Agriculture Education
Cycle 3/6 Theme: Meaning & Purpose

Spring 2020 FFA Career Development Event
Student Project Packet Part 1/2

Name:

Spring CDE:

You are about to embark on an exciting adventure!
You will choose a CDE to prepare for this spring and during your preparation you will:

1. Write a personal S.M.A.R.T. goal
2. Layout a timeline for your preparation
3. Develop a personal rubric for success
4. Create a helpful hints list for future students who want to participate

Completed project packet will be submitted to Mrs. Dudley on December 20th, 2019.

There will be several check-in dates throughout the cycle to show progress and seek support.

Spring FFA Career Development Event (CDE) Project

Task Title/page #	Task Description	Due Date	Date when complete	Mrs. Dudley Check-in
Check-in #1 Page 3	Meet with Mrs. Dudley to review the project packet and rubric	December 4		
S.M.A.R.T. Goal Pages 4-5	Set a personal S.M.A.R.T. goal for your spring CDE participation	December 6		
CDE Timeline Pages 6-7	Set the date of your CDE and then create a timeline of when you will prepare	December 9		
Check-in #2 Page 8	Meet with Mrs. Dudley to show your packet and discuss your progress	December 11		
Personal Rubric Pages 11-12	How will you know if you have achieved your goal? Create a personal rubric you will use to grade your efforts	December 13		
Helpful Hints Pages 13-14	Write down a summary of what a future FFA student should do to prepare for this CDE	December 16		
Check-in #3 Page 15	Meet with Mrs. Dudley to show your packet and discuss your progress	December 18		
Self Evaluation Page 16	Complete your personal rubric and submit your project packet	December 20		

Comments: _____

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Spring FFA CDE Project
Check-in #1

You will check-in about this project three times Mrs. Dudley. After presenting your project progress you will receive feedback and ideas on ways to revise and improve your work. A portion of your grade will depend on how you address the feedback received during each check-in. It is your choice to either incorporate the ideas provided or justify why you didn't. Each check-in will require you to submit evidence of your progress followed by a discussion.

Check-in #1 will be with Mrs. Dudley and will occur December 4th. Attend the mini-lesson and scan this project packet to get ready.

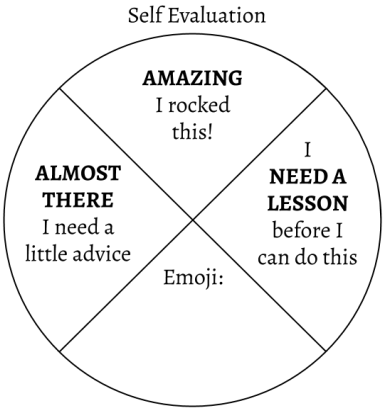
Check-in #1 Checklist:

AMAZING	**ALMOST** (use feedback below to improve)	**NEED A REMINDER** (ask for a lesson and try again)	Task Description
			Student attended the mini-lesson
			Student demonstrated active listening skills during the lesson
			Student has chosen a spring CDE and submitted their choice on Google Classroom
			Packet is neat and kept in a safe place

Feedback from Mrs. Dudley:

Explain how you will use this feedback to improve your work:

Agriculture Education S.M.A.R.T. Goal



Your mission is to set a S.M.A.R.T. goal for yourself to accomplish this work. Use this template from https://www.smartsheet.com to get started. Good luck!

Example
Specific: remove honeysuckle on the school campus
Measurable: no honeysuckle will be left on the school campus
Attainable: with the help of students and staff this is possible with hard work and effort
Relevant: removing invasive species gives us more room to plant native species for pollinators
Timely: the deadline is December 15th, 2019 and is realistic if we get started right away
S.M.A.R.T. Goal: Remove all of the honeysuckle from the school campus before December 15th, 2019.

S.M.A.R.T. Goal Template

1. Specific *(What do you want to accomplish? Who needs to be included?)*: Please type your answer in the box below.

2. Measurable *(How can you measure progress and know if you've successfully met your goal?)*: Please type your answer in the box below.

3. Attainable *(Do you have the skills required to achieve the goal? If not, can you obtain them?)*:Please type your answer in the box below.

4. Relevant *(Why am I setting this goal now? Is it aligned with my current needs?)*:Please type your answer in the box below.

5. Timely *(What's the deadline and is it realistic?)*:Please type your answer in the box below.

S.M.A.R.T. Goal *(Review what you have written, and craft a S.M.A.R.T. goal based on your answers above):*Please type your answer in the box below.

