

VOCATIONAL AGRICULTURE ENTRY-YEAR TEACHERS' AND
ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS'
PERCEPTIONS OF THE OKLAHOMA ENTRY-YEAR
ASSISTANCE PROGRAM (H.B. 1706)

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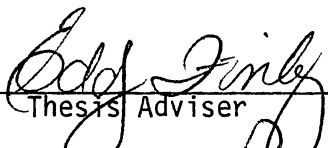
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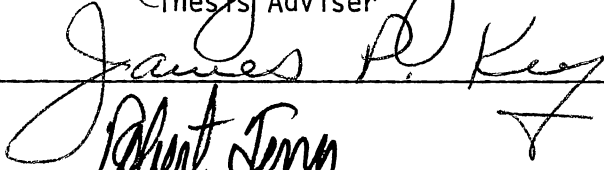
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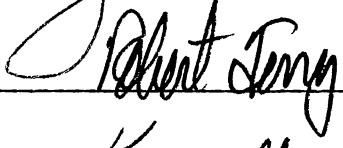


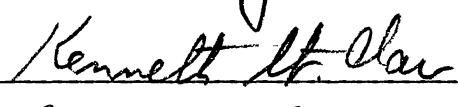
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CHAPTER I

INTRODUCTION

The Entry-Year Assistance Program (EYAP) is a relatively new approach for improving the quality of teachers in Oklahoma. It was introduced by the Oklahoma Teacher Reform Act of 1980, House Bill 1706 (Draper, 1980), which was proposed to improve the quality of teachers in accredited schools through implementing additional licensing and certification requirements. These regulations were introduced to ensure that the education of Oklahoma's children would be provided by teachers of proven ability. It was also stated by the legislature that the act was "in addition to" the existing laws governing teachers, and was not to interfere with any protection to teachers' rights, or existing power or authority of the local board of education and the State Board of Education.

As stated in House Bill 1706, the licensed teacher must participate in the EYAP during the initial year of teaching in an accredited school. This is performed under the guidance and assistance of an Entry-Year Assistance Committee (EYAC) in order to qualify for an Oklahoma teaching certificate. Those who must abide by this act are students who have completed an approved teacher education program and graduated after February 1, 1982.

The EYAC is assigned to an Entry-Year Teacher (EYT) for a period of one year to provide assistance and guidance in the following areas:

classroom management, professionalism, human relations, and teaching and assessment. They review the teaching performance of the EYT and make recommendations to the State Board of Education regarding certification (Appendix B) (Handbook for Entry-Year Assistance Program, 1983).

As stated in House Bill 1706, and outlined by the Handbook for Entry-Year Assistance Program (1983), members of the committee consist of a teacher consultant, an administrator, and a teacher educator of a college of education in an institution of higher learning. During the school year, each member of the EYAC is responsible for three independent observations of the Entry-Year Teacher. They are also responsible for having three scheduled committee meetings with the Entry-Year Teacher, for the purpose of providing guidance and assistance.

Near the completion of the academic year, the EYAC members are required to make one of the following recommendations:

1. Recommendation for certification
2. Recommendation for second year in the EYAP
3. Recommendation for non-certification at the conclusion of the second year under the EYAP (Handbook for Entry-Year Assistance Program, 1983)

Statement of the Problem

The EYAP is a relatively new attempt at improving teacher quality in Oklahoma, and because this is a new concept to Oklahoma education, data has not been elicited, analyzed, or reported which would reflect the nature and extent of success of the EYAP for Vocational Agriculture. Specifically, no data are available from those who have direct

experience with the Vocational Agriculture EYAP, including specifically the Entry-Year Vocational Agriculture teachers, teacher consultants, administrators, and teacher educators who were involved with the program during the period 1982 to 1984. Having findings available regarding the perceived successes or failures of the EYAP would allow those responsible for overall administration of the program to provide better guidance for the continuance and improvement of the EYAP.

Purpose of the Study

The purpose of this study was to determine the Vocational Agriculture Entry-Year Teachers' and EYAC members' perceptions of the Oklahoma EYAP.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were considered:

1. To identify the Entry-Year Vocational Agriculture Teachers and the teacher consultants, administrators, and teacher educators who served on the EYAC for the vocational agriculture teachers and to document their perceptions of the EYAP.
2. To determine whether or not the EYAC provided needed assistance to the Entry-Year Vocational Agriculture Teacher as perceived by the committee members.
3. To determine whether or not Entry-Year Vocational Agriculture Teachers received needed assistance from the EYAC.

4. To determine the level of importance of the EYAP regarding the teachers' first year of teaching as perceived by the EYAC members and the Entry-Year Vocational Agriculture Teachers.

5. To determine whether or not the evaluation/observation instrument provided a fair assessment of the Entry-Year Vocational Agriculture Teachers' teaching performances.

6. To determine the major strengths and major problems of the EYAP as perceived by the EYAC and the Entry-Year Vocational Agriculture Teachers.

7. To determine whether or not meaningful parental input was a valuable consideration for determining certification of the Entry-Year Vocational Agriculture Teachers.

8. To determine the involvement of the EYAC in working with the Entry-Year Vocational Agriculture Teacher in areas of staff development and time as mandated by requirements of House Bill 1706.

9. To determine whether or not those involved in the EYAP had received any orientation as it relates to the EYAP prior to becoming a part of the EYAP.

10. To determine whether or not the EYAC and the Entry-Year Vocational Agriculture Teachers favor the continuance of the EYAP.

Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. The questions asked and the responses elicited gave an accurate representation of the perceptions of the individual EYAC members and Entry-Year Vocational Agriculture Teachers toward the EYAP.

2. The participants of this study provided accurate and sincere responses and were representative of future Entry-Year Vocational Agriculture Teachers and EYAC members.

Definition of Terms

For a better understanding of the facts presented in this study, the following terms were defined. The major source of these definitions was the Handbook for Entry-Year Assistance Programs (1983).

Board: "The State Board of Education" (Draper et al., 1980, p. 6).

License: "A formal permission to do something; authorization by law to perform a specific thing" (Webster's New World Dictionary, 1980, p. 233).

Licensed Teacher: A person who holds a valid license to teach. The license is issued in accordance to the rules and regulations of the State Board of Education, for the State of Oklahoma (Draper et al., 1980).

Staff Development Program: A program recommended by the EYAC for the EYT if certification is recommended. It is mandated by House Bill 1706 for the purpose of offering improvement of the certified and licensed teachers of the State of Oklahoma (Draper et al., 1980).

Department: "The State Department of Education" (Draper et al., 1980, p. 6).

Entry-Year Assistance Committee: A committee serving in a local school district for the purpose of counseling and observing an EYT and making recommendations to the board. The committee consists of a teacher consultant, a designated administrator, and a teacher

educator. The EYAC serves for one school year. If the EYT is employed for fewer than 120 days during the school year, the committee must continue through the next school year until a total of 180 days have been taught by the EYT. The EYAC is also responsible for recommending staff development programs if certification is recommended (Handbook for Entry-Year Assistance Program, 1983).

Teacher Consultant:

Any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to an entry-year teacher employed by the school district. A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. No certified teacher shall serve as a teacher consultant more than two (2) consecutive years.

A Teacher Consultant shall be selected by the principal from a list submitted by the bargaining unit where one exists. In the absence of a bargaining agent, the teachers shall elect the names to be submitted. No teacher may serve as a Teacher Consultant for more than one Entry-Teacher at a time (Handbook for Entry-Year Assistance Program, 1983, p. A-ii).

The teacher consultant is also responsible for providing 72 hours of guidance and assistance outside of the responsibility as a member of the EYAC.

Administrative Representative: A principal, assistant principal, or any other administrative personnel who was designated by the local school board to serve on the EYAC (Handbook for Entry-Year Assistance Program, 1983).

Teacher Educator: An individual who is employed in a teaching capacity in an institution of higher education for the preparation of education personnel. He/she is usually identified as a prospective EYAC member to the requesting superintendent within 10 working days

after the request has been made. An effort is always made to see that the teacher educator comes from the same subject area as the EYT (Handbook for Entry-Year Assistance Program, 1983).

Entry-Year Teacher: A licensed teacher who has no years of experience as a classroom teacher and is employed by an accredited school to serve as a teacher. Under such circumstances, this individual must also serve under the guidance and assistance of a teacher consultant and an EYAC (Handbook for Entry-Year Assistance Program, 1983). For this study, they were vocational agriculture teachers who served as beginning teachers under the EYAP.

Certificate: "A document certifying that one has met specified requirements, as for teaching" (Webster's New World Dictionary, 1980, p. 233).

Certified Teacher: "Any teacher who has been issued a certificate by the State Board of Education in accordance with this act and the rules and regulations of the Board" (School Laws of Oklahoma, 1982, p. 98).

Perception: The act of perceiving or the ability to perceive; mental grasp of objects, qualities, etc. by means of the senses; awareness; comprehension (Webster's New World Dictionary, 1980, p. 1054).

Scope of the Study

The population of this study was composed of the following:

1. All vocational agriculture teachers who have served under the EYAP in the State of Oklahoma for the two year period (1982-83 and 1983-84). A total of 67 Entry-Year Vocational Agriculture Teachers

were thus employed within the boundaries of the State of Oklahoma during that time.

2. Those individuals who have served on the Entry-Year Vocational Agriculture Teachers' EYAC. To provide assistance and guidance to the Entry-Year Vocational Agriculture Teachers, there were 67 teacher consultants, 64 administrator representatives, and 14 teacher educators.

Thus, in the population there were 212 participants in total from the 1982-83 and 1983-84 academic years.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to present for the reader an overview of material related to the EYAP. Specifically, the five major areas of review were the history of the EYAP in Oklahoma, pre-service education, the beginning teacher, professional growth and development, review of related literature, and a summary.

History of the Entry-Year Assistance

Program in Oklahoma

The EYAP is a relatively new educational concept in the Oklahoma school system, and was introduced through House Bill 1706 in 1980 (Draper et al., 1980). The intent of the EYAP was to establish specific qualifications of teachers through licensing and certification requirements to ensure that the education of the children of Oklahoma would be provided by teachers of demonstrated ability.

Public outcry for reform had directed national attention toward teacher preparation and professional growth ("National Commission on Excellence in Education," 1983):

Not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that professional working life of teachers is, on the whole, unacceptable, and that a serious shortage of teachers exists in key fields (p. 22).

Merritt (1983) summarized A Nation at Risk by stating:

. . . teacher effectiveness is enhanced through a better understanding of learning and teaching and the implications of this knowledge for school practice. Further, the Commission recommended that persons preparing to teach should be required to meet high educational standards, to demonstrate competence in an academic discipline. Finally, the Commission proposed that master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary year (p. 2).

"The 14th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" continues to provide evidence that the quality of teachers in America's classrooms is of extreme importance (Gallup, 1982). The public continues to voice opinions relating to federal funding, curriculum development, teacher burnout, and major problems in our public schools.

Oklahoma public schools are attempting to meet the demands of the public. As stated by Shanker (1983, p. 16): ". . . higher salaries, higher training standards, better working conditions, modifying authority, structure, and solid program development. . . ." These were some of the key concepts which would draw more qualified people to the teaching profession. House Bill 1706 has directed its efforts toward these "higher training standards."

Doyle (1979) suggested that:

. . . feedback beginning teachers receive is very important in helping them acquire classroom knowledge. . . . In addition, there is a clear possibility of developmental processes involved in learning to be a teacher (p. 15).

Teachers require a great deal of guidance in developing professionally during their first year of teaching. In reference to the EYAC, Stone (1979) stated:

Teacher education in its broadest sense is a shared responsibility in which the college of education may play a leadership role, but in which many other individuals, agencies and organizations also have a vital role to play (p. 190).

The Oklahoma Teacher Reform Bill has utilized "shared responsibilities" through the vital roles of the classroom teacher, an administrator, and the teacher educator from the College of Higher Education.

In the past two years, the Oklahoma Public School system, in shared cooperation with the Oklahoma colleges and universities of higher education, has met the challenges set forth by the public, and has taken on the responsibility of upgrading our teacher quality. Finley (1984, p. 6) stated: "We are confident, based on what we have observed, that the Reform will be highly successful."

