

# Perceptions of Agricultural Educators Entering the Profession through Alternative Means

Allison Faivre, Kelsey Sands, and Scott Smalley

Iowa State University

## 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

- Roberts, T. G., & Dyer, J. E. (2004b). Inservice needs of traditionally and alternatively certified agriculture teachers. *Journal of Agricultural Education* 45(4), 57-70. Retrieved from DOI: 10.5032/jae.2004.04057
- Robinson, J. S., & Hayes, J. C. (2011). Value and expectations of supervised agricultural experiences as expressed by agriculture instructors in Oklahoma who were alternatively certified. *Journal of Agricultural Education*, 52(2), 47-57. DOI: 10.5032/jae.2011.02047
- Ruhland, S. K., & Bremer, C. D. (2002b). Professional development needs of novice career and technical education teachers. *Journal of Career and Technical Education* 19(1). Retrieved from <https://ejournals.lib.vt.edu/JCTE/article/view/656/956>
- Wong, H., & Wong, R. (2010). *Developing and retaining effective teachers and principals*. Retrieved from [http://www.oswego.edu/Documents/project\\_smart/Summer%20Institute/Developing%20and%20Retaining.pdf](http://www.oswego.edu/Documents/project_smart/Summer%20Institute/Developing%20and%20Retaining.pdf)

