tr>
<tr>
<td>• Distributes questions among students</td>
<td>0-10</td>
</tr>
<tr>
<td>• Provides positive feedback to students</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Modeled Ideal Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates correct procedures</td>
<td>0-10</td>
</tr>
<tr>
<td>• Illustrates concepts clearly</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Achieves Closure</strong></td>
<td></td>
</tr>
<tr>
<td>• Summarizes key points and concepts</td>
<td>0-10</td>
</tr>
<tr>
<td>• Concludes lesson with definite decisions</td>
<td>0-10</td>
</tr>
<tr>
<td>• Sets the stage for the next lesson</td>
<td>0-10</td>
</tr>
<tr>
<td>• Includes appropriate evaluation of learning</td>
<td>0-10</td>
</tr>
</tbody>
</table>

**Total Points** / 200


# Agricultural Education CDE

## Lesson Plan Scoring Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary 10-9</th>
<th>Proficient 8-7</th>
<th>Basic 6-5</th>
<th>Unsatisfactory 4-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title/ Unit</strong></td>
<td>The title is accurate, creative, and presents a higher order question. The unit is accurate and fits into the state approved curriculum/standards.</td>
<td>The title is accurate and presents a question. The unit is accurate but does not fit within the defined area.</td>
<td>The title lacks focus and presents a simple question. The unit lacks detail and is not clearly defined within the curriculum.</td>
<td>The title is off base, lacks organization, and fails to present a question. The unit does not fit within the area or curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives are clear and concise, pertinent to lesson, and written in an assessable manor</td>
<td>Objectives are pertinent to lesson and written in a assessable manor.</td>
<td>Objectives are too broad and would be difficult to assess.</td>
<td>Objectives are not focused, written in a non-assessable manner, and do not provide direction to the unit.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials Supplies References</strong></td>
<td>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.</td>
<td>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.</td>
<td>The Materials and Supplies list is incomplete &amp; does not detail all of the visual aids used in the lesson. The references are vague and hard to locate for later use.</td>
<td>The Materials and Supplies list is not utilized. The references list is lacking detail, such as citations, or is completely missing.</td>
<td></td>
</tr>
<tr>
<td><strong>Interest Approach</strong></td>
<td>Grabs the students attention, is creative, innovative, well thought out, and engages the students.</td>
<td>Grabs the students attention, well thought out, and engages the students.</td>
<td>Fails to engage the student, provides little focus for the lesson.</td>
<td>Focus, creativity, and students engagement is lacking.</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td>Activities exist for each objective taught, are creative and allow students with various learning styles to excel.</td>
<td>Activities for each objective are sufficient, address some different learning styles.</td>
<td>Activities for some objectives exist but lack student involvement and are repetitive to an individual learning style.</td>
<td>Activities do not engage the students and lack key details in being successful learning devices</td>
<td></td>
</tr>
<tr>
<td><strong>Checking for Understanding</strong></td>
<td>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.</td>
<td>Evaluations of comprehension are organized, directions are present on each section, and different testing methods are used.</td>
<td>Evaluation of comprehension lack organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower level questions</td>
<td>Evaluation of comprehension needs more effort, lacks clarity and direction.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Man points and objectives are successfully reviewed and student comprehension is assessed</td>
<td>Main points and objectives are reviewed and partial student comprehension is assessed</td>
<td>Main points and objectives are inadequately reviewed with minimal student comprehension assessed</td>
<td>Main points and objectives are not reviewed with no student comprehension assessed</td>
<td></td>
</tr>
<tr>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>Exemplary 10-9</td>
<td>Proficient 8-7</td>
<td>Basic 6-5</td>
<td>Unsatisfactory 4-0</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different testing strategies, assessing knowledge, and are well organized</td>
<td>Assessment is organized, directions are present on each section, and different testing methods are used.</td>
<td>Assessment lacks organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower level questions.</td>
<td>Assessment needs more effort, lacks clarity and direction.</td>
<td></td>
</tr>
<tr>
<td>Documentation of Materials</td>
<td>Proper use of creativity, color, knowledge, technology, and pertinent information. Attached to lesson plan.</td>
<td>Uses proper color, knowledge, and pertinent information. Attached to lesson plan.</td>
<td>Lacks creativity, focus, and accurate information. Attached to lesson plan.</td>
<td>Complete disregard for visual support and student learning. No items attached.</td>
<td></td>
</tr>
<tr>
<td>Spelling, punctuation, grammar</td>
<td>Lesson plan contains no errors</td>
<td>Lesson plan contains 1-3 errors</td>
<td>Lesson plan contains 4-6 errors</td>
<td>Lesson plan contains more than 6 errors</td>
<td></td>
</tr>
<tr>
<td>TOTAL: Possible 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Unit Title:</td>
<td>Teacher Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Purpose/Goal:**

