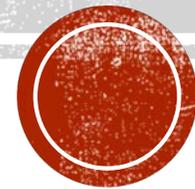


COOPERATING TEACHER NEEDS: A DELPHI STUDY OF AGRISCIENCE TEACHERS IN FLORIDA

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PROBLEM SITUATION

Cooperating teachers in agricultural education programs need guidance and support prior to hosting a student teacher, as well as during the internship experience.

- With cooperating teachers as the leaders in the most critical and influential part of the teacher education program, and with such a great influence on the next generation of agricultural educators, their support has remained vital to the success of agricultural education.
- At the time of this study, the support needs of agricultural education cooperating teachers were unknown and had not been systematically addressed in cooperating teacher preparation and assistance programs.
- With shortages of over 400 agricultural educators in over 30 states in 2014-2015, there needs to not only be an emphasis on identifying and employing effective cooperating teachers, but also a plan for preparing and training the cooperating teachers who will play such a vital role in the development of future agricultural educators (Foster, Lawver & Smith, 2015).



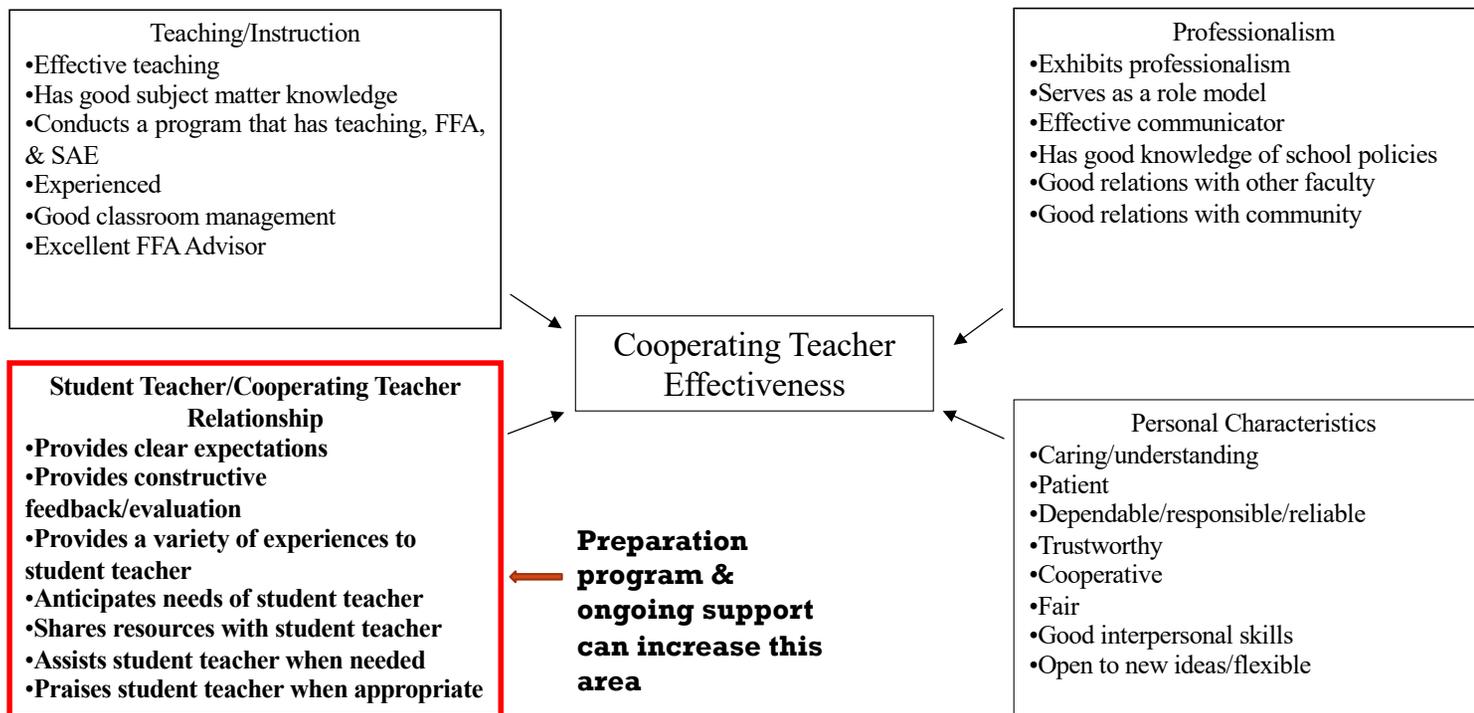
WHAT IS CURRENTLY KNOWN AND UNKNOWN ABOUT THIS PROBLEM

- Highly esteemed cooperating teachers participate in the following:
 - Set aside time to engage in on-on-one mentoring discussions with student teacher
 - Provide concrete feedback and suggestions regularly
 - Provide feedback in a variety of ways (written, verbal, modeling)
 - Allow student to explore and experiment with new teaching strategies
 - Include student teacher in all areas of professional life
(Sayeski & Paulsen, 2012)
- Cooperating teachers are an important extension of the teacher preparation program (Clarke, A., Triggs, V., & Nielsen, W., 2014).
- **Unknown:**
 - The specific training and support needs of cooperating teachers
 - Effective training and support programs for cooperating teachers



