



Evaluation of Student Teacher Mentor Teachers and Placements: A Five-Year Retrospect

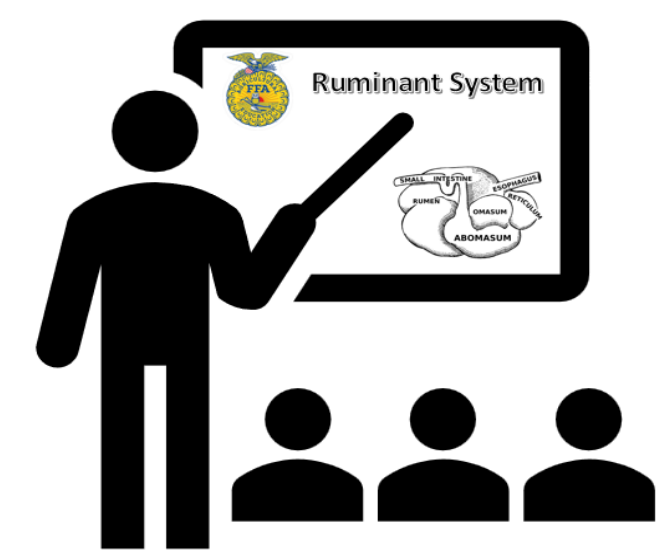
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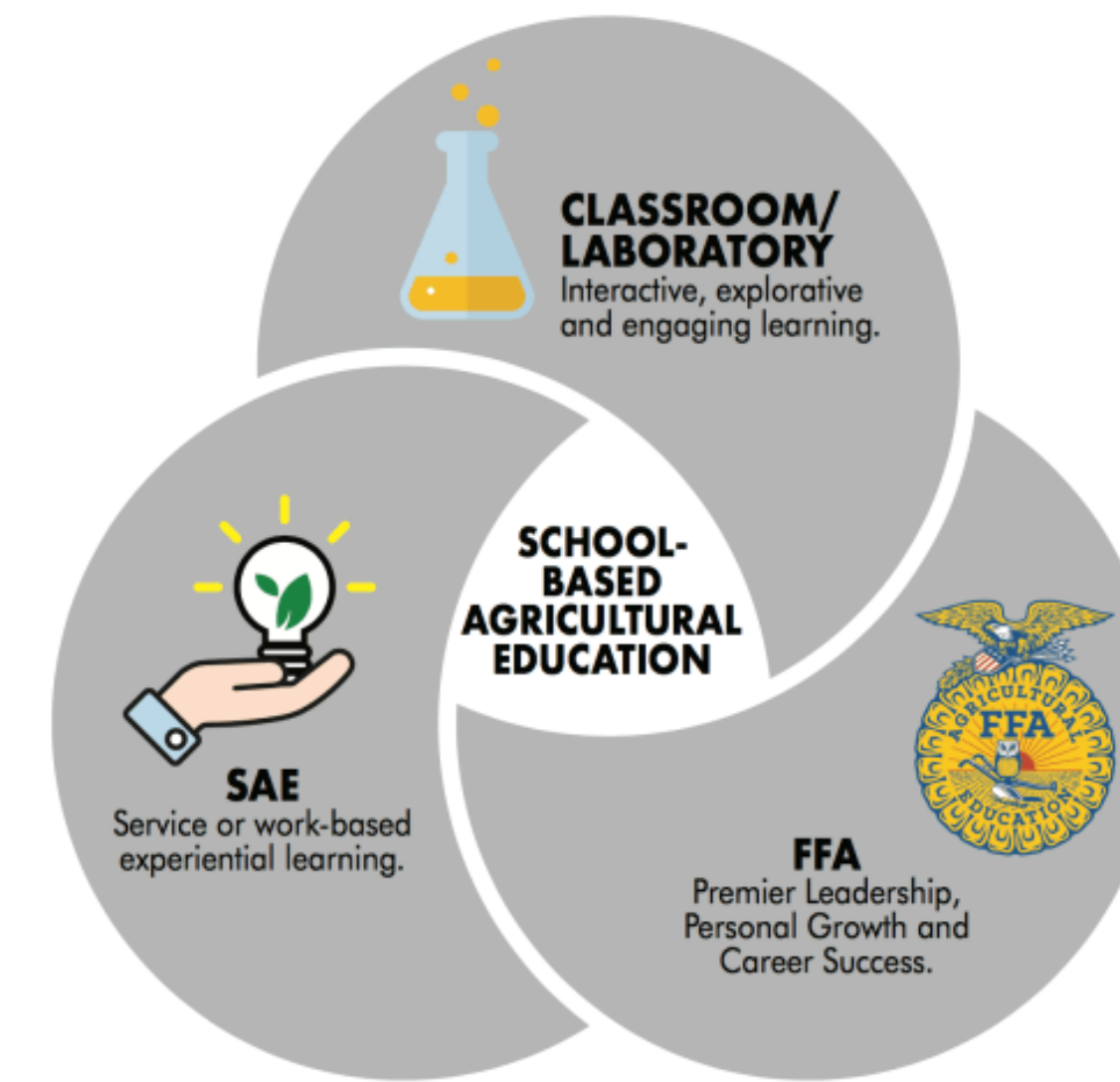


