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DEFINING THE LEGEND! A Profile-Based Study Using Narratives in Agricultural Education

IN AGRICULTURAL EDUCATION, SOME TEACHERS LEAVE A LASTING IMPACT AND ARE DESCRIBED AS "LEGENDS"

Introduction

Agricultural Educators are **recognized** for effective instruction, FFA advising, and SAE supervision. (Thompson & Schumacher, 1998)

Understanding how legacy is defined **may offer critical insights** for teacher recruitment, preparation, and retention, which are key to combating concerns of ongoing teacher shortages. (Moser & Mckim, 2020)

A THEORETICAL FRAMEWORK WITH THE LEGACY AND LIFEWORk THEORY!

By McAdams & de St. Aubin (1992); Savickas (2005)

Describes **how individuals form vocational identity** through narrative reflection. (Savickas, 2005)

Explains **the desire to leave a meaningful impact** on future generations. (McAdams & de St. Aubin, 1992)



It offers **a lens through which to examine how agricultural educators construct their** identities, define pivotal moments, and interpret the values that have shaped their careers.

THE RESEARCH QUESTIONS AMONG AG EDUCATORS REGARDED AS "LEGENDARY"

(RQ1) What are their personal and professional characteristics?

(RQ2) What are their key milestones and experiences?

A QUALITATIVE RESEARCH WITH A NARRATIVE DESIGN APPROACH.

Methodology

Purposive sampling based on their experience, recognized contributions, and record of student success

Four educators were interviewed remotely **via Zoom in two rounds.**

Three rounds of coding: **1st- open** and in **vivo** coding, **2nd- axial** coding, **3rd- thematic** analysis

FOUR THEMES WERE FOUND FROM THE TIMELINE NARRATIVES!

Results

EDUCATION

All four participants completed traditional teacher education programs. Only two had advanced degrees.



RECOGNITION & AWARDS

They noted professional recognition and awards, including honors such as "Teacher of the Year," at a regional, state, or national level.



CONTRIBUTIONS

All four participants experienced success at the national level in FFA. Three coached national champion Career Development Event (CDE) teams, and three supported national proficiency award finalists and winners.

TURNING POINTS

Participants were temporarily leaving agricultural education and becoming a parent.

"Totally recalibrated what I was doing"
- Participant 4.

"When I had my own son... that kind of changes you too, because you start looking at stuff from the standpoint."
- Participant 2.



'SO WHAT?' THE CONCLUSIONS AND RECOMMENDATIONS

They shared common traits
Turning points also reveal that these educators are resilient

Recognized not just for accolades but for dedication to students and excellence in teaching
Suggest a "legend" is shaped by a combination of classroom effectiveness, impact on students, and involvement in the agricultural education community.

Future research

Reveal how legacy develops over time and across contexts

Scan for full access to abstract and references

