Perceptions of Agricultural Educators Entering the Profession through Alternative Means

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Introduction

• Significant characteristics of effective teachers are being exceptional at classroom management, knowing how to teach for learning and mastery of content, and having positive expectations for successes (Wong & Wong, 2010).
• Alternatively certification allows individuals to become certified based on work experience, coursework, or completing a baccalaureate degree (Ruhland & Bremer, 2002).
• Alternatively certified agricultural educators struggle more with curricula development due to their lack of training in pedagogy (Robinson & Hayes, 2011).

Purpose & Objectives

• To determine perceptions of agricultural educators entering the profession through alternative means.
• The objective was to explore the decision and reasoning resulting from the choice to pursue a career in agricultural education.

Methods

• Roberts and Ball’s (2009) content-based model for teaching agriculture was utilized as the framework.
• Alternatively certified teachers
• Interviews

Conclusion

• Alternatively certified teachers need professional development tailored to their needs.
• Alternatively certified teachers need opportunities to make up for the lack of formal training.
• Providing alternatively certified teachers with a formal mentor in another agricultural education program, as well as a local CTE educator as a supplemental mentor could be beneficial.

References