Introduction and Purpose

- The time that a student teacher spends in their mentor school should prepare the student teacher to feel confident in becoming an agricultural science teacher and advisor.
- There is a 77.6% rate of early career teachers entering the field based on their time and experiences during student teaching (Doss et al., 2020).
- A student teacher is likely to form their own intentions of emphasizing co-curricular activities based on numerous factors during their time in the classroom and on co-curricular events.
- The expectancy-value theory served as the theoretical framework of our study as we focused on measuring student teacher efficacy and value from their student teaching placement (Atkinson, 1957).
- The purpose of our study was to identify the factors that affect a student teaching placement and the concurrent decisions to enter the teaching field.



14-week field placement



Results

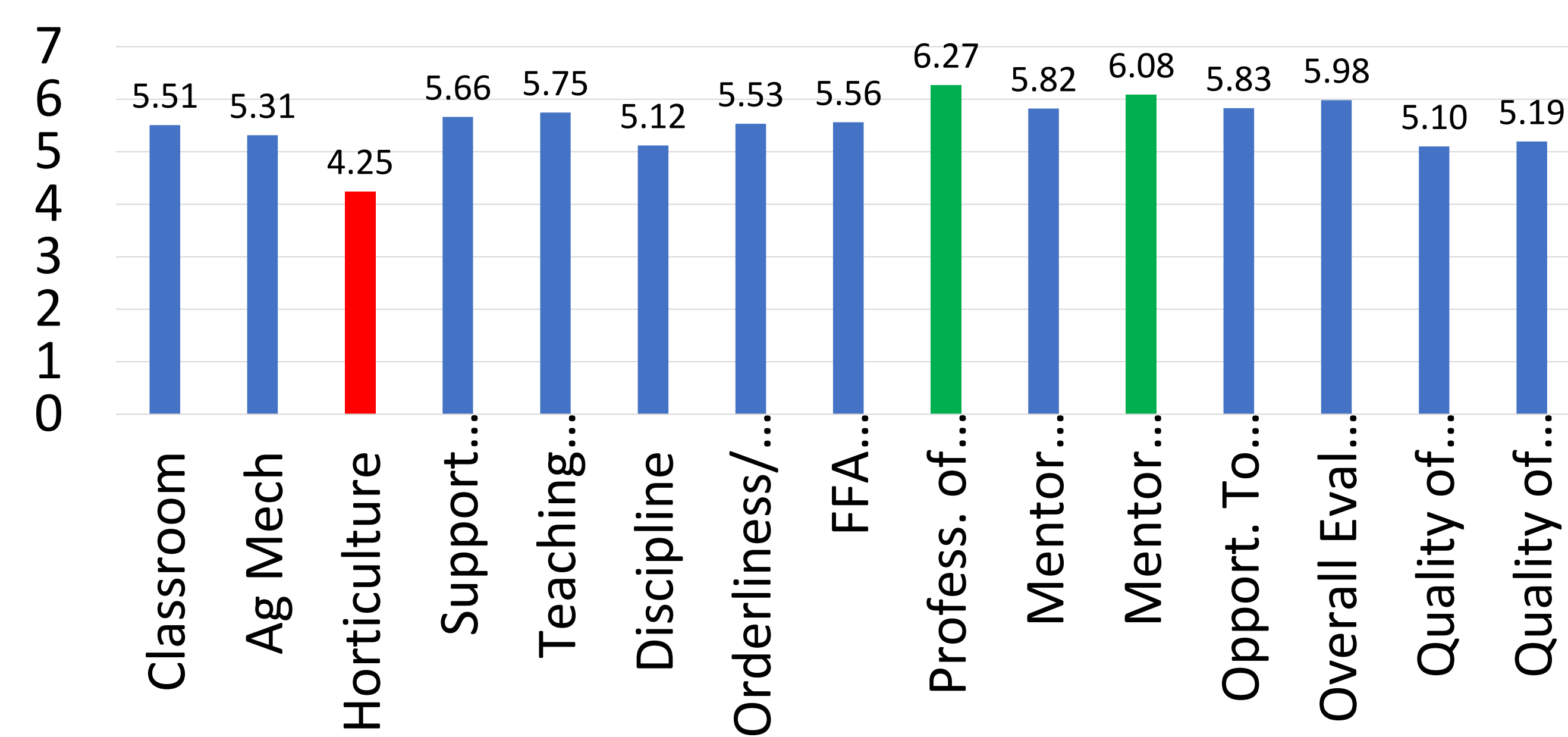


Figure 1. Average values for all variables encompassed in the survey of the student teachers ($n = 118$)

