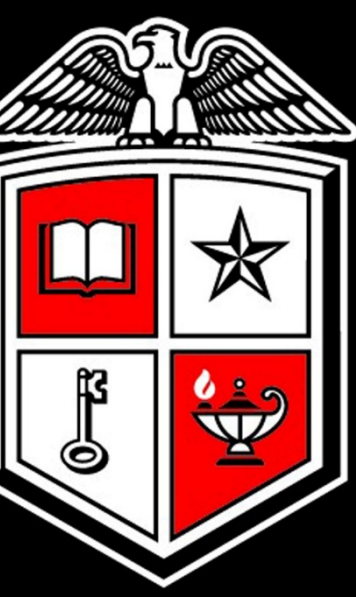




Comparing the Progression of Time Spent Observing, Preparing, and Teaching Through the Student Teaching Experience of Two Cohorts

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Purpose

- The purpose of this study is to:
 - Describe the progression of time spent observing, preparing for instruction, and teaching for student teachers in the 2018 cohort.
 - Compare the progression of time spent in the 2018 cohort to data from the 2017 student teaching cohort.

Introduction

- A majority of newly certified school based agricultural education teachers choose not to enter the agricultural classroom after student teaching (Kantrovich, 2007; Roberts, Greiman, Murphy, Ricketts, & Harlin, 2009).
- With such a large loss at the pre-professional phase it is important to examine the student teaching process for areas of strength and improvement.

Framework

- According to Wentz (2001) there are three phases of student teaching.
 - Orientation and observation
 - Assisting
 - Assuming responsibility in the total school program
- As observation time decreased, teaching time increased (Torres & Ulmer, 2007).
- Rate of planning should be consistent, but decreased through the experience (Torres & Ulmer, 2007).