**Instructional Objectives:** (Students...)

1. 
2. 
3. 

**Materials/Supplies Needed:**

- 

**References:**

- 

**Interest Approach:** (Captures attention & student interest. If applicable, includes: Engagement Activity – Experience before label.)

**Lesson Content:**

**Objective 1:** ( )

(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)

**Teaching Method:**

**Notes:**

**Checking for Understanding:**

- 

**Objective 2:** ( )

(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)

**Teaching Method:**

**Notes:**

**Checking for Understanding:**

- 

**Objective 3:** ( )

(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)

**Teaching Method:**

**Notes:**
### Checking for Understanding:

- 

### Conclusion:

1. Where we have been;
2. Where we are going & why;
3. What we will do next;
4. How learners should conduct themselves or what supplies are needed next.

### Assessment:

1. 

---

Available Electronically
PHILOSOPHY

The National FFA Organization and Florida FFA Association are dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education.

The primary goal of career and leadership development events is to develop individual college and career readiness skills through personal growth and premier leadership.

Individuals will be challenged to develop critical thinking skills, effective decision making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each event:

- Include problem solving, critical thinking and teamwork skills, where appropriate.
- Encourage appreciation for diversity by reducing barriers to participation among members.
- Develop general leadership and recognize individual and team achievement.
- Promote concentrated focus on future needs of members and society.

Career and Leadership Development Events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, instruction in leadership and supervised agricultural experience. Events are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization and the state association to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization and Florida FFA Association continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.
POLICIES & PROCEDURES

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants.

Florida FFA staff and event superintendents will use the published policies and procedures to organize and implement the Florida FFA Career and Leadership Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams will receive the current event format prior to the event.

ELIGIBILITY OF PARTICIPANTS

Each participant must be a current dues paying member in good standing with the local chapter, state FFA association, and National FFA Organization for the school year during which the event is held (or the previous year).

The participant must be enrolled in Agriculture, Food and Natural Resources Education, and maintain a Supervised Agricultural Experience (SAE) program.

Note: Certain exceptions may apply as follows. If a student is unable to enroll in an agriculture course due to extenuating circumstance, such as program closure or scheduling problems, that student may maintain active membership status for up to one membership year by paying local, chapter and state dues and by maintaining a Supervised Agricultural Experience (SAE) program and active involvement with the local FFA chapter. This period of FFA membership will be terminated at the end of that membership year if the student does not re-enroll in a systematic program of agricultural instruction.

If a student moves to a different chapter once he/she has qualified as a chapter representative in a CDE/LDE that student may be allowed to compete in the state event with the school he/she qualified with during the qualifying year. Note: this only applies to LDEs held at State FFA Convention.

A member who is a former state winner, either individual or team, in a particular FFA CDE/LDE is not eligible to compete in that CDE/LDE area again, with the exception of teams/individuals who win on the middle school level and then compete in the same CDE/LDE on the high school level.

The student must not have previously participated in a National Career or Leadership Development Event of the same kind.

Florida FFA will only permit students in grades 9-12 to represent Florida at national Career/Leadership Development Events, with the exception of the Creed LDE and Conduct of Chapter Meetings LDE. Creed and Conduct of Chapter Meetings LDE will be open for students in grades 7-9.

In the event that one, two, or three members of a four member team are ineligible to compete in national competition, the advisor must substitute eligible members from the chapter to compete nationally. Members serving as substitutes will be ineligible for future competition in that contest or award program area.

