



Section 2: Part 3

State: State FFA Officer Programs

Created: January/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Explore state FFA officer programs.

TIME REQUIRED: Interest Approach - 15 minutes; Lesson and Activities - 30 minutes

RESOURCES: "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. "Official FFA Student Handbook" - one copy per student.
2. Public writing surface.
3. Focus area description pages.
4. "State FFA Officer Programs" worksheet - one copy per student.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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.

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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 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 flexibility and dynamically.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under

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. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

AFNR Career Ready Practices

- 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.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Information, Communications, and Technology Literacy
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Think Creatively

LESSON PLAN:

1. Interest Approach:

- On a public writing surface, write the following prompt: "The president of the United States has to wear many hats and take on many roles during his term of office."
- Have students create a list of the various roles the president has to perform on their own papers.
- Provide students an opportunity to capture their thoughts. Once the students are done, ask for volunteers to share their lists with the class. Capture on the public writing surface the ideas that are being shared by the group.
- Transition the conversation to relate the roles and responsibilities of the state FFA officers and the president of the United States. Both have influence: The president of the United States has influence over the country and how it's run, and the state FFA officers are able to influence how FFA is managed at the state level.
- Have the students identify some of the roles and responsibilities that state officers have to perform. Utilize the information in the "Official FFA Student Handbook" to help facilitate this conversation.

2. Activity #1: As a class review the state officer programs.

- Explain to students that once an officer is elected to a state office, training programs—or a continuum of experiences—help develop the necessary skills needed to prepare and grow state officers during their year of service. These programs are developed to build the skill set within each officer.
 - Explain the 11 focus areas of the State FFA Officer Leadership Continuum:
 - Sound character
 - Positive and purposeful influence
 - Team dynamics
 - Conversation skills
 - Professionalism
 - Time management
 - Clear and relevant messaging
 - Advocate for agriculture and FFA
 - Effective tools of communication
 - Strong public speaking skills
 - Successful workshops
 - Assign each one of these focus areas to a small group of students (no more than three students per group).
 - Provide each student group with a copy of the handout for the focus area they are assigned to.
 - Each group will use the information on the handout to create a skit that covers the definition of each of the focus areas.
 - Once students have prepared the skits, they will perform their creations for their peers. Every student in the group will need to participate in the delivery of the skit.

3. Activity #2: "State FFA Officer Programs" worksheet

- Hand each student one worksheet.
- Have them answer the questions on the worksheet and then return for grading.

4. *Follow Up:* Consider providing class time for peer review, expectations for parent review and instructor review and feedback.
5. *Leveling Up:*
 - a. Assessment worksheet

State FFA Officer Leadership Continuum Focus Areas

Focus Area 1: Being a Person of Sound Character

Level	Measure of Success
Emerging	Focuses attention and credit on others before self. - Shares or gives credit when appropriate. (D3a) - Always gives credit to those involved in a project. (2.3B) - Always shares and celebrates team success. (2.3C) - Never brags about self. (2.3C)
	Acts appropriately in given situations, using appropriate language and mannerisms. - Demonstrates proper etiquette in social settings. (H2a) - Uses appropriate language in all settings. (H2a) - Demonstrates proper conduct and appearance in all settings. (H2a) - Adjusts behaviors for audience. (5.5A)
Proficient	Shows respect and empathy toward others. - Always seeks to understand the opinions of others. (2.2B) - Given a situation, determines and demonstrates compassion and empathy appropriately as a leader. (B1c) - Creates an environment that shows respect and dignity to all people regardless of gender, ethnicity, religion, sexual orientation or position. (B1b, D4a) - Includes and appreciates people who think differently than you. (D4a)
	Assumes responsibility for personal actions. - Consistently accepts credit and consequences for actions. (D3a) - Adjusts actions and decisions based on coaching and feedback. (D3a) - Never uses excuses and takes full responsibility. (5.1B) - Readily admits responsibility for their contribution to an undesirable outcome. (2.3D) - Evaluates alternatives and weighs outcomes of specific actions. (D3a)
Advanced	Communicates true self with tact. - Communicates with enthusiasm and humility his/her passions and desires for the future. (5.4B) - Fully communicates weaknesses or vulnerabilities appropriately. (5.4B) - Uses personal value system to make decisions and describe how decisions influence others. (D2c)
	Does the right thing; displays high integrity. - Analyzes moral dilemmas and makes decisions based on characteristics of integrity. (D1a) - Never uses defensive or distrustful actions in any situation. (5.1A) - Is always honest and forthcoming in situations, even when in the wrong. (New) - Always takes responsibility for actions and readily apologizes when in the wrong. (New)

