



Concerns Expressed by Agricultural Education Pre-Service Teachers and the Relationship to Moir's Phases of Beginning Teacher Development

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Introduction

- Student teaching is a common practice
(Krysher, Robinson, Montgomery, Edwards, 2012).
- Student teaching has a significant impact on preservice teachers
(Ronfeldt & Reininger, 2012)
- Yet preservice teachers continue to be challenged and face obstacles during their beginning years of teaching
(Knobloch & Whittington, 2002)



Introduction continued....

- It is important that student teachers address the concerns

(Knobloch & Whittington, 2012)

- Numerous studies have examined concerns of student teachers

(Fritz & Miller 2003; Hillison, 1977)

- Beginning teachers face concerns dealing with their own adequacy and the teaching role

(Stair, Warner, & Moore, 2012)

- Men and Women communicate their concerns differently in the workplace.

(Barker & Zifcak, 1999)



Introduction continued....

- Why do we need to understand concerns of student teachers?
- Do student teaching concerns change over time?
- Do the student teaching concerns align with the phases of a first year teacher?



Conceptual Framework

Moirs (1990) phases of a first year teacher

Six attitudinal phases of a beginning teacher

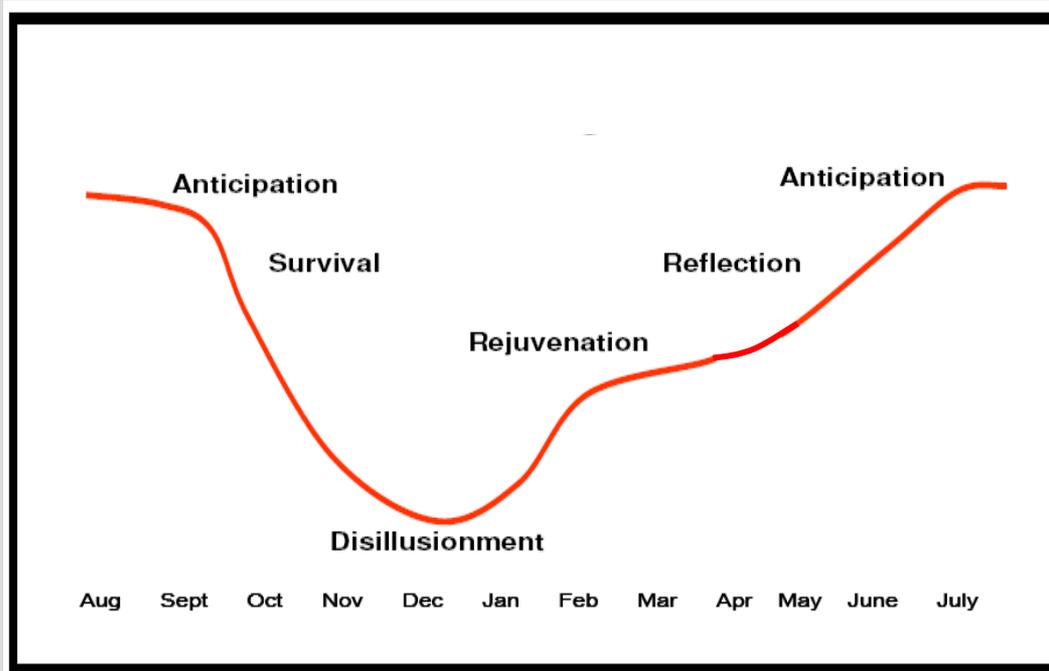


Figure 1. Phases of First Year Teachers' Attitude Towards Teaching. From "Phases of first year teaching," by E. Moir, 1990, California New Teacher Project: California Department of Education.



Conceptual Framework continued....

