

Learning By Doing



Enhancing Preservice SBAE Teacher Readiness Through the Bobcat Classroom Experience

INTRODUCTION & NEED

- MANY PRESERVICE TEACHERS FEEL UNDERPREPARED—ESPECIALLY IN HANDS-ON INSTRUCTION, CLASSROOM MANAGEMENT, AND REAL-TIME DECISION MAKING (RANKIN ET AL., 2025; RUBENSTEIN ET AL., 2014; BROWN ET AL., 2015; BROWN ET AL., 2019; WELLS ET AL., 2019).
- EARLY, AUTHENTIC TEACHING EXPERIENCES STRENGTHEN SELF-EFFICACY AND READINESS (BANDURA, 1986; KOLB, 1984; WILLIAMS & SEMBIANTE, 2022).
- THE BOBCAT CLASSROOM WAS CREATED TO PROVIDE STRUCTURED, REAL-WORLD TEACHING OPPORTUNITIES PRIOR TO STUDENT TEACHING (TOOMBS ET AL., 2022; STEWART ET AL., 2025).



HOW IT WORKS

- PRESERVICE SBAE TEACHERS DELIVER TWO 50-MINUTE CASE AG-X CURRICULUM-ALIGNED LESSONS TO HIGH SCHOOL FFA MEMBERS DURING MONTANA FFA AG EXPO.
- LESSON PLANNING, CONTENT ALIGNMENT, AND INSTRUCTIONAL PREP OCCUR IN METHODS COURSEWORK.
- DURING TEACHING, PRESERVICE TEACHERS LEAD INSTRUCTION, MANAGE THE CLASSROOM, ENGAGE STUDENTS, AND FACILITATE HANDS-ON ACTIVITIES.
- CLASSROOMS INCLUDED ONE INSERVICE SBAE TEACHER FOR OBSERVATION AND INTENTIONAL MENTORSHIP EXPERIENCE.

COST/RESOURCES

MINIMAL ADDED COST. THE EXPERIENCE USES EXISTING COURSEWORK, CAMPUS FACILITIES, PARTNER SCHOOLS, AND VOLUNTEER MENTOR TEACHERS. PRIMARY NEEDS INCLUDE INSTRUCTIONAL MATERIALS, CLASSROOM SPACE, AND PROGRAM COORDINATION.



RESULTS & IMPLICATIONS

- WE NOTICED INCREASED READINESS AND CONFIDENCE IN CONTENT DELIVERY, CLASSROOM MANAGEMENT, COMMUNICATION, AND ADAPTABILITY (BROWN ET AL., 2019; SHEEHAN & MOORE, 2019).
- PARTICIPANTS SHARED THAT THIS EXPERIENCE REDUCED ANXIETY AND CLARIFIED EXPECTATIONS FOR STUDENT TEACHING.
- REFLECTIONS HIGHLIGHTED THE VALUE OF IMMEDIATE FEEDBACK, VISIBLE GROWTH, AND STRENGTHENED SELF-EFFICACY (EDGAR ET AL., 2011; WILLIAMS & SEMBIANTE, 2022).



- EXPAND PARTICIPATION OF SECONDARY SCHOOLS
- STRENGTHEN AND INCREASE OPPORTUNITIES FOR MENTOR TEACHER COACHING
- STRENGTHEN AND INCREASE STRUCTURED REFLECTION ACTIVITIES
- FUTURE RESEARCH WILL EXAMINE IMPACTS ON STUDENT TEACHING AND EARLY-CAREER READINESS TO INFORM BEST PRACTICES FOR PRESERVICE TEACHER PREPARATION.

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FUTURE PLANS

