

Analyzing Time Spent as an FFA Advisor and School Based Agricultural Education Teacher During Two Student Teaching Cohorts



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Introduction and Purpose

- Teaching secondary level agriculture is a challenging profession with high attrition.
- Only a fraction of eligible college graduates are entering the field of teaching (Roberts, Greiman, Murphy, Ricketts, & Harlin, 2009).
- Data from this study describe time spent by 2017 and 2018 student teachers in FFA Advisor and Classroom Teacher activities.
- The purpose of this study is to compare time spent by student teachers as a FFA Advisor and Classroom Teacher over two cohorts.

Theoretical Framework

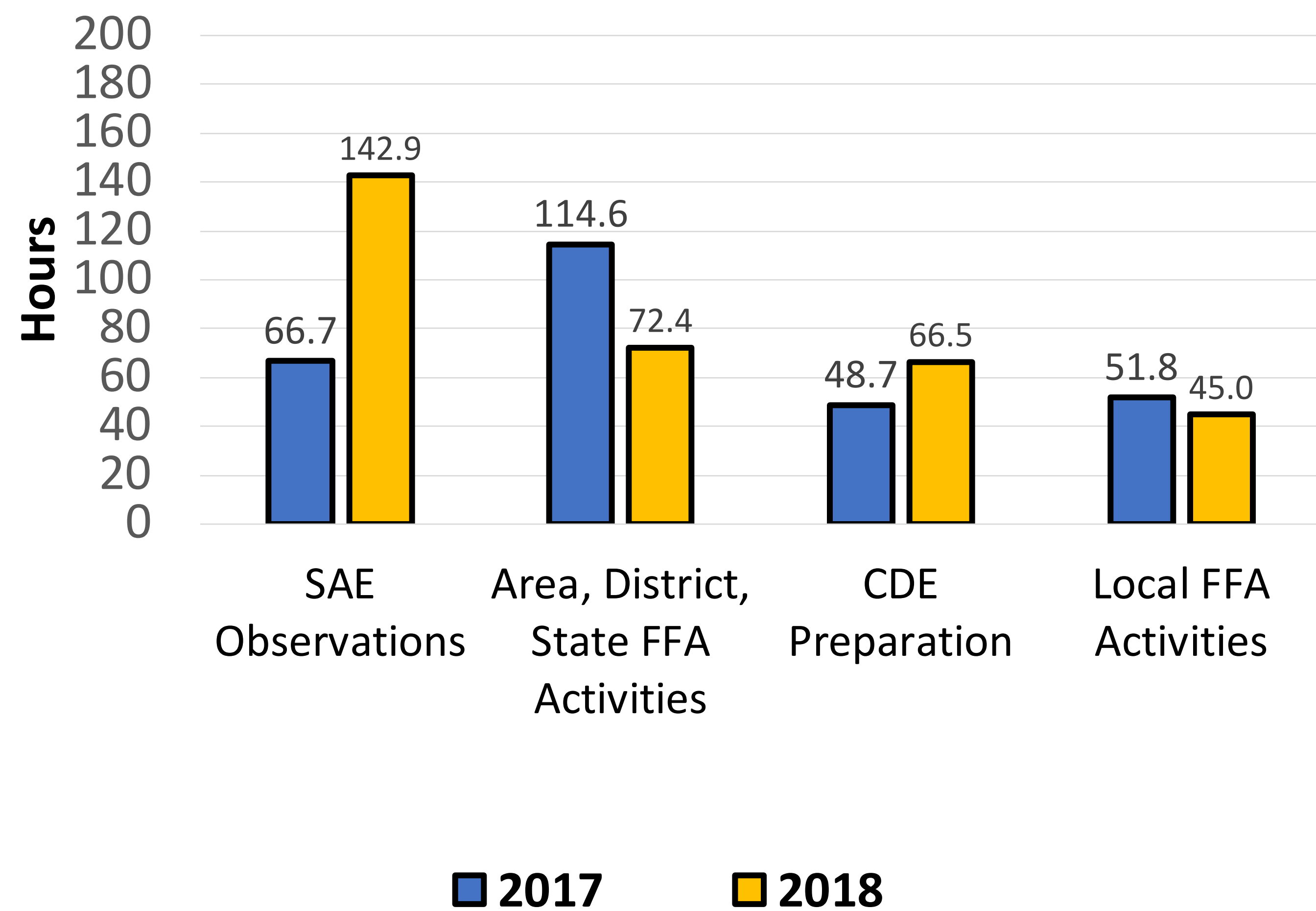
- Since 1965, there have been unfilled teaching vacancies each year in agricultural education (Kantrovich, 2007).
- The student teaching process creates change in student teachers (Smith & Rayfield, 2017).
- Increases in teacher self-efficacy are associated with a diminished intention to quit the profession (Pfitsner-Eden, 2016).
- An increase in hours spent teaching as a preservice students leads to an increase in self-efficacy of teaching skills (Krysher, Robinson, & Edwards, 2015).