Preservice Education

In order to provide quality teachers, it becomes the responsibility of the colleges and universities of higher education to provide the necessary guidance, support, and knowledge. A wide range of skills and abilities are necessary to meet these quality standards. As stated by Blue et al. (1980):

The goal of preservice teacher education should be to provide the prospective teacher with an opportunity to acquire a breadth of knowledge, intellectual skills, personal integrity, unselfish concern for the welfare of others, as well as professional development at the safe entry level of competence.

Preparation programs, therefore, should focus on the personal development of the prospective teacher as well as on the development of individual competence in specific areas of liberal arts learning. Such areas include: (1) Decision making, (2) Communication skills, (3) Analytical capability, (4) Effective social interaction, (5) Integration of knowledge, (6) Understanding of culture--in the past and in the contemporary world,

(7) Facility in forming value judgments, (8) Response to the arts and humanities, (9) Lifelong learning, and (10) Evaluation techniques (p. 35).

Denemark and Nutter (1980) stated preservice goals as follows:

Our training programs must enable all teachers to 'do it well' while encouraging many teachers to 'do it brilliantly.'

Beyond the demands of knowledge and skill is the ultimate expectation that teachers at all levels become models or mentors for those they instruct. They must exemplify in their behavior the qualities they seek to engender in others. This expectation is nowhere more legitimate than in the process of teacher preparation (p. 33).

It is easy to state what quality preservice programs should include. Frequently, however, more can be learned from examining problem areas with teacher preparation programs. As stated by Huling and Hall (1982, p. 8): ". . . the primary problems with teacher preparation programs is the limited amount of exposure students have to education courses and field experiences." More education courses need to be taught by educators who have a background in teaching methods. Huling and Hall also emphasized the need for more time exposure in field experiences. One semester (eight weeks) of student teaching experiences is not enough hands-on experience.

In a study conducted by Ratsoy et al. (1979), it was found that classroom management and interpersonal skills were the two areas most poorly handled by university courses. Participants also responded by stating that their practicum experiences were not long enough in duration. Specific weaknesses were the following:

- (1) The teacher education program was perceived as too theoretical, and presenting an idealized picture of what teaching entails.

- (2) The quality of instruction provided by some professors was thought to be poor.
- (3) The faculty of education was viewed as having low standards of academic scholarship compared to other faculties.
- (4) Several mentioned experiencing too much pressure and having too little time available to allow for development of the necessary teaching skills.
- (5) The faculty was said to be too impersonal.
- (6) The program was thought to be fragmented in that little integration was seen among the various courses in the faculty (p. 53).

Many times the student teacher was not ready emotionally for the new teaching experience. As stated by Ryan (1974):

Research on the first year of teaching reveals consistent experience with particular problems which can be organized into the following categories: culture shock, instruction, students, parents, administrators, fellow teachers, and extensive isolation. The beginning teacher's insecurity about himself and his professional ability serve only to compound the original problems he encounters during his first year (p. 40).

As proposed by Blue et al. (1980), the six areas of ability most needed for preservice curriculum were the following:

- (1) Observation: the ability to observe a phenomenon objectively.
- (2) Diagnosis: a careful analysis of student abilities, achievement, learning difficulties, environmental conditions and curriculum programs.
- (3) Instructional Design and Collaborative Planning: understanding of different types of learning, skill in determining the sequence of instruction and preparation of instructional programs in collaboration with the efforts of colleagues.
- (4) Instructional Management: management of space, time, resources, and processes of teaching, as well as the conduct of the pupils.
- (5) Communication: communication demands a richness of experience that permits a representation of ideas in

a variety of ways with a sensitivity to the needs of others.

- (6) Evaluation: development of skills in the evaluation of pupil progress and data related to diagnosis of pupils and the planning of instruction (p. 38).

Many states are even considering extending the length of the teacher internship. Georgia, according to Ryan (1979), is now moving into preservice preparation "into the early years of employment (fifth year internship)" (p. 38).

Lortie (1975) added to the possibility that we are not offering enough preservice instruction by stating:

. . . the total induction system is not highly developed. Teaching does not require as much preparation as some professions, crafts, or other skilled fields. Teaching is relatively high on general schooling and somewhat low on specialized schooling. Mediated entry is limited: a few weeks of practice teaching are out-matched in lower ranked occupations. Induction after work has begun generally takes the form of continued college study: provisions for additional training within school systems are sparse (pp. 60-61).

The Beginning Teacher

It is unrealistic for educators or members of any community to expect beginning teachers to be able to do everything. We need to find a beginning teacher's strength and build on these areas to promote the likelihood of success.

As stated by Ryan (1979), we need a good support system for beginning teachers:

. . . colleges of education to combine with the schools in their area to provide special support for beginning teachers. Besides the possible impact on first year teachers, the opportunity for university teacher trainers to work in schools with the kind of problems experienced by first year teachers might help them to make

pre-service training more relevant to the needs of beginning teachers (p. 39).

Many studies have been conducted to determine what has caused problems in the first year of teaching. In 1951, Wey reported on his study of the problems of first year teachers. He reported the following as problem areas:

1. Handling problems of pupil control and discipline
2. Adjusting to deficiencies in school equipment, physical conditions, and materials
3. Adjusting to the teaching assignments
4. Adapting to needs, interests, and abilities of pupils
5. Motivating pupil interests and response

In 1963, Dropkin and Taylor reported six areas of frequent problems for beginning teachers:

1. Discipline
2. Relations with parents
3. Methods of evaluating teaching
4. Planning
5. Materials and resources
6. Classroom routines

In 1964, Broadbent and Cruickshank reported that teachers were troubled by the following problems:

1. Methods of teaching
2. Evaluation of students
3. Discipline
4. Parent relations
5. Classroom routines and materials
6. Personal problems (primarily a lack of self confidence)

In 1978, Coates and Thoresen summarized 15 studies done over a 15 year period and reported that beginning teachers self-reported concerns and anxieties around the following five areas:

1. Their ability to maintain discipline in the classroom
2. Students' liking of them
3. Their knowledge of subject matter
4. What to do in case they make mistakes or run out of material
5. How to relate personally to other faculty members, the school system, and parents

As can be seen, discipline was one of the major concerns of most first year teachers. Ryan (1979) summarized this common feeling among first year teachers: ". . . they have had little experience at telling people to do this, to go there, to stop and start that. Most beginning teachers don't know how to confront student misbehavior" (p. 42). Ryan also offered some hope for the first year teacher and some possible solutions:

The heart of this problem is that we put an under-trained individual in a complex and demanding environment with little or no supervision and few human or material supports. In this situation one could logically deduce that the psychologically strong individuals with well developed social skills will survive, whereas those who are uncertain and who lack interpersonal skills will fail. However, there is also a part of this that depends on the luck of the placement draw. Those fortunate enough to teach in a well-run school with orderly children, effective administration and a good colleague group will not experience the same degree of difficulty as those who are placed in schools with a high incidence of discipline problems, weak administration and low teacher morale (p. 37).

Young (1978) emphasized the importance of the way in which the first year teacher meets some of these problems when he stated that the conditions under which a person carries out the first year of

teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and to sustain over the years, on the attitudes which govern teacher behavior over even a 40 year career and on a decision whether or not to continue in the teaching profession.

Howey and Bents (1979) confirmed the feeling among many beginning year teachers that discipline was a major concern, and that a good working relationship with other teachers and administrators gave them a lot of confidence and moral support.

Bowman (1983) also added his feelings concerning discipline and the first year teacher:

Beginning teachers, however, often appear initially overwhelmed by the rigor required to master comprehensive approaches to discipline. Additionally, they frequently appear unprepared by their past experience to react reflectively in the face of conflicting or contradictory research findings.

Yet the need for survival skills in disciplining becomes acute early in one's teaching experience. . . . Because learners are social beings who need to work cooperatively with others, individual behavior must be grounded in the need to protect the rights of others (p. 116).

In the area of discipline, Riley (1979) offered the following findings from her research:

Over half of the sample illustrated their perceived need for additional training as evidenced by their comments. When asked to identify sources of assistance received in working with classroom discipline problems during their first year of teaching, over sixty percent of the respondents identified obtaining informal assistance from colleagues when confronted with a discipline problem and needing assistance (p. 5).

Ryan (1979) also agreed:

Human support systems, or more directly, people who can help, are essential to any solution. . . . We need, therefore, to structurally rearrange things so that new teachers have more contacts with older teachers (p. 39).

Doyle (1979) also addressed this problem with the following comments:

The relationship of the beginning teacher and the more experienced teacher who may become a mentor advisor merits special attention. Virtually all discussion of improved induction addresses the need to strengthen these relationships and to formalize them in some way. A frequently cited problem in teacher preparation is the lack of a process for transferring knowledge and skills about classroom interaction from one professional to another, and the resulting need for each new teacher to acquire such information and knowledge from his or her own direct classroom experience. Reliance on this method is often costly for beginning teachers, pupils, and teacher education (p. 13).

Because of the budget crises many of our school systems face, money has become a significant issue as well. Lewis (1978, p. 59) stated: "Most intern programs are constantly requiring funding for the new teacher (though it may be on partial salary) as well as for the mentor/teacher who works with the interns."

The principal is often thought of as a source of support for the beginning teacher. Larson (1984), as well as others, was quick to identify the principal's major role as "evaluating teacher performance" rather than as a good human support person (p. 13). As stated by Kurtz (1983):

Most administrators believe they have good orientation programs . . . they tend to believe that colleges and universities turn out 'finished products'. . . . The 'finished product' concept of beginning teachers shows a lack of understanding of teacher preparation programs (p. 42).

Ryan (1979) summarized this concept when he stated:

The principal is in a classic role of conflict with his relationship with teachers. He is the official helper and the official evaluator or judge. The principal hires, assigns responsibilities to and is responsible for the performance of the new teacher. His job description indicates that he provide aid and instructional leadership. . . . And while this division between helper and evaluator can be separated out conceptually, in the daily flux and flow of life in schools the teacher is never sure if he is dealing with the principal as helper or evaluator (p. 44).

The attitudes of first-year teachers are continually changing during the first year of teaching. As stated by Ryan (1979):

. . . attitudes towards teaching as a profession and their students become more positive during training
. . . during the first four months of the initial year of teaching, their attitudes take a steep negative dive. Later in the first year attitudes begin to stabilize, but they never get as high as they were during teacher training (p. 44).

In regard to vocational agriculture programs and the entry-year teacher, a five-year study was conducted through Ohio State University. As stated by Guiler (1970):

At the beginning of their first year of teaching it was found that new teachers believed they were fairly competent in advising FFA activities, planning physical facilities, pursuing professional improvement, and conducting public information activities.

. . . the teachers' degree of perceived ability began to fade slightly when they rated the areas of occupational experience, classroom teaching and program planning, guidance and counseling, and relationships with the school administration (pp. 312-313).

After the first year of teaching, teachers showed an increase in their perceived ability. The greatest increases were shown in teaching agricultural mechanics and conducting young and adult farmer programs. Overall, there was an increase in their perceptions of their ability to teach vocational agriculture.

Finley (1984), in response to the question, "What single ability is most essential to success?" stated that the unanimous answer is: "The ability to get along with people" (p. 12).

In-Service Education

The need for in-service education as expressed by Weller (1982) was:

Inservice education, long a salient part of the teaching profession, has recently received greater attention by school districts and university personnel alike. Declining enrollments, the call for budgetary restraints, and the ever increasing cry for accountability have placed greater emphasis on continuing professional development with the ultimate goal of producing more effective teachers. . . . The need clearly exists for subjective and objective evaluations of teacher effectiveness that are more adequately defined and, at the same time, for an inservice delivery system that is more comprehensive in scope (p. 10).

Fitzpatrick (1983) expressed the need for in-service programs for the first year teacher:

At the beginning of the school year, teachers were given an overview of the literature on classroom management and organization and its relationship to student achievement and academic engaged time. They were introduced to results from research that contained reasonable and useful suggestions that have emerged from recent teacher effectiveness base, learning from master teachers within the school, and learning from themselves. This program's learner orientation and emphasis on development of professional habits enables new teachers to discover and deliver an optimal teaching performance as they begin their careers (p. 56).