References

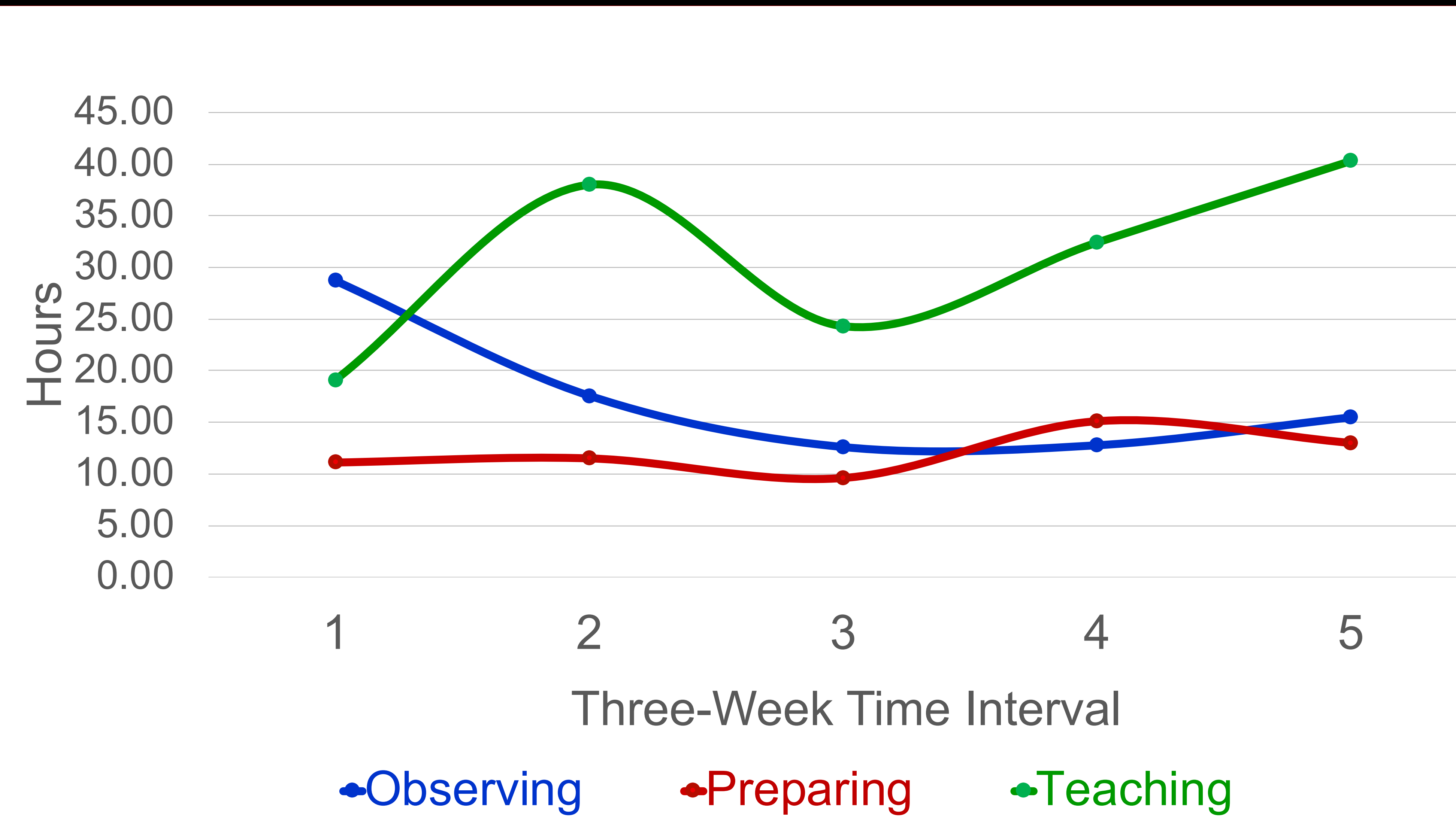
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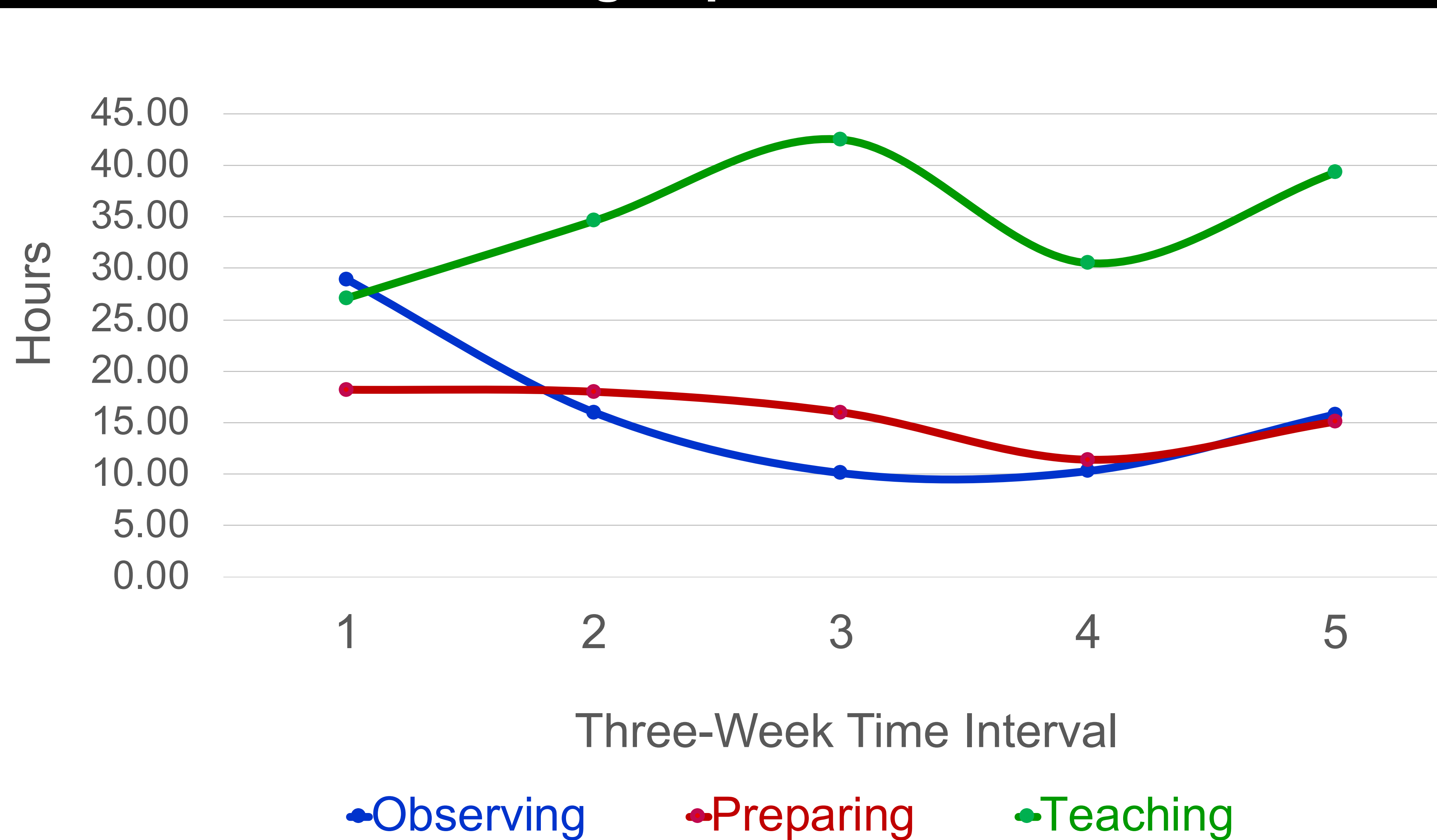
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Progression of Time Allocation Throughout the Student Teaching Experience 2017



Progression of Time Allocation Throughout the Student Teaching Experience 2018



Methods

- Student teacher cohorts:
 - 2017 (N = 15)
 - 2018 (N = 21)
- 15 weekly reports based on the instrument used in a study by Torres and Ulmer (2007) were submitted.
- This study focuses on three categories:
 - Observing Cooperating Teacher
 - Preparation for Instruction
 - Classroom and Laboratory Teaching
- Data was compiled into an Excel spreadsheet where descriptive statistics were calculated.

Findings

- Time spent observing showed a similar trend in 2017 and 2018 cohorts.
- A noted difference was in 2017 there was an increase in interval four, while in 2018 there was a decrease which matches teaching time for the respective years.
- Time spent teaching also showed differences between 2017 and 2018 cohorts.

Recommendations

- Further analysis should be completed on these cohorts to determine time spent on FFA advising activities.
- A phase-out period should be planned between student teacher and cooperating teacher.
- This study should be replicated to show a clearer picture of time progression through the student teacher experience.