Methodology

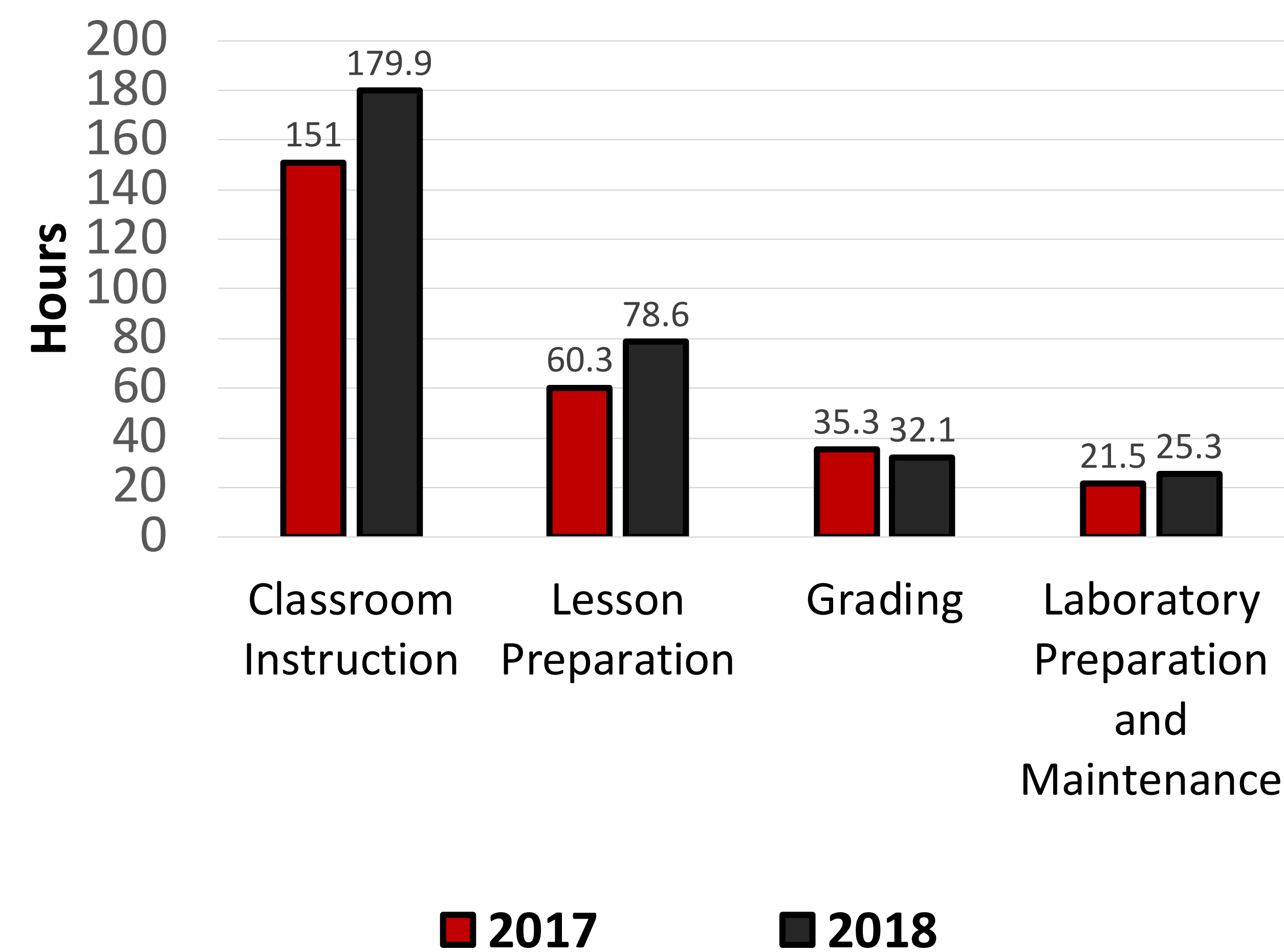
- Student teachers in the 2017 cohort (N=15) and the 2018 cohort (N=21) reported hours in areas of activity using an instrument based on the work of Torres and Ulmer (2007).
- Reports were emailed to a university supervisor and data were entered into an Excel spreadsheet aggregated by type of activity where descriptive statistics were calculated.
- SBAE teacher activities included: Preparation for instruction, Classroom/laboratory teaching, Laboratory preparation/maintenance, and Grading/scoring student work.
- FFA advisor activities included: SAE observations and recording, Local FFA activities, Area, district, or state FFA activities, and CDE preparation.