	- Differentiates between habits, practices and behaviors consistent with principles of self-discipline versus lack of self-discipline. (D5a)
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Focus Area 2: Positive and Purposeful Influence

Level	Measure of Success
Emerging	Demonstrates an optimistic attitude. - Consistently remains positive in negative situations. (5.3B) - Talks about the future with a promising outlook and positive language. (New) - Assesses attitude as it relates to the roles of leader, follower and team member in a group. (A1d) - Demonstrates use of effective techniques and attitudes when embracing change. (O2b)
	Contemplates the impact of decisions on others. - Always considers all options and is able to explain impact that decisions have on others. (7.3A/ 8.2C) - Models sound decision-making skills. (J3a) - Makes sound decisions based on input from multiple perspectives. (c4a) - Evaluates alternatives and weighs outcomes of specific actions. (D3a)
	Understands responsibility of being a role model. - Demonstrates daily qualities of leadership consistent with personal core values. (C5c) - Differentiates between positive and negative role models. (C5c) - Consults a personal mentor on a regular basis and analyzes and applies mentor's advice. (F2b) - Models a balanced life. (I1a)
Proficient	Has positive contact with and encourages all members of the group. - Always is attentive to what others say, never interrupts, and follows through with intelligent responses or questions. (5.3A) - Consistently encourages others to strive for personal growth. (O3b) - Displays a positive attitude toward others' interests. (B2b) - Actively appreciates contributions of other group members/teammates. (B4a)
	Modifies behavior in order to operate as a positive role model. - Always seeks out experts to ensure growing and learning. (5.6A) - Always seeks out feedback and applies it proactively. (5.6B) - Continually engages effectively and strengthens others in a variety of relationships. (H3a) - Continually develops and demonstrates personal and professional ethics. (I3a)
Advanced	Identifies opportunities to encourage others to achieve their full potential (e.g., through encouragement, support, empowerment, delegation, etc.).

	- Always seeks input from others to ensure the best solution before identifying improvement ideas. (7.2A) - Consistently effective in helping others grow through practiced coaching techniques. (7.2B) - Consistently demonstrates the ability to determine when it is most effective to lead or when to support. (B3b) - Applies the delegation process to various group/team activities. (A7b)
	Makes decisions with consideration to the larger group (team, organization, etc.). - Always able to explain the decision-making process and possible outcomes of decisions. (7.3B) - Leads groups in decision making using critical thinking. (J1a) - Given a situation, demonstrates the ability to disagree without anger. (B4b) - Demonstrates the ability to compromise or agree to disagree. (B4b)
	Delivers feedback in a manner that affects positive change. - Always offers specific and realistic feedback in a positive manner. (New) - Provides options for improvement while honoring “what went well.” (New) - Teaches others how to utilize feedback. (O3c) - Models giving effective and constructive feedback for others. (O3a)

Focus Area 3: Team Dynamics

Level	Measure of Success
Emerging	Has an awareness of personality styles of self and others. - Is always aware of differences in learning and personality. (2.1D) - Consistently creates an environment of trust for others. (B1b) - Displays outward appreciation and recognition to others with different beliefs and personality styles. (L2a)
	Takes responsibility for own tasks in a group setting while respecting the work of others. - Always listens to, shares with and supports the efforts of others. (2.2A) - Takes full responsibility and a strong sense of ownership for all work completed. (5.7A) - Always accepts credit or consequences for actions. (D3a) - Always demonstrates respect for self and others. (D4b)
Proficient	Can manage team dynamics with professionalism, producing positive results. - Values the criticism, opinions or ideas for improvement from other members of the group. (2.1E) - Always uses problem-solving and decision-making skills to produce positive compromises. (2.1E) - Appraises the task and relationship situations, as well as the satisfaction of members, and generates solutions to meet the goal. (A2c)
	Flexes personal communication style to communicate with the personality styles of others. - Always listens to, shares with and supports the efforts of others. (2.2A) - Consistently communicates using different media, depending on the audience. (new A5a) - Always identifies the strengths and weaknesses of a presentation as related to audience needs. (A5b) - Consistently applies the appropriate channel of communication for a desired result. (A5e)
Advanced	Leverages the strengths and personality styles of team members to capitalize on team opportunities and achieve shared goals. - Frequently recognizes strengths of teammates and identifies opportunities where teammates can excel in achieving goals. (New) - Assesses and matches the strengths of others and provides leadership to help successfully meet a goal. (A2c) - Assists others in assessing their strengths and weaknesses. (B3a)
	Takes responsibility for undesirable team outcomes. - Always admits responsibility for their contribution to the undesirable outcome, and accepts accountability. (2.3D) - Evaluates team culture and adjusts as needed to accomplish team effectiveness. (B5a)

	- Develops the relationships needed to ensure accountability. (D2d) - Engages in discussions on how to deal with consequences. (D3a)
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Focus Area 4: Conversation Skills

Level	Measure of Success
Emerging	Attracts others with an enjoyable presence and an optimistic attitude. - Never appears distracted, looks attentive and energetic. (1.2B) - Displays positive body language. (1.1D) - Consistently engages others in conversation to identify and accept their interests and aspirations. (B2b) - Always expresses authentic interest in others. (B2b)
	Recalls information from previous conversations. - Makes no mistakes in recall of a conversation. (1.2A) - Consistently asks follow up questions from previous conversations. (New) - Models effective listening skills. (A5c)
Proficient	Listens for understanding and asks clarifying questions in conversations. - Asks several questions consistently to clarify points. (1.2D) - Assesses listening habits to determine effectiveness. (a5c) - Identifies strategies to establish and maintain conversations with peers and adults then initiates a conversation using these strategies. (B2a) - Observes a group conversation while identifying barriers and problems. (B2a)
	Demonstrates a genuine interest in others. - Always attentive, never interrupts, and follows through with intelligent responses or questions. (5.3A) - Seeks to understand others by asking personalized questions appropriate to the conversation. (New) - Displays positive attitude toward others' interest. (B2b)
Advanced	Always employs strategies to learn about others and finds common ground. - Always asks questions to understand the other person's point of view. (7.4A) - Shows outward appreciation/recognition to someone who has a different belief. (L2a) - Identifies strategies to overcome barriers in showing respect. (L2b) - Analyzes the beliefs of others and applies the appropriate behaviors to have the greatest influence. (L2c) - Builds relationships with people from different cultures and backgrounds. (B4a)
	Effortlessly connects and transitions between conversations and discussions. - Naturally connects points in the current conversation to points from previous conversations. (1.2E) - Effortlessly finds common thread between multiple topics in a conversation. (New)

	- Applies audience needs to a situation or scenario. (M3b)
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Focus Area 5: Professionalism

Level	Measure of Success
Emerging	Understands that different situations require varying levels of professionalism. - Always able to adjust behavior to the appropriate level for the audience involved. (5.5A) - Consistently assess a group situation and assumes the needed role. (B5b) - Maintains an appropriate attitude for the environment. (M5b)
	Operates in accordance with codes of conduct and ethical living - Shows compassion to all around him/her with sincerity. (5.4A) - Always listens to others point of view but stands firm on ethical issues and personal values. (6.1C) - Always practices their personal code of ethics. (I3a) - Always models professional ethics in their daily life. (I3b)
Proficient	Demonstrates appropriate behavior for the situation. - Always acknowledges and respects boundaries. (M5b) - Consistently adjusts during meetings to increase effectiveness. (M5c) - Fluidly moves from the role of leader to participant and vice versa. (M5c) - Given a situation, determines appropriate compassion and empathy skills. (B1c)
	Uses mature language and mannerisms. - Never shows signs of being aggressive and confrontational. (5.5D) - Choose appropriate language in formal/nonformal settings. (H2a) - Always models appropriate language for others. (H2a)
Advanced	Challenges others to demonstrate adherence to codes of conduct and ethical living. - Serves as a role model for social conduct and etiquette. (H2a) - Always models professional ethics in daily life. (I3b) - Obtains and discusses codes of ethics from professional organizations. (I3a) - Evaluates behavior in the professional environment to determine if it is ethical. (I3a)
	Balances professional and personal responsibilities. - Able to focus on multiple tasks and never misses a deadline. (4.1B) - Identifies and continually prioritizes the personal and professional responsibilities in their lives. (I4c) - Models a balanced life. (I1a)

Focus Area 6: Time Management Skills

Level	Measure of Success
Emerging	Utilizes a time management tool and monitors time effectively. - Sets time management priorities and develops a schedule. (I4b) - Always records events and assignments in a time management tool. (4.1A) - Evaluates use of time. (I4b) - Chooses to use a time management strategy. (I4b)
	Completes independent projects in a timely manner. - Develops a timeline. (I4b) - Analyzes self-organization skills. (A1b) - Assesses and applies own strengths to an independent project. (A1a) - Demonstrates the ability to complete a task on their own without assistance. (A1a) - Consistently turns work in on schedule. (4.3B)
Proficient	Completes multiple tasks with competing deadlines, regardless of the circumstance. - Determines level of involvement in nonessential actions in personal and professional life. (I4c) - Commits to continuously prioritizing responsibilities. (I4c) - Evaluates the personal and professional lives of others and applies the observation to their own balanced life plan. (I4a)
	Handles both small and large tasks by breaking down large tasks into more manageable components. - Establishes measurable objectives for a given situation. (A2b) - Given a task, sequences the steps necessary to complete the task. (A2b) - Thoughtfully plans the sequence of steps and rarely makes priority mistakes. (4.2A)
Advanced	Effortlessly adapts to changes in schedules and logistics. - Able to transition with change: thinks quickly on their feet and shows no sign of stress. (5.2A) - Shares and predicts how the benefits and opportunities of change have and will continue to affect personal growth. (O2d) - Analyzes various change scenarios and explains how these characteristics affected the results. (O2c)
	Always helps direct the group in completing necessary action planning steps to accomplish task completion. - Takes action when needed. (6.4D) - Evaluates the quality of group interaction and develops strategies to improve group effectiveness. (A1d)

	- Maximizes the talents of group members to achieve the desired outcome. (A1d) - Frequently lends assistance to others on tasks even when it is not his/her responsibility. (6.4C)
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Focus Area 7: Clear and Relevant Messaging

Level	Measure of Success
Emerging	Explains the mission of FFA, the agricultural education model, opportunities for youth within FFA and the ability of FFA to develop leadership. - Develops an outline for and identifies resources to be used in presentations. (M3c) - Is very insightful in their explanation of the FFA mission. (3.2D) - Convincingly advocates the organization's ability to foster leaders (3.2 G) - Demonstrates comprehensive understanding of the opportunities available within FFA. (3.2 E)
	Articulates the integrated food chain. - Articulates the primary components of the integrated food chain from production to consumption. (3.1 D) - Contributes to society as a responsible and informed citizen. (E2a) - Creates presentations about agriculture and food and natural resources topics for peers and professionals. (M3a)
Proficient	Explains the relationships among FFA, departments of education and agriculture (if applicable), career and technical education, funding sources, and the issues connecting them. - Articulates the role of FFA as an intracurricular component of agricultural education. (3.3 A) - Understands and can accurately articulate the federal funding structure. (3.3 B) - Understands and can articulate the organization's place in career and technical education. (3.3B) - Locates, organizes and references written information from various sources to develop speeches and presentations. (M1a) - Writes effective technical and business documents for journals, newsletters, or other publications. (M1c)
	Articulates information related to current issues and trends impacting agriculture locally and globally. - Discusses trends with related statistics. (3.1 B) - Always supports concepts with facts and research. (3.1 D) - Teaches others about local, state, national and global issues important to their community. (E1a) - Initiates or leads activities that relate to local, state, national and global issues. (E1c)
Advanced	Implements constructive feedback from each opportunity to deliver messaging related to FFA, agricultural education and the industry of agriculture. - Actively and consistently seeks out advice and suggestions from others. (5.6 A)

	- When given feedback, seems to not be upset or threatened by comments. (5.6 B) - Identifies opportunities that feedback provides. (O3a) - Differentiates between positive and negative feedback and realizes the importance of both. (O3a) - Values others perspectives and thoughts. (O3a)
	Adjusts messages about FFA and agricultural education based on the audience's points of view or needs. - Always asks questions to understand others points of view. (7.4 A) - Asks several questions to clarify points. (1.2 D) - Identifies the strengths and weaknesses of a presentation as related to audience needs. (A5b) - Chooses appropriate facts and opinions to persuade. (J6a) - Unconsciously puts the needs of customers first. (M5a)

Focus Area 8: Serving as an Advocate for Agriculture and FFA

Level	Measure of Success
Emerging	Speaks with passion, emotion, interest, and insight about agriculture and FFA. - Clearly incorporates support of FFA into all activities. (6.2 A) - Deep thinking is evident about the purpose of FFA. (6.2 A) - FFA mission is obviously internalized and continuously looks for ways to discuss FFA, the mission, and how these connect to initiatives of other groups. (6.2 A) - Voluntarily serves as an advocate for agriculture and the natural resources industry. (E2c)
	Respects others' points of view. - Language is free of bias and completely shows an understanding and respect for others' differences in opinion. (2.1 D) - Always values the different ideas brought to the table from others. (2.2 B) - Never puts down or says anything inappropriate to others in the group. (2.2 C) - Seeks out and considers the input of others. (C4a)
Proficient	Seeks to discuss agriculture and FFA and to make connections to the initiatives and interests of others. - Engages in conversation with others to identify their interests and aspirations. (B2b) - Models behaviors that demonstrates authentic interest in others. (B2b) - Teaches others about local, state, national and global issues important to their community. (E1a)
	Uses and is able to cite correct and valid sources of information to support statements about agriculture and FFA. - Researches and incorporates concepts into activities. (8.2 A) - Makes speeches and presentations based primarily on facts. (J6a) - Differentiates between valid and invalid information. (C3a)
Advanced	Recognizes the appropriate time to take action as an advocate for agriculture and FFA. - Communicates key agricultural and FFA messages clearly and with tact. (New) - Approaches conversations from a position of shared value. (New) - Consistently demonstrates ability to disagree respectfully and gracefully with opposing viewpoints. (New)
	Demonstrates a strong sense of ownership of the role as an advocate for agriculture and FFA. - Models the FFA brand in both word and action. (New)

	- Deliberately seeks opportunities to initiate conversations around agriculture and FFA. (New) - Inspires others to find their respective voices as advocates. (New)
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Focus Area 9: Effective Tools of Communication

Level	Measure of Success
Emerging	Has clearly defined and relevant objectives and outcomes appropriate for the audience. - Plans a project from conception to completion. (A3a) - In a controlled environment, creates a lesson plan. (A7c) - Applies typical audience and facility needs to a situation or scenario. (M3b)
	Constructs a clear and logical structure for presentations that includes introductions, supporting statements and powerful conclusions. - Uses the steps and components to create an effective business presentation concerning agriculture, food, or natural resources topic to a group peer. (M3a) - Develops alternative solutions for improving getting the message through to the audience. (A5b) - Organizes a presentation using critical-thinking skills. (J1a)
	Asks clarifying questions of audience needs prior to presentation development. - Models effective listening skills. (A5c) - Identifies and listens to audience needs. (M5a) - Creates open communication in customer relationships. (M5a) - Asks several questions to clarify points. (1.2 D)
Proficient	Plans the right amount of time to spend on key points and activity components. - Develops an outline or plan for the business presentation. (M3c) - Plans use of time. (I4b) - Activities are never rushed or exhausted. (4.2 D)
	Considers others' points of view and experiences when planning presentations. - Carries out activities to involve all members. (H1a) - Listens effectively to the views of others. (B4b) - Always validates others input and appropriately involves others in weighing the issue. (8.1 A)
	Chooses words and phrases in examples and stories that are vivid, precise and clearly explained. - Uses reading strategies to expand understanding and fluency. (M1a) - Develops alternative solutions for improving getting the message through to the audience. (A5b) - Chooses appropriate language in formal/nonformal settings. (H2a) - All examples are original, logical and relevant. (1.4 A)
Advanced	Develops ideas clearly and concisely, and the message is interesting and understandable.

	- Demonstrates the ability to conceptualize ideas. (C2a) - Evaluates communication messages and improves/enhances the message. (A5a) - Develops alternative solutions for improving getting the message through to the audience. (A5b) - Main ideas are always supported by clear and vivid details. (1.3 B)
	Makes the presentation meaningful by using real-world examples to which the audience can relate. - Analyzes the impact of trends and issues on others and myself. (E1a) - Initiates or leads activities that relate to local, state, national and global issues. (E1c) - Always aware of audience understanding of presented topics. (1.5 C)

Focus Area 10: Strong Public Speaking Skills

Level	Measure of Success
Emerging	Communicates ideas clearly with strong organization. - Organizes a presentation using critical-thinking skills. (J1a) - Evaluates communication messages and improves/enhances the message. (A5a) - Clearly organized and concise by remaining on target. (1.3 B)
	Eye contact and gestures are effective and purposeful. - Gestures are expressive, purposeful and used to emphasize point. (1.1 D) - Effective and consistent eye contact. (1.1 B) - Demonstrates various forms of nonverbal communication. (M4b) - Identifies the nonverbal actions that encourage and detract from successful communication. (A5d)
Proficient	Uses relevant examples that are effective, logical and original. - Examples and word choices are vivid, precise and clearly explained. (1.4 A) - Exhibits humility and vulnerability through use of personal examples. (New) - Seamlessly transitions between major points and supporting material. (New)
	Speaks with appropriate volume, tone and pace for venue and audience. - Speech is clear, paced appropriately and at a confident volume. (1.1 A) - Adjusts prepared presentation to align with immediate audience and facility needs. (M3b) - Develops alternative solutions for improving getting the message through to the audience. (A5b)
Advanced	Speaks authentically with comfort and ease. - Does not appear nervous or unsure. (1.4 D) - Able to respond quickly with organized thoughts and concise answers. (1.4 D)
	Fully captures the audience's attention in an engaging speech. - Keeps audience engaged by maintaining eye contact and modifying delivery style if needed. (1.4 B) - Uses reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when responding or answering questions. (1.4 B)

Focus Area 11: Successful Workshops

Level	Measure of Success
Emerging	Emphasizes key points through activities and discussion in a workshop setting.

	- Balanced emphasis on activities versus discussion. (4.2 E) - Activities are processed and reinforce key points through independent reflection, small group discussion and large group discussion. (New) - Insightfully and easily connects points from discussions to previous activities, discussions and key points. (New - 1.2E)
	Generates audience buy-in by finding common ground and building rapport. - Always engages others in conversation to help them feel at ease. (7.4 B) - Consistently models and builds collaborative relationships. (B1a) - Creates an environment of trust for others. (B1b)
Proficient	Values preparation and makes time to practice prior to event. - Completes a self-study to determine how time is use, and allocates time for preparation. (A3a) - Actively solicits suggested solutions from others and works to implement suggestions. (8.2C) - Willingly uses technology (i.e., Skype, Oovoo, Google Hangouts, Facetime, etc.) to connect and practice with partners who are not easily accessible. (New)
	Consistently addresses and checks students' understanding throughout workshop. - Asks the appropriate amount of questions to check for student comprehension. (1.5 C) - Thoughtfully plans for the right amount of time to spend on each key point. (4.2 D) - Adjusts prepared presentation to align with immediate audience needs. (M3b)
Advanced	Incorporates a wide variety of techniques to accommodate multiple learning styles and adjusts the workshop accordingly to meet student needs. - Able to transition with change; thinks quickly on his/her feet; shows no sign of stress. (5.6 A) - Demonstrates the ability to use a variety of communication channels in accomplishing a task. (A5e) - Is always willing to take risks and step outside their comfort zone. (6.1B)
	Proactively seeks feedback and uses it in a constructive manner (e.g. ask a teammate to listen to a revised set of directions and give additional feedback). - Excellent at seeking out advice and suggestions from others. (5.6 A) - Very interested in growing and learning. (5.6 A) - When given feedback, seeks to understand and seems to not be threatened or upset by the comments. (5.6 B)

	- Accepts and implements constructive feedback in a proactive manner. (5.6 B)
	Makes the workshop experience meaningful by suggesting post-workshop activities that apply key points. - Post-workshop activities are developed on a consistent basis through consultation with coaches, teammates, partners and stakeholders. (New) - Planned post-workshop activities address multiple intelligences and learning modalities. (New) - Consistently utilizes social media as a means to issue post-workshop activities and challenges to reinforce key points. (New)

State FFA Officer Programs

DIRECTIONS:

Answer the following questions.

Aligned to the following standards:
NRS.01; AGPE01.01; CCSS.ELA-Literacy.RI.9-10.3; CCSS.ELA-Literacy.SL.9-10.1;
RST.9.10.1; RST.9.10.2; RST.9.10.4; RST.9.10.5; RST.9.10.6; RST.9.10.8; RST.9.10.9;
WHST.9.10.7; WHST.9.10.9; MP3; MP6; AG-NR2; HS-LS2-6; HS-LS2-7

1. List the 11 focus areas of the continuum:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

2. What is the purpose of the State FFA Officer Continuum?

3. What are the responsibilities of the officer team?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

NAME: _____