

# Comparing the Allocation of Time of Individual Student Teachers in the Roles of FFA Advisor and School Based Agricultural Teacher in Two Cohorts



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## Introduction

- Student teaching is a capstone experience to provide an opportunity for students to take on full-time teacher responsibilities through experiential learning (Krysher, Robinson, Montgomery, & Edwards, 2012).
- The student teaching experience is a high-impact, real world experience that creates change in student teachers (Smith & Rayfield, 2017).
- Increased hours spent teaching as a preservice student leads to increased self-efficacy in teaching skills (Krysher, Robinson, & Edwards, 2015).
- Determining the allocation of time spent by student teachers during their experience can help point to changes that occur and quality of program placement.

## Theoretical Framework and Purpose

- Positive experiences in a task lead to higher self-efficacy in that task (Bandura, 1986).
- Increases in teacher self-efficacy is related to less intention to quit the profession (Pfiftner-Eden, 2016).
- Since 1965 there have been unfilled secondary agriculture teaching vacancies (Kantrovich, 2007).
- An increase in hours spent teaching as a preservice student leads to an increase in self-efficacy of teaching skills (Krysher, Robinson, & Edwards, 2015).
- The purpose of this study was to compare hours of FFA advisor duties and SBAE teacher duties within the 2018 student teaching cohort and to further compare the data to their contemporary group from 2017.

## Methodology

- Student teachers in the 2017 cohort (N=15) and the 2018 cohort (N=21) self-reported hours in 13 areas of activity based on an instrument from the work of Torres and Ulmer (2007).
- Reports were emailed to a university supervisor.
- Data were compiled into an Excel spreadsheet aggregated by activity type where descriptive statistics were calculated.
- **FFA Advisor** activities included: SAE observations and recording, Local FFA activities, Area, district, or state FFA activities, and CDE preparation.
- **SBAE Teacher** activities included: Preparation for instruction, Classroom/laboratory teaching, Laboratory preparation/maintenance, and Grading/scoring student work.

## Findings

- Total 2018 cohort hours were balanced between both areas (FFA Advisor = 6,869.5, SBAE Teacher = 6,508.5).
- Student 13 recorded the most hours as an FFA advisor and was below average as a SBAE teacher.
- Students 6, 11, 12, 15, 16, and 18 were below the cohort mean in both areas.
- Students 7, 9, 10, 20, and 21 were above the cohort mean in both areas.

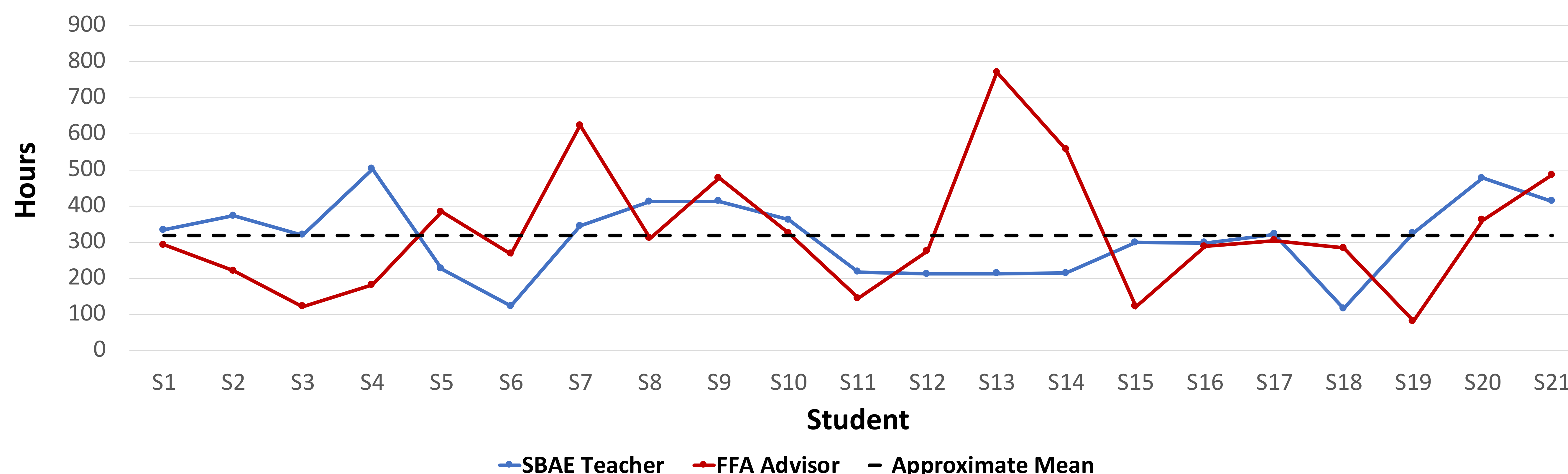
2017 and 2018 Cohort Time Allocation of Preservice Teachers as FFA Advisors and SBAE Teachers

	FFA Advisor		SBAE Teacher	
	2017	2018	2017	2018
Minimum	92.5	81.3	111.5	116.0
Maximum	658.0	770.5	543.0	502.0
Range	565.5	689.2	431.5	386.0
Mean	281.7	327.1	271.1	309.9
Standard Deviation	165.6	174.9	126.2	108.0

## Conclusions

- Individual student teaching experiences may produce new teachers with decidedly different levels of self-efficacy in FFA advisor and SBAE teacher roles.
- There are fewer extremes in the reported hours when comparing 2018 to 2017 student teachers, but there are still values well outside the mean.

2018 Student Teaching Cohort Individual FFA Advisor and SBAE Teacher Reported Time



## Recommendations

- This study should be replicated at Texas Tech University and at other institutions on a national scale.
- A comparison of data of student teacher activities at the national level can help lead to professional guidelines or recommendations for best-practices for teacher certification programs in agricultural education.

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