

# The Hidden Season; A Content Analysis of Summer California Job Postings for Ag Teaching Positions

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## Conceptual Framework

Throughout researching agricultural teaching job postings, it is observed through literary research that understanding why teachers are leaving is foundational in curating beneficial **contextual analysis** of California agricultural job postings from **June- July 2024**. This research is beneficial in providing incoming agricultural teachers open access to clearly coded job postings, allowing easy accessibility to browse potential job positions. This research applies content analysis methodology within **teacher recruitment theory**. Teacher recruitment theory highlights the importance of transparency in attracting and retaining qualified educators, emphasizing that clear job descriptions improve teacher preparedness and reduce burnout (Doherty, 2020). Beyond this, literature shows financial incentives, bonuses, stipends, and loan forgiveness can help to recruit and retain teachers (Ingersoll, 2003). In this context, content analysis allowed researchers to identify common features within job postings, and descriptive statistics (Fraenkel et al., 2012).

## Methodology

A **quantitative content analysis** (Creswell & Creswell, 2017) was conducted to describe the SBAE job advertisements for California from June to July 2024. The spreadsheet is publicly available and is maintained by State Staff (Current California AgEd Job Openings, n.d.). A total of **29 job advertisements** for secondary positions were posted in the timeframe. Codes were identified a priori based on the review of the literature. Codes and descriptive statistics are described in the Results/Findings. To analyze the data, each posting was copied into an Excel spreadsheet, and for each criterion, a column was created and coded (**0 = not included, and 1 = included**). To be considered included, the posting had to specifically make a statement about the criteria. Trustworthiness was established through intercoder reliability, and, given the small sample size, all items were coded by two coders independently.

## Recommendations/Implications

Given that jobs are almost exclusively applied for on the EdJoin website, teacher educators should ensure that their preservice teachers are creating quality profiles and know how to search and apply for positions as part of their program.

- How do these findings align with job postings throughout the other months of the year?
- What do SBAE teachers, both new to the profession and those seeking career changes, want to see in job postings, given the wide variety of information included in advertisements?
- To what extent do job advertisements accurately reflect the actual positions, and should researchers follow up with job posters to identify any discrepancies, especially regarding the criteria evaluated in this study?

## Results

Posting word count ranged from 17 to 328 words (M = 89, SD = 78). All advertisements were for high schools, with one being an alternative education program. 31% of the listings specified a **fall start date**.

### Application platforms used:

- 90% of districts used EdJoin
- 3% used Frontline
- Some did not list a platform

### Financial compensation details:

- 7% of postings included hiring bonuses
- Only one (3.5%) specified the bonus amount

### Extended contracts:

- Advertised in 31% of postings
- One-third of those included specific contract amounts

### Stipends:

- Mentioned in 21% of postings (6 postings)
- 7% of those stated a specific stipend amount

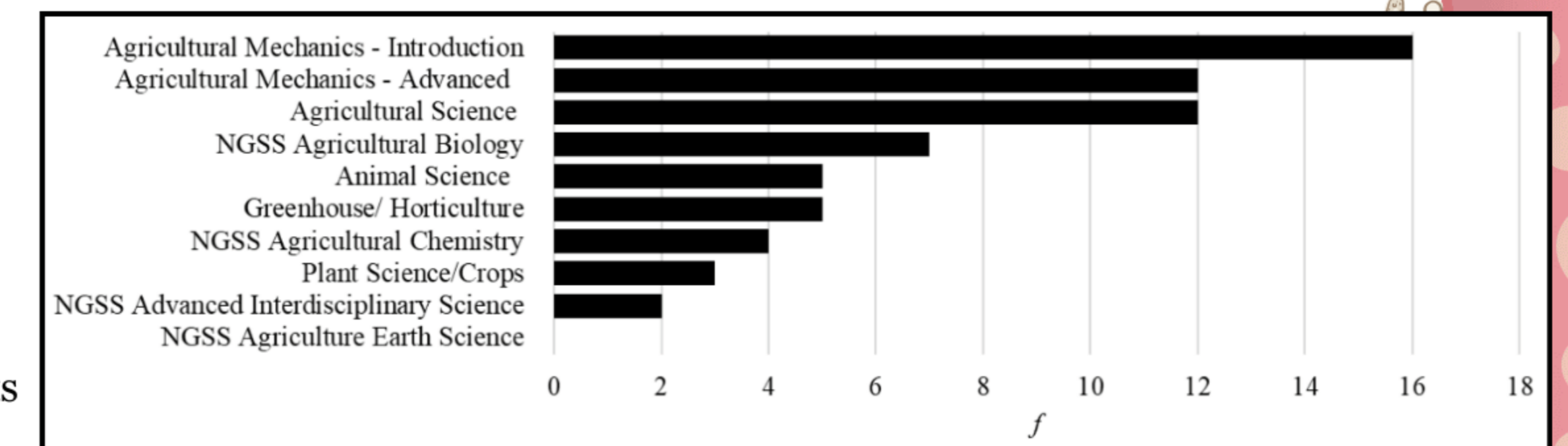
### Teaching assignments:

- Varied widely across advertisements (see Figure 1)
- SAE (Supervised Agricultural Experience) periods were included in 31% of the postings

### Most listings included courses in:

- Agricultural Mechanics
- Followed by Agricultural Sciences
- 24% of advertisements included one or more NGSS-aligned courses (Shown in Figure 1)

Frequency of Specific Course Teaching Assignments Stated in Job Advertisements



## Abstract and References



**CAL POLY**

College of Agriculture, Food & Environmental Sciences

## Conclusion

The findings of this study highlight that job advertisements **varied widely in their structure and content**, and may not well align with Doherty's (2020) guidance on transparency. While some job postings did include incentives such as extended contracts and stipends, it was a small percentage, which does not well align with Ingersoll's (2003) suggestions around highlighting financial incentives such as signing bonuses. It is observed through literacy research that **3 conceptual themes**: work life balance (WLB), administrative assistance, and availability of resources and professional development, aid in understanding the need for a contextual analysis of California agricultural teaching positions. Although we noticed a **lack of research regarding administrative staff's involvement** in recruitment and job postings for agricultural teachers, it is still important to highlight this as an important factor for new incoming teachers emerging in the field. Allowing incoming teacher candidates the opportunity to view open access to the research conducted in job posting details is proven to be beneficial and eye-opening.