In a paper prepared for the American Education Research Association, Arends (1982) wrote:

Beginning teachers tend to discriminate in their judgments about the various types of learning experiences available and report that where a learning experience is held, the type of person who provides leadership and the nature of the incentives offered make

a difference in the amount of satisfaction they derive from the experience and how applicable they see it to their teaching (p. 21).

. . . learning experiences that received the most favorable responses were those that were highly individualized (one-to-one technical assistance and observations of other teachers' teaching) or very practical (solving particular problems and developing classroom materials in clinics and workshops) (p. 23).

According to Blue et al. (1980), the preparation of professional educators for a lifetime of effectiveness included the following: "An ongoing program of inservice education and continuing professional development which is planned and systematic and which is reviewed and evaluated on a periodic basis" (p. 46).

Smith and Orlosky (1975) drew a distinction between in-service education and continuing professional development. To them, in-service education was:

. . . any training of school personnel to prepare them to satisfy a need of the school system. The skills and concepts comprising the substance of the training program are determined by the deficiencies in the instructional, administrative, and support systems of the school. Continuing professional development, in contrast, consists of experience and studies to satisfy the personal needs of the school personnel. Its character is determined not by the deficiencies of the system, but by the interest of each individual in his own personal and professional development and career advancement (p. 180).

Weller's (1982) approach to staff development couples in-service with the probationary/evaluation period as follows:

If the extended probationary period is to work, the state needs to recognize two basic features. The first is that an analysis of prospective teacher strengths and weaknesses which can be understood and readily interpreted by both the student and those charged with providing corrective education must be provided. The second is that the probationary system, particularly at the local level, must have the capability of generating the specific education needed to remedy correctable

deficiencies. This means much more than just assigning the young teacher to another conventional class or two offered by the teacher training institution or a mass workshop provided for all teachers. To be effective, in many cases the corrective program will need to be individually designed with close monitoring. In the past, this linking of evaluation with effective in-service courses has often been neglected (p. 6).

In-service, as it relates directly to the vocational agriculture teacher, has shown great strides to meet the needs of the first year vocational agriculture instructor. The "New Teacher Program," initiated in 1968 by the University of Arizona, has shown great success. Zurbrick and McCormick (1972) wrote of their program as follows:

The primary intent of the New Teacher Program is concerned with helping the beginning teacher adjust to a new job and assisting him to minimize the common pitfalls and difficulties encountered by many new teachers. Particular attention is paid to helping these teachers improve their planning ability in an attempt to strengthen the overall instructional program and teaching methods (p. 78).

The basic rationale for the New Teacher Program is the belief that the first two years that the vocational agriculture teacher is on the job, the successes and failures which he experiences will, to a great extent, influence whether or not that individual chooses to stay in the profession and also will determine the effectiveness of his instructional program. It is during this time, and especially during the first year on the job, that work patterns are formed and procedures are developed which tend to become habits and, for the most part, will stay with the teacher throughout his career (p. 78).

The beginning teacher needs assistance during these formative years with his planning for instruction, the budgeting of his time, and constructive criticism directed toward the development of a strong total program of vocational agriculture. Right along with the kind of help he needs some encouragement and support when his enthusiasm and morale begin to weaken (p. 78).

Approximately five to seven weeks into the school year, a staff member visits each new teacher on the job. Experience has shown that at about this time the beginning teacher hits a low ebb, can use some encouragement and is very receptive to suggestion (p. 79).

Second semester staff visits are normally made during March and April. Again, improving and evaluating classroom instruction are emphasized along with suggestions on techniques for taking the department inventory and closing out the school year (p. 79).

Probably the greatest beneficiary of the New Teacher Program has been the teacher education staff. By being able to visit former students on the job, the staff in agricultural education at the University of Arizona is able to keep abreast of the current problems encountered by teachers and to evaluate the department's products in action. This provides excellent feedback for evaluation and revision of our instructional program (p. 79).

This program has been very effective, probably because it occurred at a time when there was a need felt by the teacher. Inservice for the new teacher was vital as a support system.

Literature regarding vocational agriculture teachers specifically was somewhat limited. However, Claycomb and Petty (1983) addressed this subject:

. . . as the experience of agriculture teachers grow, patterns of inservice assistance develop (p. 33).

. . . program planners cannot assume that an outstanding preservice program is sufficient nor can they assume that the inservice needs for first year teachers are the same as the inservice needs of second year teachers (p. 33).

Review of Related Literature

Universities across the continent are beginning to see the need to reanalyze the teacher preparation and intern teaching aspect of their teacher education programs. As early as 1979, the University of Alberta in Alberta, Canada, was beginning to take a hard look at teacher preparation and its implications for the quality of teachers in the classroom. Research studies were conducted which showed the

following areas in need of improvement: (1) Program, (2) Practicum, (3) Courses, and (4) Skill development (Ratsoy et al., 1979).

The main concern for preparing teachers to teach was well summarized by Blue et al. (1980), when they wrote:

. . . there is a critical difference between studying what makes teachers effective and what is involved in teaching teachers to be effective. It is asserted that current research largely investigates the former issue but does little to explicate the latter (p. 3).

Many proposals for change have been written. Among these, Dene-mark and Nutter (1980) wrote:

The education of teachers would be considered to begin with admission to college; it continues throughout their professional careers. Preservice education, inservice education, and continuing professional development are essential parts of a unified development process. Each makes an important contribution to the professional lives and performance of teachers; designing one in isolation from the others is likely to result in distortions of the career-long process (p. 17).

Blue et al. (1980) proposed a four stage process of teacher education as follows:

- (1) A preservice stage.
- (2) A closely supervised one year period of initial induction.
- (3) A period of continuing induction.
- (4) An ongoing program of inservice education and continuing professional development (p. 4).

In 1981, the State of Georgia took the first steps toward assessing teacher performance with assisting in teachers' growth. The Georgia performance-based certification program had three important facets:

First, all prospective teachers must pass a criterion-referenced test on the content of the certification field. Second, the undergraduate institution

must affirm that during student teaching the prospective teacher adequately demonstrates a set of minimum teaching competencies specified by the state.

The third step is perhaps the most unique and comprehensive. After passing a criterion-referenced test and graduating from an approved teacher education program, all beginning teachers receive a three-year nonrenewable certificate. During the term of the certificate they must satisfactorily demonstrate fourteen performance competencies in two consecutive assessments, one in the fall and the second in the spring (Ellett et al., 1980, p. 219).

Georgia educators felt that teachers should be "held accountable" for demonstrating acceptable performance on a set of teaching skills endorsed by the profession:

. . . assessing (teacher performance) and assisting (teacher growth) are essential ingredients of this innovative, professional commitment to better teaching and the improvement of education in Georgia's classroom (Ellett et al., 1980, p. 220).

Florida also established its beginning teacher program in 1980.

According to Shea (1982):

. . . the Florida Beginning Teacher Program is based on the belief that student learning will be increased with the provision of a regularly planned system of support, assistance and feedback for teachers who are beginning their careers in Florida (p. 3).

Shea described specific features of the program as follows:

. . . it was recognized that the success of this new program would hinge upon how well teaching, administrative and university professionals could be bonded together. . . providing the first year teacher with a planned program of support, assistance and feedback (p. 5).

The Support Team . . . which is made up of three members, a peer teacher, a building-level administrator and at least one other professional educator . . . (p. 6).

The Professional Development Plan . . . a written plan developed by the beginning teacher and the support team to serve as a guide for the teacher's continued

professional development in demonstrating mastery of the minimum essential competencies. . . . To assist the beginning teacher in acquiring these competencies, the support team may suggest activities such as inservice components, content area study, observation in other classrooms, visitations, conferences . . . (p. 7).

Verifying satisfactory performance is carried out by all members of the support team. A portfolio is kept for the beginning teacher and is submitted to the superintendent for review. The superintendent then does or does not recommend the beginning teacher for certification at the state level.

In 1982, Iannone proposed a six-year teacher education program. Iannone wrote the following:

I believe that the first four years of future teachers' programs should be completely devoted to the subject in the liberal arts curriculum and their metaphysical content. Of course, opportunities can be offered future teachers for doing some work with children and in schools during these four years, but basically these years are to be spent rigorously studying the subjects in the liberal arts curriculum within the metaphysical context (p. 39).

Now let me move to the third block of courses. Basically, this should be an internship which takes place for the full second year of the program. The Connective Seminar continues, but most important here is that future teachers are given full teaching responsibility for a classroom for a full year. In this internship, future teachers should be primarily responsible for planning, teaching, and evaluating classroom learning. If possible, the intern should be paid in accordance with what beginning teachers get paid in that particular school district (p. 40).

An experienced teacher or master teacher should be responsible for supervising the intern . . . this master teacher should have the type of skills, knowledge, and understanding that could help interns do an effective job in their classrooms. The master teacher, in a sense, becomes a support system for the intern (p. 41).

Summary

The need for research in the areas of teacher education was best summarized by Secretary Terrel Bell (1984) of the U.S. Department of Agriculture. He wrote:

Agriculture has a system of discovering new knowledge and putting it into practice. If American education would study learning and the problems of learning, like American agriculture studies farming and the problems in farming, and if we would apply the new knowledge we attain from that study efficiently and promptly (like American agriculture), we should solve the so called 'rising tide of mediocrity' problem that's been on the front page of every newspaper in this country (p. 37).

Only through in-depth study and research will we be able to improve the quality of teachers within our classrooms. As stated by Stolz (1981):

Any evaluation design should attempt to find out just where the best results are found and why they occur. This means analytic attempts to see what connections there are between results on exit examination or evaluation of probationary teachers in the field and the entry skills of the college students or the educational programs offered by the college (p. 15).

But solid and sound evaluation studies are still in short supply. Comprehensive and comprehensible studies of the effects of the new quality improvement efforts are going to be needed. States must start now to design the research and collect the data (p. 15).

Research seems to be the key to upgrading our educational system and on-going studies are needed to determine areas of weakness as they relate to teacher education. This study is dedicated to finding some of these answers as they relate to vocational agriculture teachers.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine the Vocational Agriculture Entry-Year Teachers' and the EYAC members' perception of the Oklahoma EYAP. The purpose of this chapter was to: describe the structure of the research, define the population, explain the development of the research instrument, explain procedures used in obtaining data, and describe the statistical treatment used to analyze the data. Information for this study was collected during the fall of 1984.

Choice of Research Design

The type of research design chosen for this study was descriptive research. As stated by Best (1970):

Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on, effects that are being felt; or trends that are developing. The process of descriptive research goes beyond the mere gathering and tabulating of data. It involves an element of analysis and interpretation of the meaning or significance of what is described (p. 116).

Descriptive research was chosen as the research design, since this study dealt with the perceptions of teacher consultants, administrators, teacher educators, and Entry-Year Vocational Agriculture Teachers of the EYAP.

Population

To accomplish the purpose of this study, Entry-Year Vocational Agriculture Teachers and EYAC members for the academic years of 1982-83 and 1983-84 were surveyed. For the two year period there were a total of 67 Entry-Year Vocational Agriculture Teachers employed within the boundaries of the State of Oklahoma. To provide assistance and guidance to the Entry-Year Vocational Agriculture Teachers there were 67 teacher consultants who were assigned by their principals, 64 administrators who were selected by their local boards of education, and 14 teacher educators from Oklahoma State University (OSU), Cameron State University, and Panhandle State University. A total population of 212 participants were involved in the EYAP as it related to the vocational agriculture teachers' first year of teaching. Of the total population of 212 participants, 205 (96.69%) responded to the telephone interview (Table I). Several attempts were made to contact the remaining seven (3.31%) perspective respondents. However, the investigator was not able to locate their whereabouts because their new addresses and telephone numbers were unknown.

The list of the Entry-Year Vocational Agriculture Teachers and the EYAC members were obtained from several sources. The list of the Entry-Year Vocational Agriculture Teachers and the EYAC members for the academic years of 1982-83 and 1983-84 were obtained from the College of Education and the office of the EYAP Coordinator for Vocational Agriculture, OSU. A list of the 1982-83 and 1983-84 Entry-Year Vocational Agriculture Teachers who graduated from Cameron State

University and Panhandle State University and their EYAC members were obtained from their respective universities (Appendix C).