Few exceptions will be made in the scheduling of events for teams participating in two events, which are held simultaneously. Prior notice must be given to the Florida FFA Association office for such consideration.

REGISTRATION

Pre-registration is required for all events at the sub-district, district and state level, unless
COMPETITIVE EVENT POLICIES & PROCEDURES

otherwise announced by the Florida FFA Association. Chapters should register at www.flaffa.org. Registration will open approximately four (4) weeks prior to the event and will close approximately two (2) weeks prior to the event, as published on the official Florida FFA calendar.

Following the close of registration, a list of registered teams will be distributed electronically. If a chapter’s name does not appear on the list as a result of registration error, notification must be made to the Florida FFA Office within twenty-four (24) hours or by the published deadline.

Chapters not properly registered will not be eligible for competition.

DISQUALIFICATION

A member or team may be disqualified from an event if:

■ There is any communication, verbal or non-verbal, between participants during the event. The only exception to this would be communications between team members during the team activity portion of a given event.
■ Any assistance is given to a team member from any source other than the event officials or assistants.
■ Event superintendents stop any participants for manners they deem to be hazardous to themselves or others. Such action shall deem the individuals disqualified for that section of the event.
■ Participants start the event and do not complete the event without notifying event officials at the time of departure. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
■ Participants utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
■ Participant, team, advisor or coach gains access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the event.
■ It is prohibited for an advisor or anyone else to register their members under another member or chapter name. If this rule is violated, the chapter(s) involved will be disqualified from the event.

GENERAL GUIDELINES

1. Advisors should properly instruct students how to participate in a CDE/LDE prior to arrival at the event (including judging card completion, contest expectations, etc.).
2. Contestants must provide their own pens, pencils, erasers, clip boards and other necessary items necessary for competition.
3. Late arrivals may be ineligible for competition. Decisions regarding participation will be made at the discretion of the CDE/LDE superintendent.
4. FFA members should be in official dress, appropriate to the event, and will be scored accordingly. (See Official Dress Scoring for details.)
5. All participants will be assigned to a group number and are to stay with their assigned group at all times or until told otherwise by the event superintendent or group leader.
6. All participants will be given an identification number by which they will be designated for the event. It is imperative that participants make sure that the identification they were assigned matches the identification number on their materials.
7. FFA members are strongly encouraged to eat a healthy meal prior to start of the event in addition to staying properly hydrated for the duration of the event.
8. FFA members and advisors should act in a manner that will reflect favorably on the FFA chapter and the school.
9. Advisors will be expected to assist in event facilitation (i.e. act as group leaders, room
monitors, proctors, etc.) as requested by the CDE/LDE superintendent.

10. If membership is questioned in any competitive event or award programs held above the chapter level, the advisor must then show evidence that state and national dues were paid by the member prior to the student having participated in that event or award program.

11. Upon notification from the state office indicating the chapter’s ineligibility, (i.e. the initial membership roster, dues and Quality Chapter Planning Guide have not reached the state office) all members in that chapter are ineligible for competition above the chapter level until the roster, dues and Quality Chapter Planning Guide are received in the state office.

12. Judging cards that are incorrectly completed (i.e. contestant number not shaded in, stray marks, etc.) will not be scored.

13. In the case that a team who has qualified at a qualifying event, not held at the State FFA Convention, notifies the State FFA Office, in writing, two (2) weeks prior to the Finals event that they are unable to compete, the State Association has the authority to allow the next qualifying team to participate.

14. In the case that a team/individual who has qualified at a qualifying event, held at the State FFA Convention, notifies the State FFA Office, in writing, thirty days prior to the start of convention that they are unable to compete, the State Association has the authority to allow the second place team/individual from that district or the next qualifying team/individual to participate.

15. Materials that have been used by chapters and coaches as resources for training purposes should not be presented in the same visual manner in the official CDE/LDE.

**TABULATION OF RESULTS**

1. At the conclusion of each event all completed cards will be delivered to the event coordinator for tabulation.

2. Event results will be posted the first business day following the event on the Florida FFA Association website at www.flaffa.org.

3. Team scores and team names will be posted rank order as well as the names of the winning team members and high individual. Individual team results will also be provided at this time.