- Conceptually, this study is based upon **Fuller (1969) and Fuller, Parson, and Watkins (1974)** that focused on first year teachers.
- **Fritz and Miller (2003)** identified the concerns of student teachers in Iowa by using the categories developed by Fuller, Parson's and Watkins (1974).
- **Fritz and Miller (2003)** added two more concern categories that accounted for other communications by student teachers



Purpose and Objectives

- Investigate concerns expressed by agricultural education student teachers
- Determine if the concerns align with Moirs (1990) phases of a first years teacher

Objectives

1. Identify concerns expressed by agricultural education student teachers
2. Determine if teaching concerns varied by gender
3. Determine if the teaching concerns expressed by student teachers are congruent with Moir's (1990) phases of a first year teacher



Methods

- Agricultural Education Students Teachers
Iowa State University
- Electronic Community of Practice using Twitter
- Population (N=26)

Objective 1:

Tweets were collected and coded into one of six predetermined codes

1. Non teaching concerns
2. Self Adequacy Concerns
3. Teaching Task Concerns
4. Teaching Impact
5. Responding to a question or giving advice
6. Sharing lesson plans or ideas



Methods continued....

Objective 2:

- Tweets were coded, and then categorized by gender.
- A Chi-square test was used to determine differences in the tweets by gender

Objective 3:

- Each tweet received a second code based upon Moir's (1990) phases of a first year teacher.
- Organized by date and week

Frequencies and Percentages

Intrarater reliability $\alpha = .95$ (high) (Wier, 2005)



Results/Findings

Frequencies & Percentages of Student Teacher Concern Tweets by Semester (N = 2,071)

Concern	Fall Tweets (n=768)		Spring Tweets (n=1,303)		Total Tweets	
	f	%	f	%	f	%
Non-Teaching	196	25.5	325	25	521	25.2
Teaching	572	74.5	978	75	1550	74.8
Teaching Category						
Self-Adequacy	105	18.4	514	52.5	619	39.9
Teaching Task	53	9.3	120	12.3	173	11.2
Teaching Impact	82	14.3	119	12.2	201	13.0
Other						
Responding or Giving Advice	289	50.5	174	17.8	463	29.9
Sharing Lesson Plan Ideas	43	7.5	51	5.2	94	6.0



Results continued....

Frequencies, Percentages, and Means of Student Teacher Concern Tweets by Gender

Concern	Female Tweets (n=18)		Male Tweets (n=8)	
	<i>f</i> (%)	<i>M</i>	<i>f</i> (%)	<i>M</i>
Non-Teaching	391 (25.5)	21.7	130 (24.2)	16.2
Teaching	1142 (74.5)	63.4	408 (75.8)	51.0
Teaching Category				
Self-Adequacy	443 (39.0)	24.6	169 (41.4)	21.1
Teaching Task	135 (11.8)	7.5	43 (10.5)	5.3
Teaching Impact	158 (13.8)	8.7	44 (10.8)	5.5
Other				
Responding to or Giving Advice	342 (30.0)	19.0	122 (30.0)	15.2
Sharing Lesson Plan Ideas	64 (5.6)	3.5	30 (7.3)	3.7

- The Chi-Square test indicated a **non-significant** relationship for gender.



Results continued....