TABLE I
FREQUENCY DISTRIBUTION OF RESPONDENTS
BY PROFESSION

Profession	Population Size	Respondents N	%
Teacher Consultants	67	65	30.66
Administrators	64	62	29.24
Teacher Educators	14	14	6.60
Entry-Year Vo-Ag Teachers	67	64	30.19
Totals	212*	205	96.69

*Of the 212 individuals eligible to be included in this study, two teacher consultants, two administrators, and three Entry-Year Vo-Ag Teachers could not be located to be interviewed.

Development of Instrument

In the preparation of an instrument, close attention was paid to the objectives of the study. The instrument developed contained general questions seeking qualitative and quantitative information to determine the Entry-Year Vocational Agriculture Teachers' and the EYAC members' perceptions of the EYAP.

The major concern was how to administer the instrument in order to obtain a high percentage of responses. Two methods of obtaining responses were studied: mailed questionnaires and telephone interviews. In order to determine which method to use in collecting data, input from a research report which was conducted by Finley and Key (1983) was considered. The report yielded the following information:

1. It is more economical to use the telephone to gather data.
2. The percent of valid responses will be approximately twice as great through the telephone interview as anticipated by mailed questionnaires.
3. An infinitely large population or a small population are both well suited to the telephone interview technique.
4. Interviews conducted over the telephone are highly reliable (p. 4).

Because of these findings and the relatively small population to be surveyed, the data for this study were collected by telephone interview.

The next step was to compile a list of general questions that were relevant to determining the perception of the EYAP in vocational agriculture. These questions were derived from interviews with vocational agriculture teachers who served under the EYAP, and administrators, teacher consultants, and teacher educators who served on the EYAC for vocational agriculture teachers. Input was also provided by members of the researcher's graduate committee.

After development of the initial instrument, the faculty of the Agricultural Education Department at OSU reviewed it for content, applicability, and clarity. After receiving this input, revisions were made to strengthen the instrument. The next step was

to determine the reliability of the instrument and make further revisions, if necessary.

Mock telephone interviews were used to assist in determining the reliability of the instrument and any further refinement that needed to be accomplished. Upon completion of the mock interviews with the agricultural education faculty, a pilot study was conducted to further ensure reliability. The pilot study consisted of a telephone interview with two EYT's, two teacher consultants, two administrators, and two teacher educators who were not included in the population for this study. At the conclusion of each interview, the interviewee was allowed time to formulate any concerns and/or suggestions they had in reference to the instrument.

Upon completion of the pilot study, revisions were made and the instrument was presented to the researcher's doctoral advisory committee for their final review and approval.

Prior to the actual telephone interview, post cards were mailed to the 212 Entry-Year Vocational Agriculture Teachers and EYAC members describing the purpose of the study, approximately when they would be contacted, and eliciting their assistance. Another purpose for contacting the participants in this way was to allow them time to consider relevant aspects of the forthcoming interview, which provided more accurate information for the study.

Collection of Data

An introductory statement was designed to be used with the interview to ensure a collective understanding of the study by all respondents and to establish a specified structure for the interview.

Information obtained from the interviews provided the Entry-Year Vocational Agriculture Teachers' and the EYAC members' perceptions of the EYAC. The questions contained in the interview required answers on an interval scale with some short answers also being required.

The first question was asked to determine if the respondents served as a part of the EYAP; the second question was asked (once the respondent was determined to have served on the EYAP) to elicit the respondents' cooperation in responding to the telephone interview. The remaining 32 questions were separated into three sections as follows: seven questions were designed to obtain characteristic information of the respondents who responded to the telephone interview (demographic data). Of the seven questions, three asked the respondents for: years of experience, level of certification, and level of education. Two questions were asked of the administrators: years of experience as an administrator and type of administrative experience. Two questions were asked of teacher educators requesting information pertaining to: years of experience teaching agricultural education in higher education and years of experience teaching vocational agriculture.

The second section consisted of 20 questions designed to obtain information pertaining to the respondents' perceptions of the EYAP. Four questions were asked of the respondents pertaining to whether or not assistance was provided to the Entry-Year Vocational Agriculture Teacher. Three questions were asked of the respondents relating to: number of times the Entry-Year Vocational Agriculture Teachers asked for assistance and, as perceived by the Entry-Year Vocational Agriculture Teachers, who provided the most assistance. Three questions were

asked of the respondents concerning the importance of the EYAP. Three questions were asked of all respondents pertaining to the evaluation/observation instrument. Two questions dealt with the opportunity for the Entry-Year Vocational Agriculture Teachers to adjust and improve, while five questions dealt with the continuance of the EYAP, major strengths, major problems, and classroom management.

The third section contained five questions designed to provide the respondents' awareness and practices of the EYAP. The five questions asked pertained to parental input, in-service and staff development, orientation, and assistance time provided by the teacher consultant.

The final section consisted of one open-ended question which sought the respondents' perception of needed changes for the EYAP. The respondents, with their permission, were tape recorded as they provided their perceptions of the needed changes of the EYAP. This provided an accurate record of their responses. The responses were reported by frequency distributions which were categorized as follows: (1) Fifteen or More Respondents, (2) Ten to Fourteen Respondents, (3) Five to Nine Respondents, and (4) Less Than Five Respondents. The respondents could provide more than one response.

Analysis of Data

The statistical treatment for all responses consisted of frequency distribution and percentages. The responses to questions on the instrument were of two types: (1) Qualitative, which requested responses such as: Definitely Yes, Probably Yes, Uncertain, Probably Not, or Definitely Not, and questions which elicited a "Yes" or "No"

response and (2) Quantitative, which offered the respondents the opportunity to provide more than one response to a question.

All information collected was keypunched on International Business Machine (IBM) cards and a Statistical Analysis System (SAS) program was utilized initiating computations by the IBM System 3081, Model D computer.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to describe the perceptions of the EYAP in the State of Oklahoma as perceived by the Entry-Year Vocational Agriculture Teachers and the EYAC members. The chapter describes data for future research efforts, analyzes the data, and presents and interprets the results.

Data collected in this study was derived from the total population of Entry-Year Vocational Agriculture Teachers and those members who served on EYAC for the Entry-Year Vocational Agriculture Teachers in the State of Oklahoma during the academic years of 1982-83 and 1983-84. In the first section, the characteristics of the respondents interviewed by telephone are reported in frequency distributions. In the second section, the frequency distributions of responses to each question pertaining to the respondents' perceptions of the EYAP are presented. Frequency distributions of responses to each question pertaining to respondents' awareness and practices of the EYAP are reported in the third section of this chapter. In the final section, responses to the question "What changes would you like to see in the present EYAP?" are presented.

Background of Population

The population of this study included 212 Entry-Year Vocational Agriculture Teachers, teacher consultants, administrators, and teacher educators residing in the State of Oklahoma and having access to telephone service, either residential or through access to public school telephones. However, of this number, 205 Entry-Year Vocational Agriculture Teachers and EYAC members cooperated by responding to the 34-item telephone interview. The 205 respondents constituted 96.69% of the 212 total population.

General Characteristics of Respondents

The telephone-survey instrument contained seven questions designed to obtain personal information from respondents of the EYAP. Three questions were asked of the respondents concerning the following: teaching experience in public schools, area of certification, and educational level. Two questions, directed specifically toward the administrators, dealt with years of administrative experience and type of administrative experience. Two questions were directed specifically toward teacher educators and were concerned with teaching experience in vocational agriculture and teaching agricultural education in higher education. In response to the interview, not all questions were answered by all respondents; therefore, the "N" of the different tables may vary.

In Table II, the number (N) and percentage (%) by years of teaching experience in public schools is presented. Of the 205 respondents, 146 (71.22%) indicated that they had 15 years or less teaching

TABLE II
FREQUENCY DISTRIBUTION OF RESPONDENTS' YEARS OF
TEACHING EXPERIENCE IN PUBLIC SCHOOLS

Years of Experience	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
0 - 5 years	3	4.62	2	3.23	6	42.86	64	100.00	74	36.10
6 - 10 years	23	35.38	13	20.97	5	35.71	--	--	42	20.49
11 - 15 years	14	21.54	16	25.80	--	--	--	--	30	14.63
Over 15 years	<u>25</u>	<u>38.46</u>	<u>31</u>	<u>50.00</u>	<u>3</u>	<u>21.43</u>	<u>--</u>	<u>--</u>	<u>59</u>	<u>28.78</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

experience in public schools. Of the remaining 51 (28.78%) respondents, 25 (38.46%) teacher consultants and 31 (50.00%) administrators indicated more than 15 years of teaching experience.

In this study, certification areas refer to those areas in which the Entry-Year Vocational Agriculture Teachers, teacher consultants, administrators, and teacher educators are certified to teach. The certification areas by profession are presented in Table III. One hundred and thirty-two (64.39%) respondents indicated certification in vocational education. Fifty (76.92%) teacher consultants indicated certification in vocational education. It should be noted that only seven (11.29%) administrators were certified in vocational education.

In Table IV, the number and percentages by respondents' educational level are presented. One hundred and five (51.22%) respondents had completed only a bachelor's degree. Seventy-one (34.64%) respondents had completed a master's degree plus 25 semester hours. Fifty-five (88.71%) administrators represented the largest profession for the master's degree plus 25 semester hours.

The number of respondents and their percentages (listed according to the number of years of experience as administrators) are reported in Table V. Forty (64.51%) administrators indicated 10 years of experience or less as administrators. It should be noted that approximately one-fourth (25.81%) had over 15 years of administrative experience, while nearly one-third (29.03%) had only five years or less of experience as administrators.

Question number six (on the interview form) asked: "What type of administrative experience do you have?" This particular question was asked only of the administrators (who were included in the population)

TABLE III
DISTRIBUTION OF CERTIFICATION AREAS BY PROFESSION

Certification Areas*	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Elementary	1	1.54	1	1.61	--	--	--	--	2	0.98
Secondary	14	21.54	54	87.10	3	21.43	--	--	71	34.63
Secondary, Vocational	29	44.61	6	9.68	--	--	--	--	35	17.07
Vocational Ag- riculture	<u>21</u>	<u>32.31</u>	<u>1</u>	<u>1.61</u>	<u>11</u>	<u>78.57</u>	<u>64</u>	<u>100.00</u>	<u>97</u>	<u>47.32</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

*Certification areas listed above depict areas in which respondents are certified to teach.

TABLE IV
DISTRIBUTION OF RESPONDENTS' LEVELS OF EDUCATION

Levels of Education	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Bachelors	40	61.54	2	3.23	--	--	63	98.44	105	51.22
Masters	10	15.54	5	8.06	--	--	1	1.54	16	7.80
Masters plus 15 hours	15	23.08	55	88.71	1	7.14	--	--	71	34.64
Doctors	--	--	--	--	13	92.86	--	--	13	6.34
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

in order to determine the types of administrative responsibilities they have experienced. Of the 62 administrators interviewed, 56 (90.32%) indicated experience as high school principals. Only three (4.83%) administrators indicated experience as a superintendent.

TABLE V
DISTRIBUTION OF ADMINISTRATORS BY YEARS
OF EXPERIENCE AS ADMINISTRATORS

Experience	Frequency Distribution	
	n	%
0 - 5 years	18	29.03
6 - 10 years	22	35.48
11 - 15 years	6	9.68
Over 15 years	<u>16</u>	<u>25.81</u>
Totals	62	100.00

In Table VI, the number and percentage of teacher educators (listed by their experience as vocational agriculture teachers and experience in agriculture education) is presented. Fourteen responded to the question pertaining to experience in vocational agriculture and agricultural education. Of the 14 teacher educators, four (28.57%) indicated no experience as vocational agriculture teachers. Five

(35.71%) indicated no experience in agriculture education. When the data was analyzed it was found that the four teacher educators who indicated no experience in teaching vocational agriculture also had no experience in agricultural education as teacher educators. This indicates that over one-fourth (28.57%) of those who served on the EYAC as teacher educators from the agriculture education departments in Oklahoma's higher education system had no experience in the area in which they were assisting.