4. State CDE/LDE results are considered unofficial for (2) business days following publishing. It is the responsibility of the FFA Advisor to request and review individual team results. Any appeal must be made to the FFA Executive Secretary in writing for necessary adjustments to be made. At the close of business on the second business day following publishing, results will be official.

5. Sub-District and District CDE/LDE results for individual and team events are to be considered final as announced onsite at each event location.

6. Completed cards and testing materials of individual and team participants will not be returned for local, district or state competition.

7. For events with subjective scoring, participants shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges’ ranking of each participant shall then be added, and the winner will be that whose total of rankings is the lowest. Other placings shall be determined in the same manner. (low point method of selection)

**OFFICIAL JUDGES**

Official judges for each event will be selected by the CDE/LDE Superintendent or his or her representative. Careful consideration should be given to select qualified and competent judges.

Guidelines for Official Judges include:

- Official judges should make their placing in the same manner as is required of contestants with respect to handling specimens or animals.
- Official judges will give their completed official placings and scores to the event coordinator.
- Placings by the official judges must be kept confidential until the event is completed and
public announcements are made.

- Judges of Leadership Development Events are encouraged to use official comment cards provided to offer feedback to individual contestants.
- Current FFA Advisors are not permitted to serve as judges with the exception of the state Parliamentary Procedure LDE and/or other events which require certain expertise and as deemed appropriate by the event superintendent and Florida FFA Association.
- Judges decisions are considered final.

ADVISOR ATTENDANCE
As a matter of policy set by the Board of Directors of the Florida FFA Association, it is required that an advisor or other school district approved representative accompany all students to, from and while attending any Florida FFA event or activity. In the event that the advisor is unable to attend, a school district representative must be appointed by the school principal or superintendent and permission must be provided in writing to the Florida FFA Association. In the event that this policy is not followed, the student(s) will not be permitted to attend the event.

RULES & REVISIONS
As a matter of policy set by the FFA Board of Directors, authority is given to State FFA Staff to make technical revisions to Career and Leadership Development Event rules as necessary.

In addition, Board Policy directs CDE/LDE superintendents to follow CDE/LDE rules as closely as possible while also allowing the CDE/LDE superintendent the flexibility to make adjustments as necessary based on availability of resources.

ACCESSIBILITY FOR ALL STUDENTS
All special needs requests and appropriate documentation must be submitted at the time of registration.

HONESTY AND INTEGRITY
Florida FFA expects students to be honest in all of their work, including work outside of the classroom related to Career Development Events (CDE) and Supervised Agricultural Experience (SAE) programs. By participating in a competitive event, FFA members, advisors and proctors agree to adhere to high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in disciplinary action, up to and including event disqualification, loss of Quality FFA Chapter Status and termination of active FFA membership.

As an integral component of school-based agricultural education, FFA is obligated to report cases of student, teacher, chaperone or proctor dishonesty to the school district.

All FFA members and advisors have an ethical obligation to adhere to the Honor Code and are required to abide by the following Academic Honesty Policies:

I. By registering for or participating in any FFA event, FFA chapter representatives, including students and adults, agree to adhere to the following academic honesty code. FFA chapter representatives that do not agree to this policy should not register or participate. I understand that FFA expects its students and teachers to be honest in all of their work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including event disqualification, loss of Quality FFA Chapter Status and termination of active FFA membership.

II. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Policies. Those adjudged to have committed such conduct shall be subject to discipline. Violations of the Honor
Code and Policies include but are not limited to the following:

**CHEATING**
The improper taking or tendering of any information or material which shall be used to determine academic or competitive credit. Examples include but are not limited to the following:
- Copying from another student’s test or materials.
- Allowing another student to copy from a test or materials.
- Using unauthorized materials during a test, such as the textbook, notebook, formula lists or notes, including those stored in a calculator or other electronic device.
- Collaborating during an event or activity with any other person by giving or receiving information without authority.
- Having another individual write or plan a paper, including those bought from research paper services.

**PLAGIARISM**
The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression, as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student or teacher.

When a student submits oral or written work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. It is the FFA advisor’s responsibility to monitor and have an accurate understanding of the source of the students work.