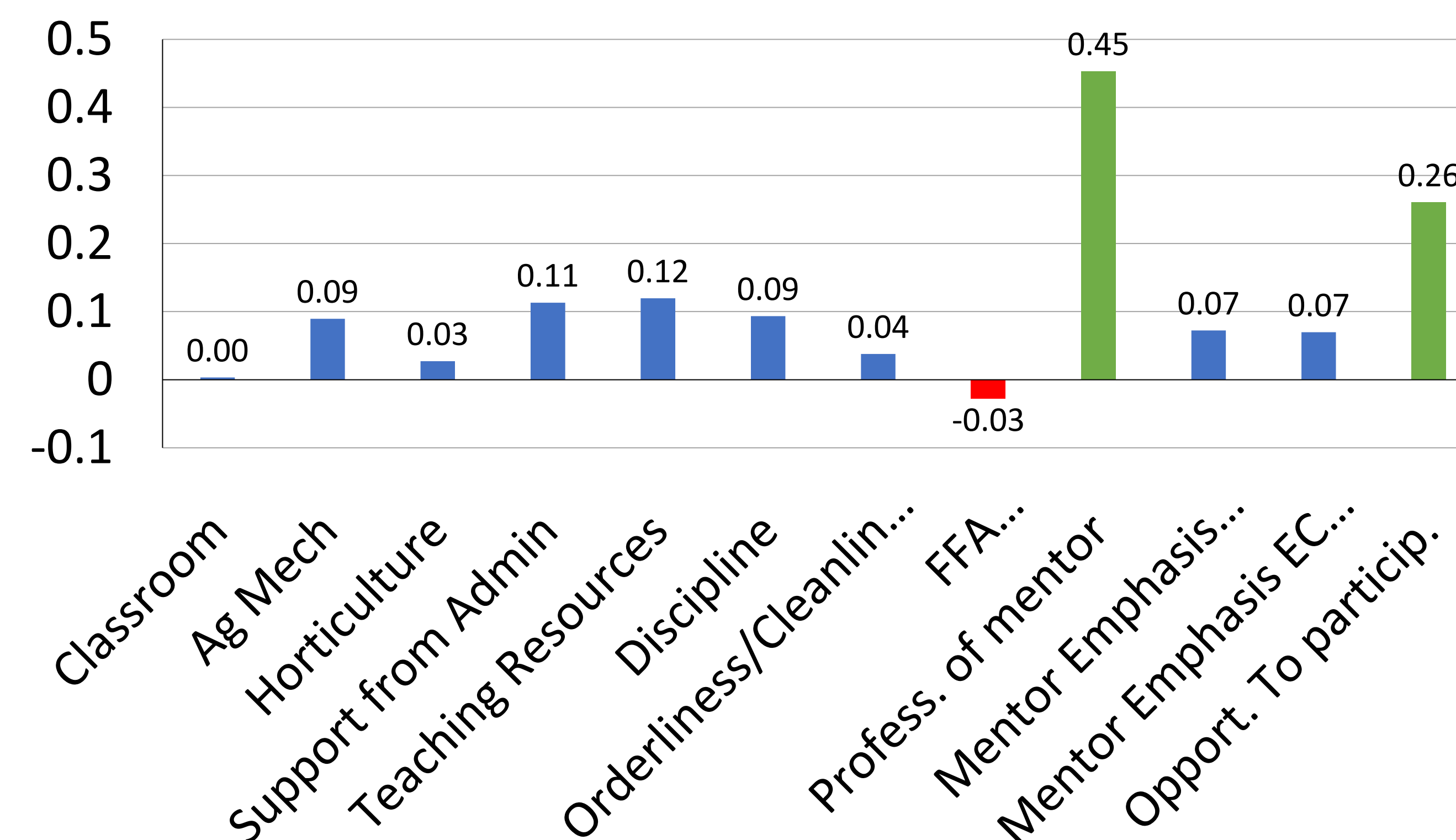


Figure 2. Parameter estimates of student teachers ($n = 118$) comparing all variables to overall student teaching evaluation ($R^2 = .78$)

Recommendations

- Overall professionalism and opportunities to participate in a well-rounded program does make an impact during a student teaching placement.
- The dynamic between the mentor and student teacher should include:
 - Maintaining respect with students, creating a good rapport for the student teacher, providing the opportunities to participate in other areas of teaching (i.e., meetings, staff development, advisory board meetings, etc.), giving adequate and formal evaluations on student teaching performance, and modeling high quality instruction and reflective practices (Temple College, 2020).
- For the fulfilment of open positions by novice teachers, highly professional mentors are effective for a positive student teaching experience.
- A qualitative interview study based on the variables from this study to obtain data for more insight into mentor teacher expectations and student teacher experience evaluations is recommended.



Materials and Methods

- **Sample:** Student teachers ($n = 118$) from 2016-2021 at Sam Houston State University.
 - The student teachers assisted with classroom lesson planning and instruction, along with conducting and/or supervising co-curricular activities during their 14-week field placement.
- **Instrument & Data Collection:** After their 14-week field placement student teachers completed a 13 question Likert scale survey that assessed the following areas from *Very Poor* to *Excellent* on a 1-7 scale.
- We used Microsoft Excel and found averages of the variables listed below.
- **Variables:** Classroom facilities, agriculture mechanics facilities, horticulture facilities, support from administration, teaching resources, discipline, orderliness / cleanliness of facilities, FFA activities / involvement, professionalism of classroom mentor, classroom mentor emphasis on teaching, classroom mentor emphasis on extracurricular activities, opportunities available to participate in a well-rounded program, and overall evaluation of student teaching center.
- **Data Analysis:** We ran a regression analysis on the variables in overall student teaching center placement to find which variables mean the most to a student teacher from the students' perspectives.

References

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