TABLE VI
FREQUENCY OF TEACHER EDUCATORS BY YEARS OF
EXPERIENCE AS EITHER A VOCATIONAL
AGRICULTURE TEACHER OR TEACHER
EDUCATOR IN AGRICULTURAL
EDUCATION

Years of Experience	As a Vocational Agriculture Teacher		As a Teacher Educator	
	n	%	n	%
None	4	28.57	5	35.71
1 - 5 years	5	35.72	3	21.43
6 - 10 years	4	28.57	--	--
11-15 years	--	--	3	21.43
Over 15 years	<u>1</u>	<u>7.14</u>	<u>3</u>	<u>21.43</u>
Totals	14	100.00	14	100.00

Responses to Questions Pertaining to Respondents'
Perceptions of the Entry-Year
Assistance Program

In order to determine the perceptions of the respondents pertaining to the EYAP, several related questions were developed and included as part of the survey questionnaire. In total, 20 questions constituted the perceptions section of the questionnaire. The questions were numbered 9 through 28.

In Table VII, the frequency distribution is reported for the following question: "As a member of the EYAC do you feel that you provided the needed assistance to the Entry-Year Vocational Agriculture Teacher?" Of the 141 respondents who were asked this particular question, 136 (96.45%) indicated that they did provide the needed assistance to the Entry-Year Vocational Agriculture Teachers. It should be noted that only three (2.13%) of the respondents indicated that they did not provide the needed assistance to the Entry-Year Vocational Agriculture Teachers.

Only five (3.55%) of the teacher consultants and administrators responded to question 10 (on the interview form), which reads: "For what reason do you feel that you didn't provide the needed assistance to the Entry-Year Vocational Agriculture Teacher?" It was indicated that "lack of time" and "lack of familiarity of the vocational agriculture program" were the major reasons for which they felt they had not provided the needed assistance.

In Table VIII, frequency distribution and percentages are reported for the Entry-Year Vocational Agriculture Teachers' perception

TABLE VII
ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS' PERCEPTIONS
OF WHETHER OR NOT THEY PROVIDED NEEDED ASSISTANCE
TO THE ENTRY-YEAR VOCATIONAL
AGRICULTURE TEACHER*

Responses	Teacher Consultant		Administrator		Teacher Educator		TOTALS	
	n	%	n	%	n	%	N	%
Definitely yes	31	47.69	30	48.38	10	71.43	71	50.35
Probably yes	33	50.77	28	45.16	4	28.57	65	46.10
Uncertain	--	--	2	3.23	--	--	2	1.42
Probably not	1	1.54	2	3.23	--	--	3	2.13
Definitely not	--	--	--	--	--	--	--	--
Totals	65	100.00	62	100.00	14	100.00	141	100.00

*Entry-year vocational agriculture teachers were not asked to respond.

as to whether or not they received the needed assistance from the EYAC. Of the 64 Entry-Year Vocational Agriculture Teachers, 56 (89.07%) indicated that they had received the needed assistance from the EYAC. Five (7.81%) Entry-Year Vocational Agriculture Teachers indicated that they did not receive the assistance they needed.

TABLE VIII
ENTRY-YEAR VOCATIONAL AGRICULTURE TEACHERS'
PERCEPTIONS AS TO WHETHER OR NOT THEY
RECEIVED NEEDED ASSISTANCE FROM
ENTRY-YEAR ASSISTANCE
COMMITTEE*

Response	Frequency Distribution	
	n	%
Definitely yes	34	53.13
Probably yes	23	35.94
Uncertain	2	3.12
Probably not	2	3.12
Definitely not	<u>3</u>	<u>4.69</u>
Totals	64	100.00

*Only the Entry-Year Vocational Agriculture Teachers were asked to respond.

In Table IX, responses were elicited from those Entry-Year Vocational Agriculture Teachers who felt they had not received the needed assistance. Eight responded that "When confronted, the teacher consultant and the administrator appeared to be unconcerned and did not offer the needed guidance." Only Entry-Year Vocational Agriculture Teachers were asked to respond and more than one response per teacher could be provided.

TABLE IX
FREQUENCY DISTRIBUTION OF REASONS ENTRY-YEAR
VOCATIONAL AGRICULTURE TEACHERS FEEL THEY
DID NOT RECEIVE NEEDED ASSISTANCE FROM
ENTRY-YEAR ASSISTANCE COMMITTEE*

Reasons	Frequency Distribution	
	n	%
Teacher consultant unavailable most of time	--	--
When confronted, teacher consultant appeared to be unconcerned and did not offer needed guidance	4	6.25
Teacher educator unavailable most of time	--	--
When confronted, teacher educator appeared to be unconcerned and did not offer needed guidance	--	--
Administrator was unavailable most of time	--	--
When confronted, administrator appeared to be unconcerned and did not offer needed guidance	4	6.25
Other	--	--

*Only Entry-Year Vocational Agriculture Teachers were asked to respond (N=64).

Presented in Table X are the responses of 64 Entry-Year Vocational Agriculture Teachers who were asked: "Who do you feel provided the most assistance during the year in which you served as an Entry-Year Vocational Agriculture Teacher?" Forty-three (67.19%) indicated that most of the assistance was provided by the "Teacher consultant" and the "Teacher educator." Only seven (10.94%) Entry-Year Vocational Agriculture Teachers felt that the administrators provided the most assistance.

TABLE X
INDIVIDUALS WHO PROVIDED MOST ASSISTANCE DURING
ENTRY-YEAR OF TEACHING AS PERCEIVED BY ENTRY-
YEAR VOCATIONAL AGRICULTURE TEACHERS*

Response	Frequency Distribution	
	n	%
Teacher consultant	22	34.38
Administrator	7	10.94
Teacher educator	21	32.81
Another first year teacher in your school system	--	--
An experienced teacher other than teacher consultant	4	6.25
Other	10	15.62
Totals	64	100.00

*Only the Entry-Year Vocational Agriculture Teachers were asked to respond.

In Table XI, a frequency distribution is reported for the number of times the Entry-Year Vocational Agriculture Teachers asked for assistance as perceived by the EYAC members and the Entry-Year Vocational Agriculture Teachers. It was indicated by 79 (63.12%) teacher consultants, administrators, and teacher educators that Entry-Year Vocational Agriculture Teachers asked for assistance "Six or more" times. Likewise, it was indicated by 38 (59.38%) Entry-Year Vocational Agriculture Teachers that they asked for assistance "Six or more" times. Thirty-eight (58.46%) teacher consultants indicated that the Entry-Year Vocational Agriculture Teachers asked for assistance "More than 15" times, while 49 (70.31%) Entry-Year Vocational Agriculture Teachers indicated that they asked for assistance "15 times or less" during their first year of teaching.

Table XII presents the frequency distribution and percentage of responses elicited from the respondents on how important they perceived the EYAP to be regarding the Entry-Year Vocational Agriculture Teachers' first year of teaching. It was clearly indicated by 182 (88.78%) respondents that the EYAP was either "Important" or "Very important" in regard to the Entry-Year Vocational Agriculture Teachers' first year of teaching. The remaining 23 (11.22%) respondents perceived the EYAP as less than "Important" or "Unimportant." Of the 23 respondents who felt that the EYAP was "Less than important" or "Unimportant," 12 were Entry-Year Vocational Agriculture Teachers and six were administrators.

When asked why the respondents felt that the EYAP was important regarding the teachers' first year of teaching, 71 (34.63%) respondents indicated that "It provides an opportunity for consultation and

TABLE XI
DISTRIBUTION OF TIMES ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS
WERE ASKED FOR ASSISTANCE BY ENTRY-YEAR VOCATIONAL
AGRICULTURE TEACHERS AS PERCEIVED BY ENTRY-YEAR
ASSISTANCE COMMITTEE MEMBERS AND ENTRY-YEAR
VOCATIONAL AGRICULTURE TEACHERS

Times	Teacher Consultant (N=64)		Administrators (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Never	5	7.69	7	11.29	2	14.29	5	7.81	19	9.27
1 - 5 times	13	20.00	16	25.81	9	64.28	21	32.81	59	28.78
6 - 10 times	5	7.69	10	16.13	1	7.14	14	21.88	30	14.63
11 - 15 times	4	6.16	14	22.58	--	--	5	7.81	23	11.22
More than 15 times	<u>38</u>	<u>58.46</u>	<u>15</u>	<u>24.19</u>	<u>2</u>	<u>14.29</u>	<u>19</u>	<u>29.69</u>	<u>74</u>	<u>36.19</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

TABLE XII
RESPONDENTS' PERCEIVED LEVEL OF IMPORTANCE OF ENTRY-YEAR
ASSISTANCE PROGRAM REGARDING ENTRY-YEAR VOCATIONAL
AGRICULTURE TEACHERS' FIRST YEAR OF TEACHING

Levels of Importance	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Very important	45	69.23	37	59.68	10	71.43	24	37.50	116	56.59
Important	16	24.62	19	30.64	3	21.43	28	43.75	66	32.19
Less than important	3	4.61	2	3.23	--	--	12	18.75	17	8.29
Unimportant	<u>1</u>	<u>1.54</u>	<u>4</u>	<u>6.45</u>	<u>1</u>	<u>7.14</u>	<u>00</u>	<u>00</u>	<u>6</u>	<u>2.93</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

discussion of problems." This was largely expressed by 20 (30.77%) teacher consultants and 32 (51.61%) administrators. It was also felt by 70 (34.15%) respondents that the EYAP "Creates a feeling of security on the part of the Entry-Year Vocational Agriculture Teacher." This was supported by 25 (38.46%) teacher consultants and 21 (32.81%) Entry-Year Vocational Agriculture Teachers. It was also indicated by 45 (21.95%) respondents that the EYAP "Provided the assistance needed to improve classroom management." This was clearly indicated by 24 (36.92%) teacher consultants and 11 (17.19%) Entry-Year Vocational Agriculture Teachers. Other reasons why the EYAP is important was "It provided the opportunity to improve teaching methods," and "It provided information to the Entry-Year Vocational Agriculture Teacher on his/her weaknesses and strengths" (Table XIII).

Those who felt that the EYAP was not important are presented in Table XIV. Of the 205 respondents, only 36 (17.56%) felt that the EYAP was not important. Of the 36 who responded, 11 (5.37%) indicated a "Lack of importance as viewed by the Entry-Year Vocational Agriculture Teacher or the EYAC members." Five (2.44%) respondents felt that it "Created a feeling of apprehension on the part of the Entry-Year Vocational Agriculture Teacher," and five other responses indicated that the EYAP involved "Too much time." Twelve (5.85%) responses were recorded in the "Other" category and could not be categorized in any way to make an impact on a specific reason for why the respondents felt that the EYAP was not important.

Presented in Table XV are the responses of 205 respondents who were asked their perception as to whether or not the evaluation/observation instrument used to evaluate the Entry-Year Vocational

TABLE XIII
RESPONDENTS' REASONS FOR FEELING THAT ENTRY-YEAR ASSISTANCE
PROGRAM IS IMPORTANT REGARDING TEACHER'S
FIRST YEAR OF TEACHING

Reasons	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)*	
	n	%	n	%	n	%	n	%	N	%
Provides assistance needed to improve classroom management	24	36.92	7	11.29	3	21.43	11	17.19	45	21.95
Creates feeling of security on part of entry-year teacher	25	38.46	18	29.03	6	42.86	21	32.81	70	34.15
Provides opportunity to improve teaching methods	6	9.23	4	6.45	1	7.14	3	46.87	14	6.83
Provides information to entry-year teacher on his/her weaknesses and strengths	3	4.61	2	3.22	1	7.14	9	14.06	15	7.32
Provides opportunity for consultation and discussion of problems	20	30.77	32	51.61	6	42.86	13	20.31	71	34.63
Other	5	7.69	2	3.22	--	--	2	3.12	9	4.39

*N varies because respondents could indicate more than one reason.