Examples include:
- Quoting another person’s actual words.
- Using another person’s idea, opinion, or theory, even if it is completely paraphrased in one’s own words.
- Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
- Failing to accurately document information or wording obtained on the internet.
- Submitting anyone else’s work as one’s own work.
- Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
- Offering, giving, receiving or soliciting of any materials, items or services of value to gain competitive advantages for yourself or another.

**BRIbery**
The offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.

**MISREPRESENTATION**
Any act or omission with intent to deceive an event official for competitive advantage.
Misrepresentation includes lying to an event official or misstating the facts to increase your competitive standing.

**CONSPIRACY**
The planning or acting with one or more persons to commit any form of academic dishonesty to gain competitive advantage for yourself or another.

**FABRICATION**
The use of invented or fabricated information, or the falsification of research or other findings with
the intent to deceive for competitive advantage.

Examples include:

- Citing information not taken from the source indicated.
- Listing sources in a Works Cited or reference not used in the academic exercise.
- Inventing data or source information for research or other academic exercise.
- Submitting any academic exercise as one’s own prepared totally or in part by another, including on-line sources.
- Taking a test for someone else or permitting someone else to take a test for you.

COLLUSION
The act of working with another person on an competitive undertaking for which a student is individually responsible. Unless working together on an individual practicum has been prior approved, it is not allowed. On team practicums, students must stay within the guidelines set by the event coordinator. If the event coordinator provides additional guidelines, they must be followed. Failure to do so also constitutes a violation of these Policies and Rule.

COMPETITIVE MISCONDUCT
The intentional violation of integrity by tampering with scores or taking part in obtaining or distributing any part of a test or practicum.

Examples include:

- Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers without authorization.
- Asking or bribing any other person to obtain a test or any information about a test.
- Changing, altering, or being an accessory to changing and/or altering of an exam response or a grade recorded.
- Continuing to work on an examination or practicum after the specified time has elapsed.

IMPROPER COMPUTER/CALCULATOR USE
Examples of improper computer and/or calculator use include but are not limited to:

- Unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs.
- Sharing a calculator or computer while leaving answers on display or in memory.
- Submitting a duplicate printout with only the student’s or chapter’s name changed. This applies to all FFA events, awards and activities.

IMPROPER ONLINE TESTING USE INCLUDE:

- Having or providing unauthorized outside help when completing online assessments.
- Obtaining access to confidential test materials or questions before online assessments.
- Agriculture Teachers being in the room during online testing and/or certification.
- Proctors must not administer tests to their family members.
- Taking a test for someone else or permitting someone else to take a test for you.

NOTE: A third-party designated proctor must administer all FFA related exams and certifications. Third-party proctor must have received notification of and agree to these policies and may be required to submit documentation certifying the integrity of the online exam process. A third-party proctor cannot be the agriculture teacher(s). Examples of acceptable third-party proctors include: school administrators, computer lab coordinators, media specialists, guidance counselors, testing coordinators, teachers not affiliated with the agriculture program, other non-instructional school or school district officials.

DISRUPTIVE BEHAVIOR
Each chapter representative’s behavior during an FFA event or activity is expected to contribute
to a positive learning/teaching/competitive environment, respecting the rights of others and their opportunity to learn or participate. No chapter representative has the right to interfere with this process, including the posting of inappropriate materials on social media sites.

FFA event officials have the authority to ask a disruptive chapter representative to leave the event or activity and will report the incident as appropriate.

ELECTRONIC DEVICES
The use of cell phones or other electronic devices are not allowed during any FFA competitive event or activity, unless prior approval is given from the event coordinator.
## CAREER DEVELOPMENT EVENTS