Findings

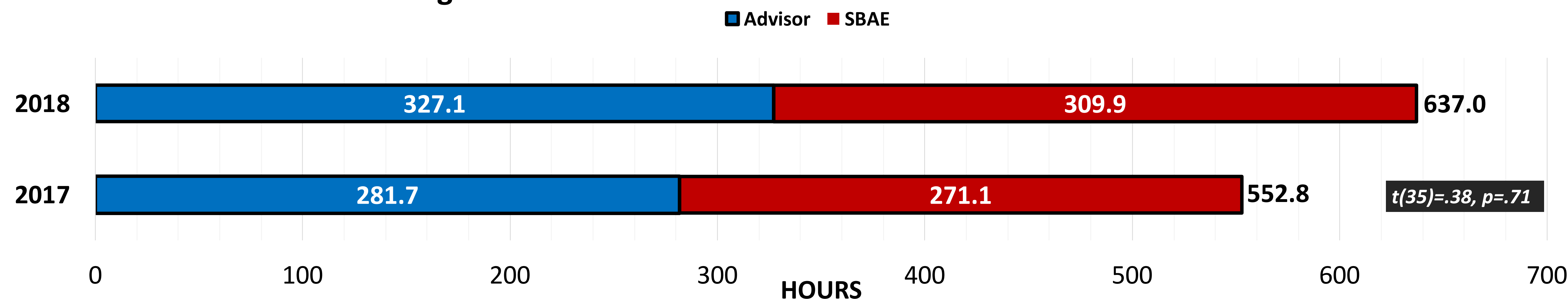
FFA Advisor Hours



SBAE Teacher Hours



Total Average FFA Advisor and SBAE Teacher Hours for 2017 & 2018 Cohorts



Conclusions

- There is a balance between total time spent in FFA advisor roles and time spent in SBAE teacher roles.
- Total time spent in each area increased with the 2018 student teaching cohort from the 2017 cohort.
- Time increases from the 2017 cohort could indicate a higher level of self-efficacy among the 2018 cohort.

Recommendations

- The scope of this study should be broadened to include the self-efficacy levels of student teachers.
- Replication at the national level would allow a comparison to see if Texas Tech student teaching time is significantly different from the national average.
- A longitudinal study on pre-service teacher self-efficacy and longevity in the profession should be conducted.

References

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