TABLE XIV
RESPONDENTS' REASONS FOR FEELING THAT ENTRY-YEAR
ASSISTANCE PROGRAM IS NOT IMPORTANT
REGARDING TEACHER'S FIRST YEAR
OF TEACHING

Reasons	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)*	
	n	%	n	%	n	%	n	%	N	%
Does not provide assistance needed to improve classroom management	--	--	--	--	--	--	3	4.69	3	1.46
Creates feeling of apprehension on part of entry-year teacher	3	4.61	--	--	--	--	2	3.12	5	2.44
Too much time involvement in reference to other activities	1	1.54	3	4.84	--	--	1	1.56	5	2.44
Lack of importance as viewed by entry-year teacher	--	--	--	--	--	--	6	9.37	6	2.93
Lack of importance as viewed by entry-year assistance committees	--	--	3	4.84	1	7.14	1	1.56	5	2.44
Other	1	1.54	5	8.06	--	--	6	9.37	12	5.85

*N varies because respondents could indicate more than one reason.

TABLE XV
RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT EVALUATION/
OBSERVATION INSTRUMENT USED TO EVALUATE VOCATIONAL
AGRICULTURE TEACHER'S PERFORMANCE PROVIDES A
FAIR ASSESSMENT OF HIS/HER ABILITIES

Responses	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Definitely yes	30	46.15	25	40.32	1	7.14	26	40.63	82	40.00
Probably yes	32	49.23	35	56.46	10	71.43	33	51.56	110	53.66
Uncertain	2	3.08	1	1.61	--	--	--	--	3	1.46
Probably not	1	1.54	1	1.61	2	14.29	3	4.69	7	3.42
Definitely not	--	--	--	--	1	7.14	2	3.12	3	1.46
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

Agriculture Teachers' performance provided a fair assessment of his/her abilities. One hundred and ninety-two (93.66%) respondents indicated that it provided a "fair" assessment of the Entry-Year Vocational Agriculture Teacher's performance. Ten (4.88%) respondents indicated that it did not provide a fair assessment of the Entry-Year Vocational Agriculture Teacher's abilities. Of the 10 respondents who felt that it did not provide a fair assessment, five were Entry-Year Vocational Agriculture Teachers. Three (1.46%) respondents were uncertain as to whether it provided a fair assessment or not.

Presented in Table XVI are responses to the question: "For what reason do you believe the evaluation/observation instrument provided a fair assessment of the vocational agriculture teacher's ability?" One hundred and seven (52.19%) indicated that the instrument covered all categories of vocational agriculture. Only four teacher educators indicated that the instrument covered all categories for vocational agriculture. Thirty-four (16.58%) respondents indicated that the instrument "Provided an opportunity to make comments," while three (1.46%) respondents felt that the "Categories were relevant to vocational agriculture." Twenty-six (12.68%) respondents indicated that they did not remember enough about the instrument to accurately determine if it provided a fair assessment.

When asked why the evaluation/observation instrument did not provide a fair assessment of the Entry-Year Vocational Agriculture Teacher's ability, 23 (11.22%) of the 205 respondents indicated that the instrument needed to be refined, and 14 (6.83%) indicated the need for additional categories. Fourteen responses by teacher educators indicated that the evaluation/observation instrument needed additional

TABLE XVI
RESPONDENTS' REASONS WHY EVALUATION/OBSERVATION
INSTRUMENT PROVIDED A FAIR ASSESSMENT OF
ENTRY-YEAR VOCATIONAL AGRICULTURE
TEACHERS' ABILITY

Reasons	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N*	%
Categories are relevant to vocational agriculture	1	1.54	--	--	--	--	2	3.12	3	1.46
Instrument covers all categories of vocational agriculture	36	55.38	37	59.68	4	28.57	30	46.87	107	52.19
Categories reflect total responsibilities of vocational agriculture teacher	--	--	--	--	--	--	--	--	--	--
Provides an opportunity to make comments	12	18.46	16	25.81	1	7.14	5	7.81	34	16.58
Did not remember enough about instrument to accurately determine if it provided a fair assessment	13	20.00	5	8.06	--	--	8	12.50	26	12.68
Other	3	4.61	4	6.45	1	7.14	10	15.62	18	8.78

*N varies because respondents could indicate more than one reason.

categories and should be refined. Two (0.97%) respondents indicated that the categories did not apply to the extracurricular activities of the vocational agriculture teacher (Table XVII).

Table XVIII presents the distribution of respondents as to whether or not they favor the continuance of the EYAP. One hundred and eighty-one (88.30%) respondents indicated that they "Favor" or "Strongly Favor" the continuation of the EYAP. All professions (teacher consultants, administrators, teacher educators, and Entry-Year Vocational Agriculture Teachers) responded similarly toward the continuance of the EYAP. Twenty (9.75%) indicated that they tend to oppose or strongly oppose the continuance of the EYAP. Of the 20 respondents who opposed the continuance of the EYAP, nine were Entry-Year Vocational Agriculture Teachers and seven were administrators.

Presented in Table XIX is the distribution of respondents as to whether or not they believe the EYAC members provided reasonable opportunity for the Entry-Year Vocational Agriculture Teachers to adjust and improve as the year progressed. Two hundred (97.56%) respondents indicated that an opportunity to adjust and improve was provided to the Entry-Year Vocational Agriculture Teachers. Responses from the EYAC members and the Entry-Year Vocational Agriculture Teachers were very similar. Only three (1.46%) respondents indicated that the EYAC members did not provide a reasonable opportunity for the Entry-Year Vocational Agriculture Teachers to adjust and improve as the year progressed.

Question number 24 (on the interview form) asked: "For what reason do you feel that the EYAC members did not provide reasonable opportunity for the vocational agriculture teacher to adjust and

TABLE XVII
FREQUENCY DISTRIBUTION OF RESPONDENTS' REASONS WHY EVALUATION/
OBSERVATION INSTRUMENT DID NOT PROVIDE A FAIR ASSESSMENT
OF ENTRY-YEAR VOCATIONAL AGRICULTURE
TEACHERS' ABILITY

Reasons	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N*	%
Categories apply primarily to classroom management	--	--	--	--	--	--	--	--	--	--
Additional categories are needed	2	3.08	1	1.61	6	42.86	5	7.81	14	6.83
Categories do not apply to professional relationship between vocational agriculture teacher and community	--	--	--	--	--	--	--	--	--	--
Categories do not apply to extracurricular activities of vocational agriculture teacher	--	--	--	--	1	7.14	1	1.56	2	0.97
To provide a fair assessment of entry-year vocational agriculture teacher, instrument needs to be refined	5	7.69	5	8.06	8	57.14	5	7.81	23	11.22
Other	2	3.08	4	6.45	--	--	4	6.25	10	4.88

*N varies because respondents could indicate more than one reason.

TABLE XVIII
DISTRIBUTION OF RESPONDENTS AS TO WHETHER OR NOT
THEY FAVOR CONTINUANCE OF ENTRY-YEAR
ASSISTANCE PROGRAM

Responses	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Strongly favor	42	64.61	39	62.90	12	85.72	24	37.50	117	57.08
Tend to favor	18	27.70	15	24.20	1	7.14	30	46.88	64	31.22
Uncertain	2	3.08	1	1.61	--	--	1	1.56	4	9.95
Tend to oppose	3	4.61	2	3.23	1	7.14	6	9.37	12	5.85
Strongly oppose	--	--	5	8.06	--	--	3	4.69	8	3.90
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

TABLE XIX
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY
BELIEVE COMMITTEE MEMBERS PROVIDED REASONABLE
OPPORTUNITY FOR VOCATIONAL AGRICULTURE
TEACHER TO ADJUST AND IMPROVE
AS YEAR PROGRESSED

Responses	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Definitely yes	53	81.54	50	80.65	9	64.29	47	73.44	159	77.56
Probably yes	11	16.92	11	17.74	4	28.57	15	23.44	41	20.00
Uncertain	--	--	1	1.61	--	--	1	1.56	2	0.98
Probably not	1	1.54	--	--	1	7.14	1	1.46	3	1.46
Definitely not	--	--	--	--	--	--	--	--	--	--
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

improve as the year progressed?" This question was asked of those respondents who previously indicated that the EYAC members did not provide a reasonable opportunity for the Entry-Year Vocational Agriculture Teachers to adjust and improve as the year progressed. Only nine responses were recorded which indicated that "More supportive guidance" was needed from the EYAC members. (A respondent could indicate more than one response.)

In Table XX the respondents indicated their perceptions of the major strengths of the EYAP. Of the 205 respondents, 114 (55.61%) respondents indicated the major strengths to be: (1) Assistance from the EYAC (as a whole), (2) Guidance in making decisions, and (3) Moral support offered by the EYAC. Fourteen (6.83%) respondents indicated the major strengths as "Assistance resulting in teacher improvement." In reference to specific committee members, 36 (17.56%) respondents indicated "Assistance from the teacher consultant" as a major strength. Eleven (5.37%) respondents indicated that "Assistance from the teacher educator" was a major strength, while only two (0.98%) respondents indicated "Assistance from the administrator" as a major strength. Eight (3.90%) respondents indicated that they perceived "No major strengths" of the EYAP. (Each respondent could indicate only one major strength.)

The number and percentage of respondents based on their perception of the major problems with the EYAP is presented in Table XXI. Sixty-five (31.71%) respondents indicated that they did not perceive any major problems with the EYAP. Of the 205 respondents, 38 (18.54%) indicated "Amount of time required" as being a major problem. Sixteen (7.80%) respondents indicated that "Overall assistance was

TABLE XX
RESPONDENTS' PERCEPTIONS OF MAJOR STRENGTHS
OF ENTRY-YEAR ASSISTANCE PROGRAM

Major Strengths	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Assistance from teacher consultant	12	18.46	14	22.59	1	7.14	9	14.06	36	17.56
Assistance from teacher educator	2	3.08	1	1.61	1	7.14	7	10.94	11	5.37
Assistance from administrator	--	--	--	--	--	--	2	3.12	2	0.98
Guidance in making decisions	12	18.46	10	16.13	1	7.14	12	18.75	35	17.07
Moral support offered by committee	8	12.31	10	16.13	4	28.58	10	15.63	32	15.61
Do not perceive any major strengths	2	3.08	2	3.22	--	--	4	6.25	8	3.90
Assistance from entry-year assistance committee (as a whole)	12	18.46	17	27.42	5	35.71	13	20.31	47	22.93
Assistance resulting in teacher improvement	3	4.61	7	11.29	--	--	4	6.25	14	6.83
Other	<u>14</u>	<u>21.54</u>	<u>1</u>	<u>1.61</u>	<u>2</u>	<u>14.29</u>	<u>3</u>	<u>4.69</u>	<u>20</u>	<u>9.74</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

TABLE XXI
RESPONDENTS' PERCEPTIONS OF MAJOR PROBLEMS WITH
ENTRY-YEAR ASSISTANCE PROGRAM

Major Problems	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Do not perceive any major problems	17	26.16	25	40.33	1	7.14	22	34.37	65	31.71
Insufficient assistance from teacher consultant	--	--	1	1.61	--	--	3	4.69	4	1.95
Insufficient assistance from teacher educator	5	7.69	--	--	--	--	4	6.25	9	4.39
Insufficient assistance from administrator	--	--	1	1.61	1	7.14	--	--	2	0.98
Overall assistance was insufficient	5	7.69	1	1.61	3	21.43	7	10.94	16	7.80
EYAC's function appears more evaluative than instructional improvement	1	1.54	1	1.61	1	7.14	--	--	3	1.46
Lack of teacher consultant and administrator's understanding of total vo-ag program	7	10.77	1	1.61	1	7.14	7	10.94	16	7.80
Scheduling of committee meetings	4	6.15	5	8.07	--	--	5	7.81	14	6.83
Amount of time required	12	18.46	16	25.81	3	21.43	7	10.94	38	18.54
Other	14	21.54	11	17.74	4	28.58	9	14.06	38	18.54
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

insufficient" and that the "Teacher consultants' and administrators' lack of understanding of the total vocational agriculture program" was a major problem. Fourteen (6.83%) respondents indicated that "Scheduling of committee meetings" was a major problem, while three (1.46%) respondents felt that the function of the EYAC appeared more evaluative than for instructional improvement. It was stated by five teacher consultants and four Entry-Year Vocational Agriculture Teachers that "Insufficient assistance from the teacher educator" was a major problem. Four (1.95%) respondents felt that "Insufficient assistance from the teacher consultant" was a major problem, while two (0.98%) respondents indicated that "Insufficient assistance from the administrator" was a major problem. (A respondent could indicate only one major problem.)