WHAT IS CURRENTLY KNOWN AND UNKNOWN ABOUT THIS PROBLEM

Model for Cooperating Teacher Effectiveness



Adapted from
 “Developing a model of
 cooperating teacher
 effectiveness” by T.G.
 Roberts (2006). Journal of
 Agricultural Education,
 47(3), 1-13.



PURPOSE OF THE STUDY

- The purpose of this study was to evaluate student teacher supervision and mentoring through the PACT Program for Assisting and Supporting Agriscience Cooperating Teachers in Florida.

Note: Preparation and Assistance Program for Cooperating Teachers (PACT) - the assistance and support program for cooperating agriscience teachers that was designed and tested by the researcher.



STUDY COMPONENTS

- Part I: Delphi Study
- Part II: Cooperating Teacher Workshop & Survey
- Part III: Cooperating Teacher Support: Biweekly Infographic & website
- Part IV: Cooperating Teacher Internship Experience



RESEARCH OBJECTIVES / QUESTIONS

Delphi
Components



1. Identify the knowledge and skills needed by agriscience cooperating teachers prior to supervising student teachers.

2. Determine the support needed by agriscience teachers during the semester in which they supervise student teachers.

3. Determine the effectiveness of the agriscience teacher preparation and assistance program (PACT) as reported by participants after completing the cooperating teacher workshop

4. Determine the effectiveness of the agriscience teacher preparation and assistance program (PACT) as reported by participants at the end of the student teaching internship.



DELPHI STUDY METHOD

Delphi Study, expert panel of cooperating teachers (2016-2018): Three rounds of data collection.

- Round 1: Development of comprehensive list of needs of cooperating teachers.
- Round 2: survey of identified needs and their importance in Round 1 using 5-point Likert-type scale. Also, asking panel members to make any revisions to current list. (consensus=2/3 rating SA, A)
- Round 3: ask panel members to provide a “agree/disagree” for each identified need, and those with 2/3 or greater agreement would be retained.



DELPHI STUDY METHOD

“Based on your experience as a cooperating teacher, what kinds of support and/or preparation would have benefitted your experience with the student teacher(s)/intern(s) that you have previously hosted?”

The Delphi study provided the framework for training prior to the hosting of the student teacher, as well as support during the internship. A survey was given to cooperating teachers after their training session in the fall, and again after hosting the student teacher in spring, in order to determine effectiveness of cooperating teacher training and support.

*Delphi study and the surveys were administered using Qualtrics software.



RESULTS

Expert Panel: Cooperating Teacher from 2016-2018

Potential Pool: 43 Cooperating Teacher (22 Agreed; 1 Declined; 20 Did not respond)

Round 1: 21/22, 95% response rate

20 Themes emerged

Round 2: 17/22, 77% response rate

7 items were retained (2/3+ agreeance)

Round 3: 17/22, 77% response rate

6 items were retained (2/3+ agreeance)



COOPERATING TEACHER NEEDS

I would benefit from examples/explanations of forms and reports that are used from the student teaching handbook.

- 82% A or SA

I would like to have a copy of the student teachers' lesson plan template that they use in their University/AEC courses.

- 94% A or SA

I would like to be able to attend a meeting(s) with my intern prior the start of their internship, to get to know each other and plan for the semester.

- 88% A or SA

I would benefit from a Cooperating Teacher Workshop/Meeting.

- 88% A or SA

I would like to have the opportunity to learn more about the interns strengths/abilities before the internship begins.

- 77% A or SA

It would benefit the student teaching experience, if more strategies were put in place to establish early communication/contact between the cooperating teacher and the student teacher.