<table>
<thead>
<tr>
<th>Competitive Event</th>
<th>Indoor/Outdoor</th>
<th>Max Participants</th>
<th>Scores Counted</th>
<th>Calculator</th>
<th>Preliminary</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Communications (HS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Ricky Telg</td>
</tr>
<tr>
<td>Agricultural Education (HS)</td>
<td>IN</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Grady Roberts</td>
</tr>
<tr>
<td>Agricultural Sales (HS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>Dr. Al Wysocki</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems (HS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Hal Moon &amp; David Byrd</td>
</tr>
<tr>
<td>Aquaculture (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Carlos Martinez</td>
</tr>
<tr>
<td>Citrus (HS/MS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>David Byrd</td>
</tr>
<tr>
<td>Dairy Cattle Evaluation and Management (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Chris Holcomb</td>
</tr>
<tr>
<td>Environmental Science and Natural Resources (HS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Diane Mealo</td>
</tr>
<tr>
<td>Farm and Agribusiness Management (HS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Dustin Bass</td>
</tr>
<tr>
<td>Floriculture (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td>Merry Mott</td>
</tr>
<tr>
<td>Food Science and Technology (HS/MS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Drs. Keith &amp; Renée Schneider</td>
</tr>
<tr>
<td>Forestry (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Jim Fleming</td>
</tr>
<tr>
<td>Horse Evaluation (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Saundra TenBroeck</td>
</tr>
<tr>
<td>Land Judging (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Rex Ellis</td>
</tr>
<tr>
<td>Livestock Evaluation (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Chad Carr</td>
</tr>
<tr>
<td>Meats Evaluation and Technology (HS/MS)</td>
<td>IN</td>
<td>1-2</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Chad Carr &amp; Larry Eubanks</td>
</tr>
<tr>
<td>Nursery and Landscape (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td>Merry Mott</td>
</tr>
<tr>
<td>Ornamental Horticulture Demonstration (HS/MS)</td>
<td>IN</td>
<td>1-2</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>Dr. Ed Osborne</td>
</tr>
<tr>
<td>Poultry Evaluation (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>Dr. Michael Davis</td>
</tr>
<tr>
<td>Safe Tractor Operations and Maintenance (HS)</td>
<td>OUT</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>Pam Walden</td>
</tr>
<tr>
<td>Tool Identification (MS)</td>
<td>IN</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>Scarlett Jackson</td>
</tr>
<tr>
<td>Vegetable Identification and Judging (HS/MS)</td>
<td>OUT</td>
<td>4</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>Lynn Nobles</td>
</tr>
<tr>
<td>Veterinary Assisting (HS)</td>
<td>^</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Carrie Jo Anderson</td>
</tr>
</tbody>
</table>

* MS Meats is a 4 member team, 3 scores counted.

^ See event rules for specific clothing requirements

## LEADERSHIP DEVELOPMENT EVENTS

<table>
<thead>
<tr>
<th>Event Name (HS/MS)</th>
<th>Indoor/Outdoor</th>
<th>Team Numbers</th>
<th>Preliminary</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Issues Forum (HS)</td>
<td>IN</td>
<td>3-7</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Conduct of Chapter Meetings (HS/MS)</td>
<td>IN</td>
<td>7</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>Creed Speaking (HS/MS)</td>
<td>IN</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking (HS/MS)</td>
<td>IN</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>Employment Skills (HS)</td>
<td>IN</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>Opening and Closing Ceremony (MS)</td>
<td>IN</td>
<td>7</td>
<td>Team</td>
<td>No</td>
</tr>
<tr>
<td>Parliamentary Procedure (HS/MS)</td>
<td>IN</td>
<td>6</td>
<td>Team</td>
<td>No</td>
</tr>
<tr>
<td>Prepared Public Speaking (HS/MS)</td>
<td>IN</td>
<td>1</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>
OFFICIAL DRESS

FFA OFFICIAL DRESS
The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identify and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

OFFICIAL DRESS FOR A FFA MEMBER INCLUDES:

- An official FFA jacket zipped to the top
- Black slacks or black skirt
- White collared blouse or white collared shirt
- Official FFA tie or Official FFA scarf
- Black dress shoes with a closed heel and toe
- Black socks or hosiery

Note - official garb of recognized religions may be worn with official dress

Note: the skirt is to be at least knee-length, hemmed evenly across the bottom, with a slit no higher than two inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities as outlined in the safety exceptions.

SAFETY EXCEPTIONS
In extreme condition such as heat or inclement wether students may be asked to remove their FFA Jackets, ties and scarves.