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Rubric for S.M.A.R.T. Goal

Name: _____

Setting S.M.A.R.T. goals is an important part of agriculture education. Evaluate your ability to set a S.M.A.R.T. goal using the following rubric. Highlight the boxes that you feel describe your actions. Take time to reflect and answer the questions at the bottom of the page before checking in your rubric with Mrs. Dudley.

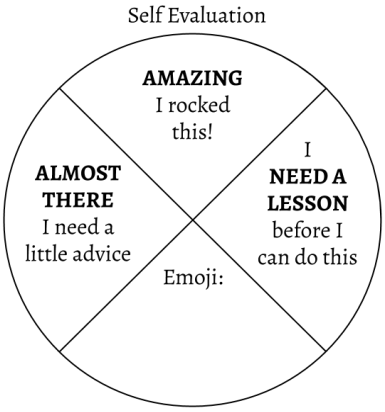
My S.M.A.R.T. goal is:	I'm **AMAZING** at this	I'm **ALMOST** there…I'll self correct and try again	I **NEED A REMINDER**…I'll ask for a lesson and try again
Specific	I have included a clear focus with details	I have a clear focus but am missing details	I am not sure how to be specific
Measurable	It will be very easy for anyone to see if I have achieved my goal	My goal is measurable but would be difficult for others to see besides me	I am not sure how to measure my goal
Attainable	My goal represents my skill level and includes outside supports	My goal is slightly beyond or below my current skill level	The goal I've written is way beyond or below my current skill level
Relevant	My goal is directly related to my spring FFA CDE choice	My goal is somewhat related to my spring FFA CDE	My goal is not related to my spring CDE choice
Timely	My goal has a clear deadline that relates to my spring CDE	My goal deadline is clear but not related to my spring CDE	My goal deadline is unclear

Support your self evaluation with evidence; what actions did you take that you can be proud of?

Support your self evaluation with evidence; what action can you take to improve your work?

What help do you need from Mrs. Dudley and our class community for you to be **AMAZING** at writing S.M.A.R.T. goals?

Spring FFA CDE Timeline



You need to set up a timeline for your spring CDE. View the calendar from Mrs. Dudley to set your final date and work backwards from there. Set your final competition date in the last box and then add the days you will need to practice. If you need Mrs. Dudley to order a bus that should be at the top of the timeline. View the official rules and rubrics to outline the rest of your timeline.

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Rubric for Spring FFA CDE Timeline

Name: _____

Developing timelines is an important part of agriculture education. Evaluate your ability to develop a timeline using the following rubric. Highlight the boxes that you feel describe your actions. Take time to reflect and answer the questions at the bottom of the page before checking in your rubric with Mrs. Dudley.

My timeline is:	I'm **AMAZING** at this	I'm **ALMOST** there…I'll self correct and try again	I **NEED A REMINDER**…I'll ask for a lesson and try again
Complete	Each section of the timeline is fully complete with a date and description of tasks	One section is missing a description of tasks	Several sections are incomplete and missing dates and/or descriptions
Accurate	Every date is correct and the tasks listed match the date	One section is inaccurate	Several sections are inaccurate
Inclusive	The timeline includes all relevant dates and tasks	The timeline excludes one important date / task	Several important dates / tasks are missing
Specific	I have included a clear focus one each date with details	I have a clear focus but am missing details	I am not sure how to be specific
Realistic	My timeline represents my skill level and includes outside supports	My timeline is slightly beyond or below my current skill level	The timeline I've written is way beyond or below my current skill level

Support your self evaluation with evidence; what actions did you take that you can be proud of?

Support your self evaluation with evidence; what action can you take to improve your work?

What help do you need from Mrs. Dudley and our class community for you to be **AMAZING** at developing a timeline?

FFA CDE Project
Check-in #2

You will check-in about this project three times Mrs. Dudley. After presenting your project progress you will receive feedback and ideas on ways to revise and improve your work. A portion of your grade will depend on how you address the feedback received during each check-in. It is your choice to either incorporate the ideas provided or justify why you didn't. Each check-in will require you to submit evidence of your progress followed by a discussion.

Check-in #2 will be with Mrs. Dudley and will occur December 11th. Complete the S.M.A.R.T. goal and timeline pages fully to get ready.

Check-in #2 Checklist:

AMAZING	**ALMOST** (use feedback below to improve)	**NEED A REMINDER** (ask for a lesson and try again)	Task Description
			Packet is neat and kept in a safe place
			S.M.A.R.T. goal represents student ability and is well written
			Timeline is accurate and well thought out
			Student author used feedback from check-in #1 to improve their work

Feedback from Mrs. Dudley:

Explain how you will use this feedback to improve your work: