

Required Process for the Nebraska State FFA Degree District Review, Interviews, and Assessment

Districts shall select agricultural education instructors and/or other individuals (FFA Alumni or agribusiness representatives) to serve as district reviewers. One instructor should be the district representative to the FFA Board of Directors.

Local Check of the State FFA Degree Applications and Records:

- The local FFA advisor shall complete a "State FFA Degree Qualification Checklist", a component of the state degree application generated from AET, and include it with each State FFA Degree Application. Each application-based item must be checked and initialed by the local FFA advisor before the district review of the application.

The Application and SAE Records Review Process:

- The FFA Board of Directors district representatives shall have the responsibility to establish the date, time, and place for the initial record book and application review process.
- The review team shall be divided in such a way that no instructor evaluates the applications from his/her own school and students.
- The initial evaluation shall consist of reviewing the record books and applications and preparing questions for the interview process. Students' record books and applications shall be retained by the FFA Board of Directors district representatives until the interview time.
- Version numbers on the bottom left corner of the application must match on the hard copy and digital copy submitted at the district level. Each page of the hard copy must have the same version number. Applications and record books will be randomly reviewed each year by the Nebraska FFA state office via AET.
- District FFA board representatives will also retain all hard copies of the State FFA Degree Qualification Checklist from AET and Degree Assessment Rubric to be collected upon request by the Nebraska FFA state office.

The Degree Interview Process:

- Each candidate shall be interviewed by a team of instructors and/or other individuals (FFA Alumni or agribusiness representative); none of whom shall be the student's advisor/instructor, relative, or person having a direct relationship with the student.
- The interviews shall be conducted for a maximum of twenty minutes per candidate.
- The candidate's record books and application shall be available to them throughout the interview.
- Interview questions shall be of a nature to determine the candidate's knowledge of his or her SAE program, skills and competencies developed, and leadership abilities developed. Questions are not to "trap" a candidate or to be unrealistic in nature.
- Each candidate will receive a designated interview time. Once a candidate completes their assessment and interview, the candidate is free to leave.
- If candidates cannot be present on the interview date, they should be scheduled for an interview at a different time near the date of scheduled district interview. This will allow them to be considered for Star nominations.

The Degree Assessment Process:

- ❑ Each candidate will complete the State Degree assessment, which consists of an oral interview/evaluation performed by a minimum of two individuals selected by the district. These individuals shall not have a personal relationship or connection to any of the candidates they will interview.
- ❑ Candidates will complete the directive outlined on the assessment rubric.
- ❑ The evaluators will utilize detailed rubrics provided by the Nebraska FFA state office to evaluate each candidate.
- ❑ Candidates shall not be evaluated on their public speaking ability, but rather on their ability to discuss their personal story and experience in agricultural education in context of the question using basic knowledge of the agricultural education model and degree program. Candidates are encouraged to study the rubrics in advance of the assessment.
- ❑ Candidates and evaluators are encouraged to watch the assessment videos located under the State FFA Degree tab on the Nebraska Agricultural Education website.
- ❑ Evaluators shall read the directive/question to each candidate exactly as it is written on the provided rubric and encourage students to address the directive/question in its entirety. Evaluators shall score candidates during their initial answer and then identify where points are lacking, and ask follow-up questions at that point. Follow-up questions may guide students through the various components of the rubric. Follow-up questions shall not “give the answer” to candidates, but rather, help prompt the student so that he or she may address the rubric components.
- ❑ The State Degree assessment portion of the interview shall be voice/audio-recorded for submission to the Nebraska FFA state office. The evaluator shall announce when the conversation begins being recorded, and introduce the candidate and the evaluators at the beginning of each recording. It is **not** necessary to record the rest of the district interview.
- ❑ Accommodations shall be made for candidates with identified special education needs based on their identified IEP and/or the recommendation of the candidate's special education case manager. It is up to candidate's teacher to inform the district's representative to the Board of Directors of these needs in advance of the State Degree assessment.
- ❑ Candidates must earn a minimum of 70% on the State FFA Degree assessment.
- ❑ If candidates cannot be present on the interview date, they shall take the State Degree assessment at the same time as their rescheduled district interview.
- ❑ The assessment rubric and directive for the State FFA Degree Assessment are included in this document.

At the conclusion of the scheduled interviews and State Degree assessment, the district review team shall meet as a group and determine if candidates are to be recommended for the Nebraska FFA State Degree. This decision shall be based on meeting the minimum qualifications, the quality of the SAE, skills and competencies achieved, leadership abilities developed, the State Degree assessment score earned, involvement in FFA, and maximizing opportunities available.

Nebraska State FFA Degree Assessment



Directive: Describe the three-component model of agricultural education, including a description of each component and their relationships to one another; and provide brief examples of your involvement in each component.

		Points based on the candidate's description of the number of bulleted items for each Scored Category				
Scored Category (check each sub-item discussed)		0 Points	1 Point	2 Points	3 Points	Score
Listed each of the three components <input type="checkbox"/> Direct Instruction / Classroom <input type="checkbox"/> Experiential Learning / Work-Based Learning / Supervised Agricultural Experience <input type="checkbox"/> Leadership Development / FFA		0 items	1 item	2 items	3 items	___ / 3
Classroom / Direct Instruction <input type="checkbox"/> Explained the classroom as essential to the program for technical knowledge and skill attainment in agriculture, food and natural resources <input type="checkbox"/> Described the AFNR courses that were a part of the student's experience <input type="checkbox"/> Mentioned that SAE or FFA is not possible without enrollment in an agricultural education course <input type="checkbox"/> Explained laboratory experiences as a part of the classroom component <input type="checkbox"/> Explained that a certified agriculture instructor is required for the classroom component		0 items	1 item	2-3 items	4-5 items	___ / 3
Described Supervised Agricultural Experience / Experiential Learning / Work-Based Learning <input type="checkbox"/> Described that SAE often occurs outside of the agricultural education classroom <input type="checkbox"/> Explained that SAE should relate to a student's career goals <input type="checkbox"/> Explained how the agriculture instructor and/or employer supervise SAE and mentor the student <input type="checkbox"/> Described the categories that comprised the student's personal SAEs and why they are classified as such (entrepreneurship, placement, research, exploratory, school-based enterprise, or service learning)		0 items	1 item	2 items	3 items	___ / 3
Described FFA / Leadership Development <input type="checkbox"/> Defined FFA as an agricultural Career Student Organization (CSO) that develops career and leadership skills <input type="checkbox"/> Discussed competitive assessments in leadership and career skill development <input type="checkbox"/> Discussed service activities that contribute to chapter, school and community development <input type="checkbox"/> Listed at least three examples of FFA events in which the student personally participated		0 items	1 item	2 items	3 items	___ / 3
Explained the relationship between the three components by describing at least one way that: <input type="checkbox"/> Classroom interacts with FFA <input type="checkbox"/> Classroom interacts with SAE <input type="checkbox"/> SAE interacts with FFA <input type="checkbox"/> Described how the intersection of the three components creates a holistic student development program that produces leaders in agriculture and related industries		0 items	1 item	2-3 items	4 items	___ / 3
Total Points for this item:						___ / 15
(Candidates must score 10.5 points or more to receive the Nebraska FFA Degree.)						

