



From: Brenda Correll, Ohio FFA Program Assistant

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Re: Premier Chapter Interviews

Congratulations on being named a Premier Chapter State Finalist in Ohio's National Chapter Award Program. Your chapter has been recognized for distinction in one or more of the divisions of the National Chapter Award Program.

The final phase of competition will be held virtually via Zoom Tuesday, March 26th through March 28th. To help you prepare, we have assembled this information packet.

Please contact Ryan Curtis, ryan.curtis@education.ohio.gov if you have any questions.

Agenda

Tuesday, March 26, 2024 through Thursday, March 28, 2024

9:00 AM-12:00 PM Interviews/Presentations: Please refer to your interview schedule in this packet for exact times for finalist virtual interviews. Virtual meeting links will be sent to chapter advisors Thursday, March 21st.

Note: This part of competition consists of a virtual presentation and virtual interview session. Enclosed is a FAQ sheet and a copy of the interview schedule to assist you in preparation for a successful session. Please pay particular attention to the scorecard. Interviews will take place starting at 9:00 AM and ending at 12:20 PM. Please arrive in the virtual meeting lobby 5 minutes prior to your scheduled time. Each interview time is allowed 20 minutes. (8 minutes of presentation time, 8 minutes for judges' questions, 4 minutes for joining/leaving call)

Requirements: Chapters will need access to a digital device that supports the Zoom Meeting platform and has internet access.



Premier Chapter Interview Schedule

INTERVIEW DATES and TIMES			
TIME	INTERVIEW TIMES		
	Growing Leaders	Building Communities	Strengthening Agriculture
	Tuesday March 26, 2024	Wednesday March 27, 2024	Thursday March 28, 2024
9:00	Blanchester Great Oaks	Miami East-MVCTC	Houston-UVCC
9:20	Covington-UVCC	St. Marys	Marysville
9:40	Felicity-Franklin	Ridgemont	Blanchester Great Oaks
10:00	McClain	National Trail-MVCTC	South Central
10:20	Miami East-MVCTC	Miami Trace Great Oaks	Covington-UVCC
10:40	National Trail-MVCTC	Versailles	Felicity-Franklin
11:00	New Bremen	Houston-UVCC	Talawanda-Butler Tech
11:20	Ridgemont	Felicity-Franklin	Miami East-MVCTC
11:40	Talawanda-Butler Tech	Covington-UVCC	Versailles
12:00	Versailles	Cardington	Ridgemont

Premier Chapter Finalists Frequently Asked Questions and Presentation Guidelines

What does the interview entail? Does it provide for student presentations, or is it simply question and answer with a panel of judges?

The Premier Chapter interviews are scheduled 20 minutes apart. **Each chapter gets 20 minutes total.** That allows each chapter (8) minutes of presentation time in the division in which they are competing, plus (8) minutes for judges' questions and (4) minutes for joining/leaving call. Chapters are to enter their virtual meeting room (5) minutes prior to their scheduled judging time.

It is suggested that the first part of the presentation include an introduction of the students, the chapter they represent and a brief overview of their three activities in the division of competition. Questions may be taken from the applications or presentation. Judges will be looking for the presentation to support and enhance the written application in that division.

How many are allowed in presentations? Can others go in and help with setup/cleanup?

Two student representatives are allowed to make the chapter's presentation to judges. Chapter Advisors may assist the students with any technology issues prior to the presentation starting but shall refrain from interfering with the live presentation/interview.

What types of media can we use?

Chapters are responsible for device access to the Zoom platform.

How long of a presentation should the students be prepared to give?

The presentation should be 8 minutes. The remaining 8 minutes will be for judges' questions.

How many judges will there be?

We try to have three to five judges in each panel. Judges could be a combination of educators, retired teachers, foundation sponsors, school officials and business/industry representatives.

Can we bring other materials?

The only visual aid permitted must be contained within your media presentation. No videos or hyperlinks.

How will the presentations be judged and scored?

See the attached score sheet. Judges will use their scores to rank each chapter. Judges' ranks will be totaled to determine the final results.

What other advice do you have?

Practice, practice, practice. Rehearsals should include a plan of what to do if something goes wrong with your virtual connection or shared screen.

Guidelines for Premier Chapter Presentations

While PowerPoint is appropriate, it is not required. Remember, slides are designed to supplement your presentation---not to BE your presentation. Keep it simple.

- 10 slides maximum. **ONLY** including activities in the designated award area (Growing Leaders, Building Communities, or Strengthening Agriculture).
- No sound, video, or hyperlinks are allowed.
- The presentation should be no more than 8 minutes and include the following points:
 - ✓ Is this the first time your chapter has conducted these activities? If not, are they different than in previous years? How and why?
 - ✓ How did you choose the activities in this area?
 - ✓ How did they develop and/or improve student's skills?
 - ✓ Explain the academic value of each activity.
 - ✓ Were there any obstacles students had to face during the implementation of these activities? If so, how did the chapter overcome these obstacles?
 - ✓ If you conduct these activities again, would you do anything differently? What?
 - ✓ Which of the activities do you believe was the most successful and why?

Judging Schedule Outline

Joining Call 0-2 minutes

- 1) Presenters are to be in the virtual meeting room 5 minutes prior to their judging time.
- 2) Presenters enter breakout room through the virtual host, and may use the screen share feature and video. Time begins

Presentation 8 minutes

- 1) No handouts or props are allowed. A media presentation within the allowed guidelines will be allowed to enhance the oral presentation. Presentations will begin once the virtual host admits the presenters to the breakout room.
- 2) There will be a warning at 6 minutes and time will be called at 8 minutes.

