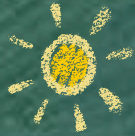


# YOU ARE A TEACHER FIRST: CONTENT ANALYSIS OF CLASSROOM QUALIFICATIONS ON JOB OPENINGS IN TEXAS

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## METHODOLOGY



Content Analysis



Data Collection:  
January 17-April 30, 2024



Agricultural Teachers Association  
of Texas website. to access data



ATAT Website & districts  
website for data collection



Codebook & Excel was  
utilized



A panel of experts  
reviewed the codes for  
validity (Roller, 2019)



206 job postings were  
analyzed

## INTRODUCTION

Classroom instruction is the core  
role of an agricultural science  
teacher (Terry & Briers, 2010).  
As educational demands evolve,  
so do the qualifications and skills  
required of teachers (Darling-  
Hammond & Bransford, 2007).

## OBJECTIVE

Analyze and determine the  
specific qualifications denoted  
by school districts for their  
agricultural science teacher  
position in Texas that align  
with the classroom portion of  
the three-circle model.

## THEORETICAL FRAMEWORK

Vocational Personalities and Work  
Environments Theory (Holland, 1966, 1997).



## CONCLUSION/ IMPLICATIONS

Gold standard is still a valid  
teaching certificate & a bachelors  
degree

Results supports theory  
Social="teachers, nurses &  
Counselors" (Pence, 2024, p.6).

## RESULTS/FINDINGS

Personality Traits:  
Social & Investigative

✓  
Texas Teaching  
Certificate  
f=144  
% 69.9  
Category C

✓  
Knowledge of  
agricultural science  
& technology  
f=135  
% 65.53  
Category I

✓  
General knowledge  
of curriculum &  
instruction  
f=104  
% 50.49  
Category I

✓  
Manage student  
behavior  
f=103  
%50  
Category S

✓  
Bachelor's Degree  
f=132  
% 64.08  
Category C

✗  
Alternative  
Certification  
f=1  
% 0.49  
Category C

References &  
Full Abstract

Matching personality  
traits to qualifications to  
help with longevity in  
position