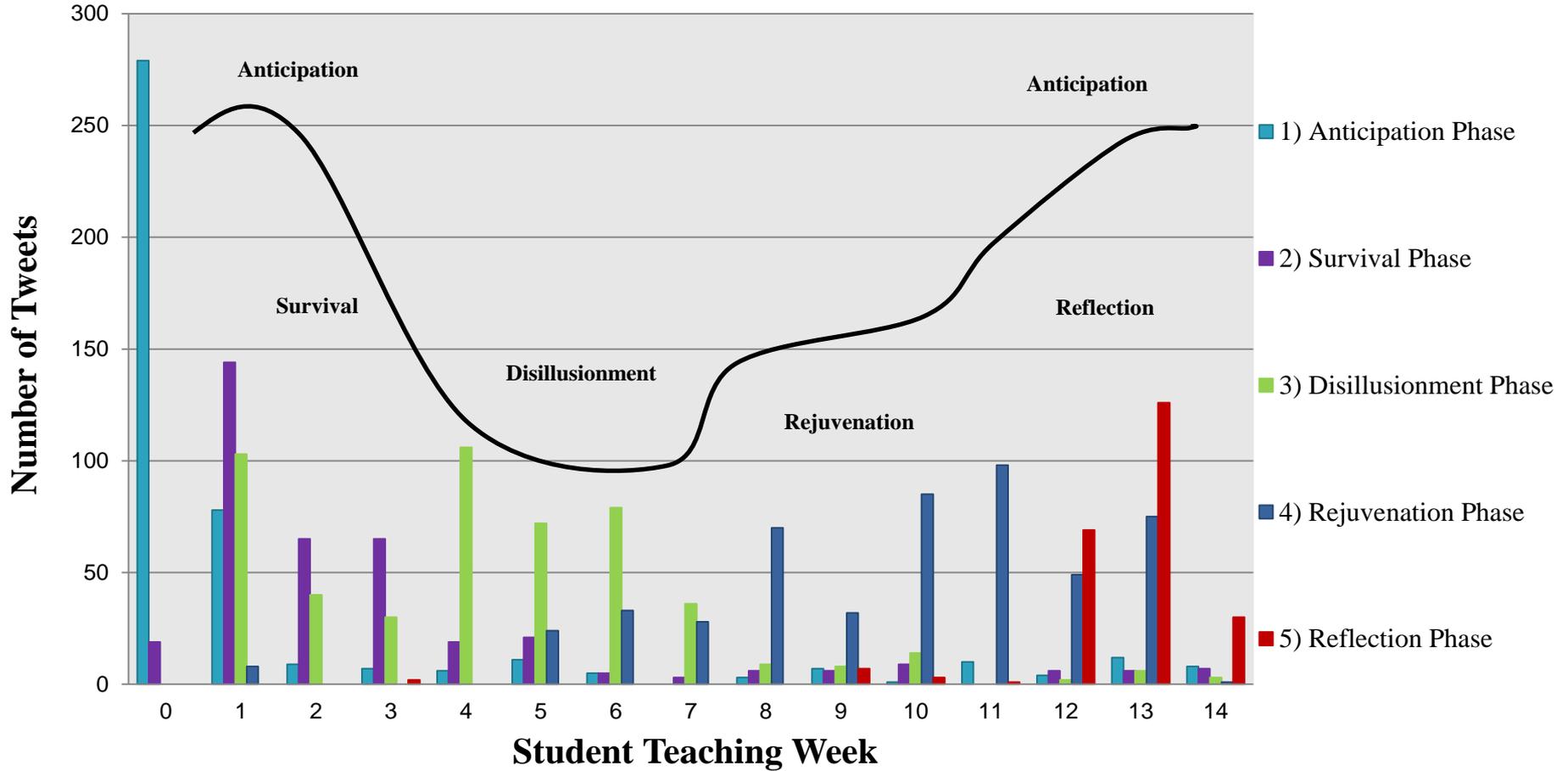
Student Teacher Tweets Aligned with the Phases of a First Year Teacher (N=2071)

	Anticipation Phase (n=298)		Survival Phase (n=551)		Disillusionment Phase (n=448)		Rejuvenation Phase (n=369)		Reflection Phase (n=404)	
	f	%	f	%	f	%	f	%	f	%
Tweets	f	%	f	%	f	%	f	%	f	%
Anticipation	279	93.6	94	17.1	22	4.9	21	5.7	24	6.0
Survival	19	6.4	274	49.7	48	10.7	21	5.7	19	4.7
Disillusionment	0	0	173	31.4	293	65.4	31	8.4	11	2.7
Rejuvenation	0	0	8	1.4	85	19.0	285	77.2	125	31.0
Reflection	0	0	2	0.3	0	0	11	2.9	225	55.7

Note: Anticipation phase = week zero through two. The survival phase = weeks three through five. The disillusionment phase = weeks six through nine, the rejuvenation phase = weeks ten through twelve, and reflection phase = thirteen through fourteen.



Phase of Pre-service teachers' Attitudes Towards Teaching



Conclusions

- Willing to communicate concerns using **electronic communication tools**.
- This study supports findings of past research that indicated student teachers have **self adequacy concerns** in student teaching.
- There were **no differences** between the number of tweets in each concern category by gender.
- The concerns of student teachers **mirror the phases of a first year teacher**
- **Understanding concerns** in preservice teacher education is important



Implications/ Recommendations

- Teacher education faculty should **adjust curriculum to address concerns** expressed by student teachers.
- Teacher educators will be able to **anticipate** when preservice teacher encounters concerns
- Further research is needed to determine if the concerns of student teachers can be applied to other **professions**



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