Interview 8 minutes

- 1) When the presentation concludes, the interview period will begin.
- 2) The judges will be prepared to ask questions for an 8 minute period.
- 3) At 15 minutes, a warning that the time is about to expire will be given.
- 4) If the presenters are in the middle of answering a question, they will stop speaking when time is called with no penalty.

Leaving Call 0-2 minutes

- 1) Presenters will leave meeting after time is called.

If you have additional questions/concerns, please contact Ryan Curtis, ryan.curtis@education.ohio.gov



PREMIER CHAPTER PRESENTATION AND INTERVIEW RUBRIC

Indicator	Very strong evidence of skill: 5-4 points	Moderate evidence of skill: 3-2 points	Weak evidence of skill: 1-0 points	Weight	Points Earned
A1. Explained how the activities in the specific category are tied to the quality standard.	Example activities were directly tied to the quality standard and were clearly explained.	Example activities were somewhat tied to the quality standard and were explained well.	Example activities were rarely tied to the quality standard and were not explained.	X 1	
A2. Explained how the activities were educational and innovative.	The educational value and level of innovation of the activities were thoroughly explained.	The educational value and innovation of the activities were identified but were not expanded upon.	The educational value and innovative nature of the activities were not presented.	X 2	
B1. Provided background beyond the application but relevant to the activities.	Provided ample background and knowledge relevant to the activities.	Provided some background and knowledge relevant to the activities.	Provided little background to the activities that weren't present in the application.	X 3	
B2. Spoke knowledgeably about the activities.	Possessed a strong knowledge base and effectively articulated information regarding related facts and current issues.	Possessed a good knowledge base and, for the most part, articulated information regarding related facts and current issues.	Possessed some knowledge base but was unable to articulate information regarding related facts and current issues.	X 1	
B3. It was clear that the chapter activities were completed by chapter members.	Throughout the presentation, it was clear the activities were completed by chapter members.	Presenters gave the impression that most of the activities were completed by chapter members.	The activities were not member driven.	X 2	
B4. The presentation brought the specific activities in the application alive.	The presentation was lively and helped actualize the specific activities in the application.	The presentation helped bring the activities to life.	The presentation was not dynamic and did not give more information than what was presented in the application.	X 1	
B5. Presenters explained whether the activities implementation processes were followed as originally planned and, if not, why and what was learned.	Presenters thoroughly explained the activities implementation process as originally planned and also described what was learned if it did not go as planned.	Presenters could have done a better job explaining the activities implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain the activities implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.	X 1	

Indicator	Very strong evidence of skill: 5-4 points	Moderate evidence of skill: 3-2 points	Weak evidence of skill: 1-0 points	Weight	Points Earned
C1. Explained how and why the activities were selected.	Presenters thoroughly explained how and why the activities were selected.	Presenters attempted to explain how and why the activities were selected.	Presenters did not describe how and why the activities were selected.	X 1	
C2. Conveyed how engaged and innovative students were in the activity from planning to delivery.	Presenters explained the members' level of engagement and innovation from planning to delivery.	Presenters referred to the members' level of engagement and innovation from planning to delivery but could have been more descriptive.	Presenters did not convey a positive level of engagement and innovation from members in planning to delivery.	X 3	
D1. Interview responses went beyond the presentation's content.	Interview responses expanded on the topic beyond the presentation content.	Some interview responses expanded on the topic beyond the presentation content.	Interview responses did not expand on the topic beyond the presentation content.	X 3	
D2. Interview responses were free flowing.	Spoke unrehearsed with comfort and ease. Spoke quickly with organized thoughts and concise answers.	Spoke unrehearsed mostly with comfort and ease but sometimes seemed nervous or unsure. Spoke effectively but had to stop and think and sometimes was off focus.	Showed nervousness or seemed unprepared when speaking, unrehearsed. Seemed to ramble or spoke before thinking.	X 1	
D3. Complete answers were given.	Complete thoughts and thorough answers were given to all questions. Always provided details, which supported the point; well organized.	Complete thoughts and thorough answers were given to most questions. Usually provided details, which were supportive of the point; displayed good organizational skills.	Complete thoughts and thorough answers were rarely given. Sometimes overlooked details that could have been very beneficial to the point; lacked organization.	X 3	
D4. Presenters were knowledgeable - more than just well prepared.	Presenters were genuinely knowledgeable about the activity.	Presenters seemed somewhat knowledgeable about the activity.	Presenters were not genuinely knowledgeable, but rather prepared for the basic presentation.	X 2	
E1. Preparation and organization was evident.	Presenters were well prepared and organized.	Presenters could have been more prepared and organized.	Presenters were not prepared or organized.	X 1	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	<ul style="list-style-type: none"> • Appropriate tone was consistent. • Spoke at the right pace to be clear. • Confident. • Poised and in control at all times. 	<ul style="list-style-type: none"> • Appropriate tone was usually consistent. • Spoke at the right pace most of the time but showed some nervousness. • Somewhat confident. • Poised and in control most of the time, rarely lost composure 	<ul style="list-style-type: none"> • Had difficulty using an appropriate tone. • Pace was too fast; nervous. • Rarely displayed confidence. • Sometimes seemed to lose composure. 	X 2	
Additional co-presenter was used during presentation (Deduction)				- 25	
TOTAL SCORE (135 points possible)					