A distribution of respondents by whether or not they felt the EYAP assisted in all matters concerning classroom management is presented in Table XXII. One hundred and eighty-four (89.76%) respondents indicated that the EYAP did assist in all matters concerning classroom management. Seventeen (8.29%) respondents indicated that the EYAP did not assist in all matters concerning classroom management. Only four (1.95%) respondents indicated an uncertainty as to whether or not the EYAP assisted in all matters concerning classroom management.

Question number 28 (on the interview form) asked: "For what reason did you feel that the EYAC members did not assist in all matters concerning classroom management?" This question was asked of those respondents who previously indicated that the EYAP did not assist in all matters concerning classroom management. Of the 17

TABLE XXII
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT
THEY FEEL ENTRY-YEAR ASSISTANCE PROGRAM
ASSISTED IN ALL MATTERS CONCERNING
CLASSROOM MANAGEMENT

Responses	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Definitely yes	38	58.46	35	56.45	8	57.15	30	46.87	111	54.15
Probably yes	23	35.38	23	37.10	4	28.57	23	35.94	73	35.61
Uncertain	1	1.54	1	1.61	1	7.14	1	1.56	4	1.95
Probably not	2	3.08	3	4.84	1	7.14	7	10.94	13	6.34
Definitely not	<u>1</u>	<u>1.54</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>3</u>	<u>4.69</u>	<u>4</u>	<u>1.95</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

responses received, seven indicated insufficient assistance from members of the EYAC. The remaining 10 responses were not similar in make-up and therefore could not be grouped to indicate a specific reason why the EYAC did not assist in all matters concerning classroom management.

Responses to Questions Pertaining to Practices Within the Entry-Year Assistance Program

In order to follow-up on the practices conducted within the EYAP, several related questions were developed and included as part of the survey instrument. In total, five questions constituted this section of the questionnaire. The questions were numbered 29 through 33.

In Table XXIII, the distribution of respondents by whether or not meaningful parental input was considered for determining certification for the Entry-Year Vocational Agriculture Teachers is presented. One hundred and forty-seven (71.71%) of the respondents indicated that parental input was considered. Fifty-eight (28.29%) respondents indicated that parental input was "Probably not" or "Definitely not" considered in determining certification for the Entry-Year Vocational Agriculture Teacher. Of the 58 respondents who felt parental input was not considered, 28 (43.75%) were Entry-Year Vocational Agriculture Teachers.

When asked why they felt that meaningful parental input was not for determining certification, 38 (18.54%) respondents indicated that "Parental input was not considered important by the EYAC." Of the 38 respondents, 16 (25.80%) administrators indicated that "Parental input was not considered important by the EYAC." Fifteen (7.32%) respondents

TABLE XXIII
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT
MEANINGFUL PARENTAL INPUT WAS A VALUABLE
CONSIDERATION FOR DETERMINING
CERTIFICATION

Responses	Teacher Consultant		Administrator		Teacher Educator		EYT		TOTALS	
	n	%	n	%	n	%	n	%	N	%
Definitely yes	33	50.77	26	41.94	8	57.14	15	23.44	82	40.00
Probably yes	23	35.39	18	29.03	3	21.43	21	32.81	65	31.71
Probably not	4	6.15	10	16.13	3	21.43	22	34.37	39	19.02
Definitely not	<u>5</u>	<u>7.69</u>	<u>8</u>	<u>12.90</u>	<u>--</u>	<u>--</u>	<u>6</u>	<u>9.38</u>	<u>19</u>	<u>9.27</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

were not aware that any parental input was considered in determining certification for the Entry-Year Vocational Agriculture Teachers. Of the 15 respondents who were not aware that any parental input was considered in determining certification, 14 were Entry-Year Agriculture Teachers. Only those respondents who indicated previously that meaningful parental input was not considered for determining certification responded to the above question (Table XXIV).

In Table XXV, a distribution of respondents by whether or not areas of needed improvement were identified and an in-service or staff development program was recommended is presented. One hundred and fifty-one (74.66%) respondents indicated that areas of needed improvement and an in-service or staff development program were not recommended to the Entry-Year Vocational Agriculture Teachers by the EYACs. The consensus of the respondents was that the Entry-Year Vocational Agriculture Teachers participated in in-service or staff development programs normally provided in the local public schools, but none were recommended specifically for the Entry-Year Vocational Agriculture Teachers. Fifty-one (26.34%) respondents indicated that areas of needed improvement were identified and an in-service or staff development program was recommended. Of the 51 responding "Yes," 21 were administrators and 18 were teacher consultants.

When asked whether or not they received any orientation as it related to the EYAP prior to becoming a part of the EYAP, 119 (58.05%) respondents indicated that they had received some type of orientation as it relates to the EYAP. Eighty-six (41.95%) respondents indicated that they had not received any orientation prior to becoming a part of the EYAP. Of the 86 respondents indicating no prior orientation, 36

TABLE XXIV
RESPONDENTS' PERCEPTIONS AS TO WHY MEANINGFUL
PARENTAL INPUT WAS NOT CONSIDERED FOR
DETERMINING CERTIFICATION*

Responses	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Lack of communication between parents and teacher consultant	--	--	--	--	--	--	1	1.56	1	.49
Lack of communication between parents and administrator	--	--	--	--	--	--	1	1.56	1	.49
Parental input was not considered important by entry-year assistance committee	6	9.23	16	25.80	3	21.43	13	20.31	38	18.54
Respondents were not aware if any parental input was considered	1	1.53	--	--	--	--	14	21.87	15	7.32
Other	1	1.53	--	--	--	--	1	1.56	2	.97

*Only respondents who felt that meaningful parental input was not considered for determining certification responded to this question.

TABLE XXV
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT AREAS OF
NEEDED IMPROVEMENT WERE IDENTIFIED AND AN
IN-SERVICE OR STAFF DEVELOPMENT
PROGRAM WAS RECOMMENDED

Responses	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Yes	18	27.69	21	33.87	5	35.71	10	15.62	54	26.34
No	<u>47</u>	<u>72.31</u>	<u>41</u>	<u>66.13</u>	<u>9</u>	<u>64.29</u>	<u>54</u>	<u>84.38</u>	<u>151</u>	<u>74.66</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

(55.38%) teacher consultants and 26 (40.62%) Entry-Year Vocational Agriculture Teachers indicated no orientation prior to EYAP involvement (Table XXVI).

Table XXVII presents the time spent by the teacher consultant in providing assistance as perceived by the Entry-Year Vocational Agriculture Teachers. Thirty-eight (59.38%) Entry-Year Vocational Agriculture Teachers indicated that the teacher consultant did spend at least 72 hours of his or her time in providing assistance. However, 26 (40.62%) Entry-Year Vocational Agriculture Teachers indicated that the teacher consultant did not spend at least 72 hours of their time in providing assistance. This was in addition to the observation and committee time.

Changes Needed in the Entry-Year Assistance Program as Perceived by the Entry-Year Assistance Program Respondents

In order to determine what the respondents of the EYAP perceived as needed changes, question number 34 (on the interview form) was developed. In fairness to all respondents and to ensure that their opinions would be reported, it was deemed necessary to include every response to the open-end question regarding "What changes would you like to see in the present EYAP?" The researcher was able to group similar or like responses by the number of respondents who verbally indicated similar or like responses. The groupings are reported as follows:

1. Fifteen or More Respondents - According to 83 respondents, no changes are needed in the EYAP. Of the 83 who indicated that no

TABLE XXVI
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY
RECEIVED ORIENTATION PRIOR TO BECOMING A
PART OF ENTRY-YEAR ASSISTANCE
PROGRAM

Received Orientation?	Teacher Consultant (N=65)		Administrator (N=62)		Teacher Educator (N=14)		EYT (N=64)		TOTALS (N=205)	
	n	%	n	%	n	%	n	%	N	%
Yes	29	44.62	39	62.90	13	92.86	38	59.38	119	58.00
No	<u>36</u>	<u>55.38</u>	<u>23</u>	<u>37.10</u>	<u>1</u>	<u>7.14</u>	<u>26</u>	<u>40.62</u>	<u>86</u>	<u>41.95</u>
Totals	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

TABLE XXVII
TIME SPENT BY TEACHER CONSULTANT (ABOVE OBSERVATION
AND COMMITTEE TIME) IN PROVIDING ASSISTANCE
AS PERCEIVED BY ENTRY-YEAR VOCATIONAL
AGRICULTURE TEACHERS*

Responses	n	%
Yes (Did spend at least 72 hours of his/her time)	38	59.38
No (Did not spend at least 72 hours of his/her time)	<u>26</u>	<u>40.62</u>
Totals	64	100.00

*Only the entry-year vocational agriculture teachers were asked to respond.

changes were needed, 35 were teacher consultants, 28 were administrators, 3 were teacher educators, and 17 were Entry-Year Vocational Agriculture Teachers.

Sixteen respondents indicated that the teacher consultant should be someone who has a vocational or vocational agriculture background. This was based on responses from six teacher consultants, two teacher educators, and eight Entry-Year Vocational Agriculture Teachers.

2. Ten to Fourteen Respondents - As reported by 13 respondents, a greater number of observations should be made by the teacher educator. These perceptions were provided by two teacher consultants, five administrators, and six Entry-Year Vocational Agriculture Teachers.

According to 10 respondents, the observation/evaluation instrument should be refined to eliminate its bulkiness. This was indicated by two teacher consultants, four administrators, three teacher educators, and one Entry-Year Vocational Agriculture Teacher.

3. Five to Nine Respondents - Nine respondents indicated that more observations should be made by the members of the EYAC. This was based on responses from one teacher consultant, three administrators, and five Entry-Year Vocational Agriculture Teachers.

As reported by five respondents, the 72 hour requirement for the teacher consultant should be reduced. These responses were provided by one teacher consultant, one administrator, and three Entry-Year Vocational Agriculture Teachers.

Based on the perceptions of five Entry-Year Vocational Agriculture Teachers, a member of the community with an agricultural background should be added to the EYAC. It was also indicated by five Entry-Year Vocational Agriculture Teachers that the EYAC

members should observe teaching situations other than in the classroom setting alone.

According to five respondents, the teacher consultants should be provided with release time from their regular duties to work with and observe the Entry-Year Vocational Agriculture Teachers. These responses were provided by two teacher consultants, two administrators, and one teacher educator.

As indicated by eight respondents, a better orientation program should be implemented for the EYAC members. This information was provided by six teacher consultants, one administrator, and two teacher educators.

Based on the responses of five respondents, the EYAP should be refined in some way to eliminate the intimidating effect it has on the Entry-Year Vocational Agriculture Teachers. These responses were provided by three teacher consultants and two administrators.

As indicated by five respondents, the EYAP should be dropped. This perception was provided by two teacher consultants, one administrator, and two Entry-Year Vocational Agriculture Teachers.

In total, 205 respondents provided 228 responses pertaining to: "What changes would you like to see in the present EYAP?" Preceding are 172 (75.44%) of the responses provided by the respondents. Again, to be fair to all respondents and their opinions pertaining to "Needed changes in the present EYAP," the remaining 56 (24.56%) responses, which fall into the category of "Less than five respondents," are listed in Appendix D.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The intent of this chapter was to present concise summaries of the following topics: rationale for the study, purpose of the study, objectives of the study, design of the study, and the major findings of the research. Through a detailed inspection of these topics, conclusions and recommendations were presented based on the analysis of the data.

Rationale for the Study

The EYAP was introduced by the Oklahoma Teacher Reform Act of 1980 (House Bill 1706), which was proposed to improve the quality of teachers in accredited schools through implementing additional licensing and certification requirements. Since this was a new concept to Oklahoma education, data had not been elicited, analyzed, or reported which would reflect the perceptions of the EYAP by those who had participated as vocational agriculture EYAC members or Entry-Year Vocational Agriculture Teachers.

Purpose of the Study

The purpose of this study was to determine the Entry-Year

Vocational Agriculture Teachers' and the EYAC members' perception of the Oklahoma EYAP.

