



Chapter Reporter

Created: 12/2015 by the National FFA Organization

This document serves as a guideline to assist advisors in describing, implementing, guiding, and justifying the educational values of chapter officer leadership positions. Educational standards for these positions are suggested based on duties listed in the Official FFA Manual. While every standard listed may not be fully demonstrated or conclusive of responsibilities expected by states and/or individual chapters of particular positions, these lists should serve as a guideline to validate and actualize educational relevancy for students serving as FFA chapter officers.

OVERALL STUDENT LEARNING OBJECTIVES

After serving as chapter officers, students will...

1. Discover and experience premier leadership, personal growth and career success.
2. Demonstrate and explore leadership and career skills.

EXPECTATIONS OF CHAPTER OFFICERS AS OUTLINED IN THE OFFICIAL FFA MANUAL

- A genuine desire to be part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitution, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

DUTIES OF CHAPTER REPORTERS AS OUTLINED IN THE OFFICIAL FFA MANUAL

- Serve as chair of the POA public relations committee.
- Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
- Release news and information to local and regional news media.
- Publish a chapter newsletter or website.
- Prepare and maintain a chapter scrapbook.
- Send local stories to area, district and state reporters and to any school publications.
- Send articles and photographs to *FFA New Horizons* and other national and regional publications and websites.
- Work with local media on radio and television appearances and FFA news.
- Serve as the chapter photographer.

THIS POSITION IS ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FFA Precept

- FFA.PL-A. Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B. Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C. Vision: Visualize the future and how to get there.
- FFA.PL-D. Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E. Awareness: Understand personal vision, mission and goals.
- FFA.PL-F. Continuous Improvement: Accept responsibility for learning and personal growth.

- FFA.PG-H. Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I. Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J. Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N. Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O. Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
- AG6 Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

NASDCTEc

- AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.
- AGC02.02 Employ the use of technical information effectively to maintain and communicate records and reporting procedures commonly used in the AFNR cluster.
- AGC07 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.

Common Core-Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core-Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Language

- CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or styles, and to comprehend more fully when reading or listening.
- CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core- Math Practices

- MP6 Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Technology Literacy
- Think Creatively