Due to the nature of the event, some events do not require Official Dress. Participants should refer to the event rules for specific clothing instructions for the following events:

- Agricultural Technology and Mechanical Systems
- Meats Evaluation
- Veterinary Assisting

Additional safety exceptions include:

- Rubber boots may be worn during Land Judging. If desired, student can change footwear following Official Dress check prior to the start of the event.
EVENT CLASSIFICATIONS

INDOOR/LEADERSHIP EVENTS
■ Agricultural Communications
■ Agricultural Education
■ Agricultural Issues Forum
■ Agricultural Sales
■ Citrus
■ Conduct of Chapter Meetings
■ Creed Speaking
■ Employment Skills
■ Extemporaneous Public Speaking
■ Farm and Agribusiness Management
■ Food Science and Technology
■ Opening and Closing Ceremonies
■ Ornamental Horticulture Demonstration
■ Parliamentary Procedure
■ Prepared Public Speaking
■ Tool Identification

OUTDOOR EVENTS
■ Agricultural Technology and Mechanical Systems*
■ Aquaculture
■ Dairy Cattle Evaluation and Management
■ Environmental Science and Natural Resources
■ Floriculture
■ Forestry
■ Horse Evaluation
■ Land Judging
■ Livestock Evaluation
■ Meats Evaluation*
■ Nursery and Landscape
■ Poultry Evaluation
■ Safe Tractor Operations and Maintenance
■ Vegetable Identification and Judging
■ Veterinary Assisting*

* See event rules for clothing instructions.

Please review the official dress scoring rubric for specific requirements relation to indoor and outdoor events.
<table>
<thead>
<tr>
<th>GARMENT DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFA JACKET – ZIPPED TO THE TOP</strong></td>
<td>15</td>
</tr>
<tr>
<td>Deduct 5 points if unwilling to zip to top</td>
<td></td>
</tr>
<tr>
<td>Note: Points will not be deducted in cases where FFA jacket was unavailable (new members, middle school members, etc.) and all other official dress criteria is followed.</td>
<td></td>
</tr>
<tr>
<td><strong>WHITE COLLARED SHIRT / BLOUSE</strong></td>
<td>10</td>
</tr>
<tr>
<td>Deduct 5 points if shirt is not solid white or has no collar</td>
<td></td>
</tr>
<tr>
<td><strong>BLACK SLACKS OR BLACK SKIRT</strong></td>
<td>10</td>
</tr>
<tr>
<td>Deduct 5 points if skirt is more than 2 inches above the knee</td>
<td></td>
</tr>
<tr>
<td>Deduct 5 points if fabric has tears or is patterned</td>
<td></td>
</tr>
<tr>
<td>Deduct 5 points if jeans are worn in Indoor Events</td>
<td></td>
</tr>
<tr>
<td>Note: Black Jeans are acceptable for Outdoor Events.</td>
<td></td>
</tr>
<tr>
<td><strong>BLACK DRESS SHOES – CLOSED TOE &amp; CLOSED HEEL</strong></td>
<td>10</td>
</tr>
<tr>
<td>Deduct 5 points for open toe and/or open heel</td>
<td></td>
</tr>
<tr>
<td>Note: Dark black or brown shoes/boots are acceptable for Outdoor Events and when black dress shoes are not available.</td>
<td></td>
</tr>
<tr>
<td><strong>BLACK SOCKS OR BLACK HOSIERY</strong></td>
<td>3</td>
</tr>
<tr>
<td>Deduct 3 points for patterned hosiery</td>
<td></td>
</tr>
<tr>
<td>Note: Students will not be asked to reveal garments that are not otherwise visible. If socks are completely covered by pants and shoes, full points will be given.</td>
<td></td>
</tr>
<tr>
<td><strong>OFFICIAL FFA TIE OR OFFICIAL FFA SCARF</strong></td>
<td>2</td>
</tr>
<tr>
<td>Please note that not all ties and scarves purchased through National FFA are considered to be Official Dress. Please be sure that when purchasing you are purchasing ties and scarves that are listed as Official Dress in the FFA Blue catalog on or on shopffa.org.</td>
<td></td>
</tr>
<tr>
<td>Note: Solid navy or black scarf/tie is acceptable when official FFA scarf/tie is not yet available.</td>
<td></td>
</tr>
</tbody>
</table>