- 88% A or SA



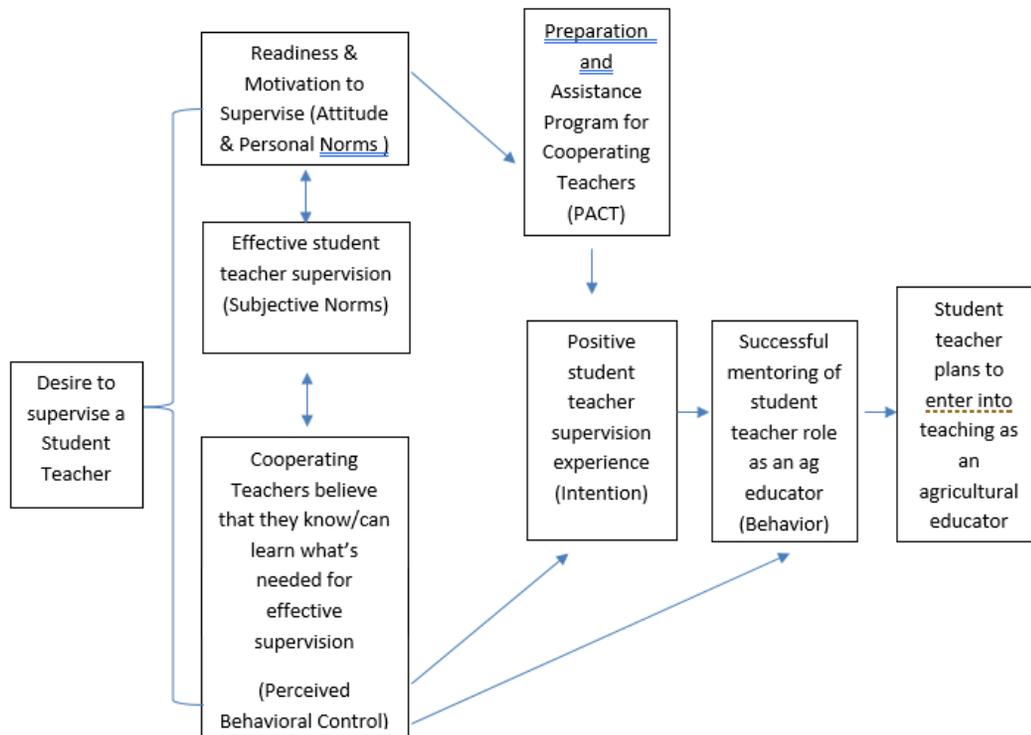


Figure 1. Conceptual Model for Research on the Evaluation of Student Teacher Supervision and Mentoring Through the PACT Program for Assisting and Supporting Cooperating Teachers in Florida. Adapted from Theory of Planned Behavior (Ajzen, 1991).

CONCEPTUAL MODEL: EVALUATION & SUPPORT THROUGH THE PACT PROGRAM



PART II: DELPHI--INFORMING THE COOPERATING TEACHER WORKSHOP

Suggested Workshop Items:

- Hearing from an experienced cooperating teacher
- Hearing from a recent, graduated student teacher
- Meeting with their assigned student teacher/intern to plan/interact
- Review of Student Teaching Handbook
- Guided practice on completing CT observation forms (video/feedback)

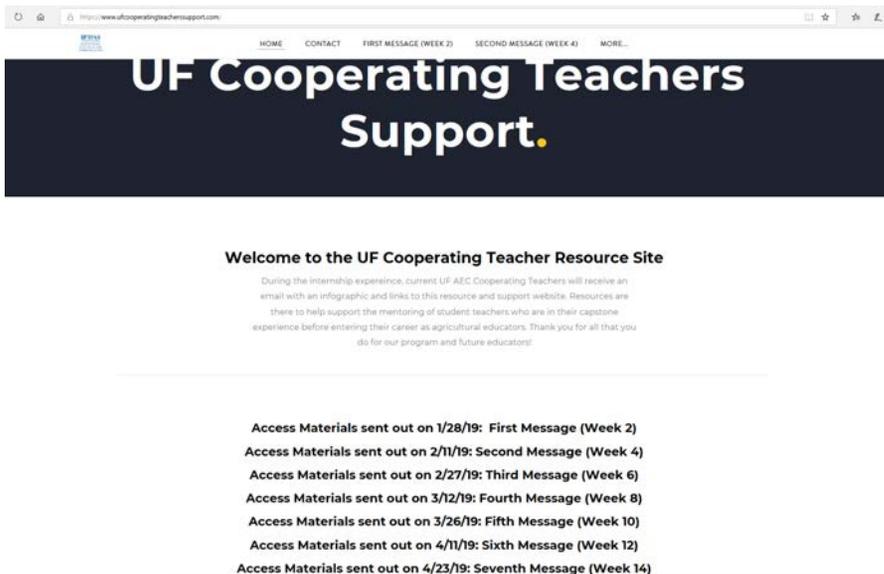
Workshop Agenda items:

- Overview of AEC Teacher Preparation Program
- Overview of Student Teaching Internship Handbook
- What does it mean to be a mentor?
- Providing feedback & input for professional improvement
- Review & Questions



Part III

Cooperating Teacher Support: Biweekly Infographic & website



This week's infographic: cooperating_teachers_week_4.png



[HTTPS://WWW.UFCOOPERATINGTEACHERSSUPPORT.COM/](https://www.ufcooperatingteachersupport.com/)



PART IV: COOPERATING TEACHER INTERNSHIP EXPERIENCE

- IN PROGRESS...



ANY QUESTIONS?

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