



Student Teacher Interaction with Cooperating Teacher

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Introduction

- Studies show student teaching is a necessary experience to have and can determine if they will stay in the profession (Hamman et al., 2006; Sorensen et al., 2018).
- Only 74.9% of students who graduated nationwide are teaching, according to Smith et al. (2018), leaving a nationwide shortage.
- Educators are challenged to determine the reasons why graduates are not entering the profession (Kasperbauer & Roberts, 2007).
- Kasperbauer & Roberts (2007) notes that the issue to address is the quality of the student teaching experience with the cooperating teacher.
- The purpose of this research is to look at what impacts a student teacher to decide to teach.

Theoretical Framework

- Interaction model was created by Granott (1993)
- Two dimensions: horizontal dimension represents the degree of collaboration, and the vertical dimension is the relative knowledge and expertise between the participants.
- Collaborative interaction model describes collaboration and relative expertise in nine different sections. (Granott, 1993).
- Allows to evaluate what kind of interaction the student teacher and cooperating teacher have.

Methodology

- Three student teacher cohorts
2017 (N = 13); 54% (N = 7) Responded
2018 (N = 21); 67% (N = 14) Responded
2019 (N = 23); 100% (N = 23) Responded
- Total (N = 57) ; 77% (N = 44) Responded
- Learning to Teach Questionnaire designed by Hamman et al. (2006-2007)
- Data was collected using Qualtrics™ and analyzed using descriptive statistics using SPSS.
- Dillman, Smyth, and Christian's (2014) tailored design method was used to contact email participants a total of five times.



Conclusions

- Student teaching experience is vital to the student teachers' decision to teach
- Cooperating teachers need to be interacting at a high-rate with student teachers and eager to share their knowledge

Findings

Table 1

Relationship Between Decision to Pursue an Ag Teaching Job & Experience (N = 44)

Variable	Decision to Teach (r)	Davis (1971)
Interaction	.45	Moderate
Satisfaction	.31	Moderate
Gender	.27	Low
Another Student Teacher Present	-.26	Low
Number of CDEs Attended	.26	Low
Number of Stock Shows Attended	.23	Low
Number of Cooperating Teachers	.04	Negligible

- The participants were 71% female (N = 32) and 29% male (N = 13)
- 64% of participants pursued an agricultural teaching position (N = 29), while the remaining 36% of students did not (N = 16) for various reasons.

Recommendations

- Repeat this study on a larger scale so that multivariate analysis can be employed to be able to determine what impacts a student teachers decision to teach.
- Amount of interaction is significant between the cooperating teacher and student teacher
- Cooperating teachers who are more personal and engage with their student teacher could increase the number of graduates entering the profession each year.

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