

**A Short-Term SBAE Teacher in Residence Program**

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## Introduction

Pre-service teachers need practical techniques to address classroom management, parent communication, program planning, and time management that are lacking in theory-based coursework (Dag & Sari, 2017). Teacher in residence (TIR) programs bring practice to theory curriculums (Simpson, 1997). These programs invite experienced classroom teachers to instruct preservice teachers, collaborate with university personnel, and supervise student teachers for a period of time while compensating their efforts (Kagan, Dennis, Igou, Moore, & Sparks, 1993; Moore & Fuchs, 2001). Typical TIR programs are one to four year appointments (Daane & Waltman, 1999). At the conclusion of the program, many teachers return to the K-12 classroom (Daane & Waltman, 1999; Kagan et al., 1993). These TIR programs bring benefits to both the university (Rames, Neathery, Fholer, Weger, Voth, Townsend, Campbell, & Boedecker, 1999) and the TIR (Daane & Waltman, 1999).

Benefits reaped by teacher preparation programs offering TIR programs are multifaceted (Rames et al., 1999). The expertise of the TIR is a precious learning opportunity for preservice teachers. Interacting with an experienced school-based agricultural education (SBAE) teacher can help build teacher self-efficacy of preservice teachers and develop valuable mentoring relationships (Bandura, 1993). TIR programs also allow the teacher preparation program to actively and meaningfully engage stakeholders (Kelsey & Pense, 2001). The exchange between faculty and TIR provides feedback on current practices and program outcomes (Simpson, 1997). Through discussions with practicing professionals, teacher educators are better able to make informed decisions regarding the preparation of future teachers (Moore & Fuchs, 2001).

The TIR also benefits from their time on campus (Daane & Waltman, 1999). Research findings indicate TIR programs may help boost teacher retention (Han & Doyle, 2013). Daane and Waltman (1999) outlined personal and professional growth witnessed by TIR program participants. They found self-esteem and interpersonal relationships, as well as teacher self-efficacy and theory integration in teaching practices, were bolstered by participation in a teacher in residence program. This experience also allows participants to gain greater understanding of neophyte teachers and collaborate with university faculty (Moore & Fuchs, 2001).

The agricultural education faculty at Oklahoma State University were interested in gaining these benefits for their department, their pre-service teachers, and Oklahoma SBAE teachers. Although a long-term TIR program was not feasible, an abbreviated TIR experience was designed, funded, and executed.

## How it Works

The Oklahoma State University Agricultural Education Teacher in Residence program was implemented during the fall and spring semesters of the 2018-2019 academic year. The teachers were selected by agricultural education faculty based upon the potential for mutual benefits for agricultural education preservice teachers and the SBAE teacher. Once the invitation to participate in the program was accepted, two sequential days were scheduled to integrate the TIR in class and departmental activities. During that time, TIRs met with faculty members and graduate associates in the department as well as other faculty members from Oklahoma State

University. They presented three lessons in teacher education courses and accompanied faculty on supervisory field visits of student teachers. The TIRs attended departmental meetings and interacted with agricultural education faculty, staff, and students at dinners and other events. A plethora of opportunities to participate in an exchange of ideas were built into the program schedule.

### **Results to Date**

Melinda Tague was selected as the TIR for Fall 2018 and Justin Wright for Spring 2019. Both individuals are experienced and well respected SBAE teachers in Oklahoma with experience as cooperating teachers. The inaugural TIRs spent two days on campus during which they met with faculty members and interacted with graduate and undergraduate students in the program. They discussed recruitment and cross-curricular integration with faculty in other departments within the college and college administrators. The TIRs presented to preservice teachers on selected topics such as classroom management, student engagement, booster clubs, advisory councils, agricultural mechanics, and training career development event teams. A panel discussion was held to prepare senior agricultural education students for student teaching. Preservice teachers reported enjoying the opportunity to hear from current teachers and appreciated the question and answer sessions. They were able to identify practical applications of teaching methods and other theoretical coursework. One female preservice teacher in particular reported a positive role model in Mrs. Tague's ability to balance a family life and her career. In addition to on campus opportunities, the TIRs observed current student teachers in their respective student teaching centers across Oklahoma. Agricultural communications students developed news releases and other media to document the participants' experience and publicize the program through the departmental newsletter and social media outlets.

### **Future Plans**

The Oklahoma State University agricultural education program is looking forward to interacting with future participants who will follow a similar agenda to the inaugural TIRs. The department plans to continue this program each semester as funding allows. Additional and evolving opportunities for collaboration are being considered.

### **Costs/Resources Needed**

Funding for the Oklahoma State University SBAE TIR program was made possible through a \$5,000 donation provided by program alum Dr. Richard Carter. The funding covered transportation, six meals, accommodations at the on-campus boutique hotel for two nights, a commemorative embroidered jacket, and an honorarium. Participants' home school districts were reimbursed for two days of substitute teacher pay. The expenses for each semester totaled approximately \$1500.

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