Objectives of the Study

The objectives of the study were as follows:

1. To identify the perceptions of the EYAC members (teacher consultants, administrators, and teacher educators) and the Entry-Year Vocational Agriculture Teachers concerning the EYAP.
2. To determine whether or not the EYAC provided needed assistance to the Entry-Year Vocational Agriculture Teacher as perceived by the committee members.
3. To determine whether or not they received needed assistance from the EYAC, based on the perceptions of the Entry-Year Vocational Agriculture Teachers.
4. To determine the level of importance of the EYAP regarding the teachers' first year of teaching as perceived by the EYAC and the Entry-Year Vocational Agriculture Teachers.
5. To determine whether or not the evaluation/observation instrument provided a fair assessment of the Entry-Year Vocational Agriculture Teachers' teaching performances.
6. To determine the major strengths and major problems of the EYAP as perceived by the EYAC members and the Entry-Year Vocational Agriculture Teachers.
7. To determine whether or not meaningful parental input was a valuable consideration for determining certification of the Entry-Year Vocational Agriculture Teachers.

8. To determine the involvement of the EYAC's in working with the Entry-Year Vocational Agriculture Teachers in areas of staff development and time, as mandated by requirements of House Bill 1706.

9. To determine whether or not those involved in the EYAP had received any orientation as it related to the EYAP prior to becoming a part of the EYAP.

10. To determine whether or not the EYAC's and the Entry-Year Vocational Agriculture Teachers favored the continuance of the EYAP.

Design of the Study

Following a review of literature related to the study, procedures were established to satisfy the purpose and objectives of this study. The population was derived from lists of names and addresses of those who were Entry-Year Vocational Agriculture Teachers or who served as teacher consultants, administrators, or teacher educators with the EYAP in the State of Oklahoma during the 1982-83 and 1983-84 academic years. The names and addresses of the population were provided by the Offices of Teacher Education of OSU, Cameron State University, Panhandle State University, and from the EYAP Coordinator for Vocational Agriculture at OSU.

The population of this study consisted of 67 Entry-Year Vocational Agriculture Teachers, 67 teacher consultants, 64 administrators, and 14 teacher educators. The total population of the four professions was 212. Of the 212, 64 Entry-Year Vocational Agriculture Teachers, 64 teacher consultants, 62 administrators, and 14 teacher educators responded to the telephone interview. The total response from the four professions was 205 (96.69%).

The data for this study were collected using a telephone survey interview (Appendix A). The interview schedule contained a total of 34 individual questions, and was conducted during the months of October, November, and December, 1984. Two hundred and five (96.69%) participants provided responses to the survey. The data obtained from the instrument were key punched on IBM cards and a SAS program were used in calculating the frequency distribution (numbers and percentages) of the data.

Major Findings of the Study

The major findings of this study were divided into seven sections. They were as follows:

1. Educational background of respondents
2. Respondents' perception of assistance provided by the EYAP
3. Respondents' perception of the importance of the EYAP
4. Respondents' perception of the evaluation/observation instrument
5. Respondents' perception pertaining to major strengths and problems of the EYAP
6. Respondents' perception of selected components of the EYAP
7. Respondents' perception of the changes needed for the EYAP

Educational Background of Respondents

This study indicated that all Entry-Year Vocational Agriculture Teachers were certified in vocational agriculture and had less than five years of teaching experience. All Entry-Year Vocational Agriculture Teachers except one held a bachelor's degree.

A majority of the teacher consultants had 15 years or less of teaching experience and were certified in areas of vocational education. The level of education for the majority of teacher consultants was a bachelor's degree.

An overwhelming majority of the administrators were certified in secondary education and held a master's degree plus 15 semester hours. A large majority of the administrators had more than 11 years of teaching experience.

An overwhelming majority of the teacher educators were certified in vocational agriculture and held doctoral degrees. It was also indicated that a large majority of the teacher educators had less than 10 years of teaching experience. Table XXVIII summarizes the experiences of administrators and teacher educators in their specific areas. When only administrators were surveyed, it was found that a substantial majority had 10 years or less of experience as administrators. An overwhelmingly majority (56 or 90.32%) of the administrators indicated that they had gained experience as high school principals.

When only teacher educators were surveyed, 4 of the 14 indicated no experience in vocational agriculture, and 5 indicated no experience in agricultural education in higher education. Therefore, over one-fourth of the teacher educators had no experience in the area for which they were serving as consultants.

Respondents' Perceptions of Assistance Provided by the Entry-Year Assistance Program

A summary of the responses to questions pertaining to assistance (or lack of) provided by the EYAC members is presented in Table XXIX.

TABLE XXVIII
SUMMARY OF RESPONDENTS' EDUCATIONAL BACKGROUNDS

Characteristics of Respondents		Frequency Distribution of Responses N(%)				TOTALS N(%)
Years of Teaching Experience	0-5	6-10	11-15	Over 15		
Teacher consultants	3	23	14	25		65(100.00%)
Administrators	2	13	16	31		62(100.00%)
Years experience as an administrator (administrators only)	0-5 18(29.03%)	6-10 22(35.48%)	11-15 6(9.68%)	Over 15 16(25.81%)		62(100.00%)
Years experience as a teacher educator in agricultural education (teacher educators only)	None 5(35.71%)	1-5 3(21.43%)	6-10 --	11-15 3(21.43%)	Over 15 3(21.43%)	14(100.00%)
Years experience as a vocational agriculture teacher (teacher educators only)	None 4(28.57%)	1-5 5(35.72%)		11-15	Over 15 1(7.14%)	14(100.00%)

TABLE XXIX
SUMMARY OF RESPONDENTS' PERCEPTIONS RELATIVE TO
ASSISTANCE EITHER PROVIDED BY OR NOT PROVIDED
BY ENTRY-YEAR ASSISTANCE PROGRAM

Perception of Assistance	Frequency Distribution of Responses N(%)					TOTALS N(%)
EYAC members' perceptions on whether or not they provided needed assistance to EYT	Definitely Yes 71(50.35%)	Probably Yes 65(46.10%)	Uncertain 2(1.42%)	Probably Not 3(2.13%)	Definitely Not --	141(100.00%)
EYTs' perceptions as to whether or not they received needed assistance from EYAC	Definitely Yes 34(53.13%)	Probably Yes 23(35.94%)	Uncertain 2(3.12%)	Probably Not 2(3.12%)	Definitely Not 3(4.69%)	64(100.00%)
Individuals who provided most assistance based on perceptions of EYT	Teacher Consultant 22(34.38%)	Administrator 7(10.94%)	Teacher Educator 21(32.81%)	Another Experienced Teacher 4(6.25%)	Other 10(15.62%)	64(100.00%)
Times EYAC members were asked for assistance as perceived by EYAC members and the EYT	Never 19(9.27%)	1-5 59(28.78%)	6-10 30(14.63%)	11-15 23(11.22%)	More Than 15 74(36.10%)	205(100.00%)

The EYAC members were asked whether or not they provided the needed assistance to the Entry-Year Vocational Agriculture Teachers. Their responses indicated that an overwhelming majority felt they provided the needed assistance to the Entry-Year Vocational Agriculture Teachers. Although not reported in Table XXIX, the respondents who felt they did not provide the needed assistance to the Entry-Year Vocational Agriculture Teachers were asked the reason why assistance was not provided. Only five respondents answered the question and indicated "Lack of time" and "Lack of familiarity with the vocational agriculture program" as major reasons for not providing the needed assistance.

The vocational agriculture teachers were then asked if they were provided the needed assistance. Similarly, an overwhelming majority of the Entry-Year Vocational Agriculture Teachers felt that they received the needed assistance. Although not reported in Table XXIX, the Entry-Year Vocational Agriculture Teachers who felt they were not provided the assistance needed were asked why assistance was not provided. Only eight responded to the question and indicated that "When confronted, the teacher consultant and the administrator appeared to be unconcerned and did not offer the needed guidance."

The Entry-Year Vocational Agriculture Teachers were then asked who provided the most assistance to them as first year teachers. Twenty-two Entry-Year Vocational Agriculture Teachers indicated that the teacher consultants provided the most assistance, while 21 indicated that the teacher educator provided the most assistance. Only 7 of the 64 Entry-Year Vocational Agriculture Teachers indicated that the administrators provided the most assistance.

All respondents were asked to respond to the question pertaining to the number of times the Entry-Year Vocational Agriculture Teachers asked the EYAC members for assistance. It was indicated by the majority of responses that the Entry-Year Vocational Agriculture Teachers asked for assistance 15 times or less during their first year of teaching. However, the largest single group was represented by 74 respondents, who indicated that the Entry-Year Vocational Agriculture Teachers asked for assistance more than 15 times.

Respondents' Perceptions of the Importance of the Entry-Year Assistance Program

A summary of responses to questions pertaining to the importance of the EYAP is presented in Table XXX. A large majority of the respondents (88.78%) felt that the EYAP was important. The remaining respondents (11.22%) felt that the EYAP was less than important. When asked why the EYAP was important, the following reasons were given:

1. Provides an opportunity for consultation and discussion
2. Creates a feeling of security on the part of the Entry-Year Vocational Agriculture Teachers
3. Provides improved classroom management

The respondents who felt that the EYAP was not important were asked why they felt that way. The following reasons were given:

1. There was a lack of importance as viewed by the Entry-Year Vocational Agriculture Teachers and the EYAC members
2. The EYAP involves too much time
3. The EYAP creates a feeling of apprehension on the part of the Entry-Year Vocational Agriculture Teachers

TABLE XXX
SUMMARY OF RESPONDENTS' PERCEPTIONS OF IMPORTANCE OR
LACK OF IMPORTANCE OF ENTRY-YEAR
ASSISTANCE PROGRAM

Perception of Importance	Frequency Distribution of Responses N(%)				TOTALS N(%)
Importance of EYAC	Very Important 116(56.59%)	Important 66(32.19%)	Less Than Important 17(8.29%)	Unimportant 6(2.93%)	205(100.00%)
Reasons EYAP is important	Provided Opportunity for Consultation and Discussion of Problem 71(34.63%)*	Created Feeling of Security on Part of EYT 70(34.15%)*	Improved Classroom Management 45(21.95%)*		
Reasons EYAP is not important	Lack of Importance as Viewed by EYT and EYAC Members 11(5.37%)**	Too Much Time Involvement 5(2.44%)**	Created Feeling of Apprehension on Part of EYT 5(2.44%)**		

*Respondents could indicate more than one response as to why the EYAP is important, therefore there is no total N or %.

**Only respondents who felt EYAP was not important responded to this question, therefore there is no total N or %

Respondents' Perceptions of the Evaluation/ Observation Instrument

Table XXXI summarizes the respondents' perceptions of the evaluation/observation instrument. Two hundred and five respondents were asked if the evaluation/observation instrument provided a fair assessment of the Entry-Year Vocational Agriculture Teachers' abilities. An overwhelming majority (93.66%) of the respondents indicated that the evaluation/observation instrument did provide a fair assessment of the Entry-Year Vocational Agriculture Teachers' abilities.

When the respondents were asked their reasons for believing the evaluation/observation instrument provided a fair assessment of the vocational agriculture teacher's ability, a slight majority (52.19%) indicated that the instrument covered all categories of teacher performance as they relate to vocational agriculture. Another reason indicated by the respondents (16.58%) was that the instrument provided an opportunity to make comments about the Entry-Year Vocational Agriculture Teachers' first year of teaching, but 26 respondents did not remember enough about the evaluation/observation instrument to accurately determine if it provided a fair assessment. Although not reported in Table XXXI, the respondents who felt that the evaluation/observation instrument did not provide a fair assessment of the Entry-Year Vocational Agriculture Teachers' abilities were provided an opportunity to express the reason why. The two major reasons indicated were:

1. The instrument needs to be refined
2. Additional categories are needed

TABLE XXXI
SUMMARY OF RESPONDENTS' PERCEPTIONS OF OBSERVATION
INSTRUMENT AND MAJOR STRENGTHS AND PROBLEMS
CONCERNING ENTRY-YEAR ASSISTANCE PROGRAM

Respondents' Perceptions		Frequency Distribution of Responses N(%)				TOTALS N(%)
Did evaluation/observation instrument provide a fair assessment of EYT's abilities?	Definitely Yes 82(40.00%)	Probably Yes 110(53.66%)	Uncertain 3(1.46%)	Probably Not 7(3.42%)	Definitely Not 3(1.46%)	205(100.00%)
Reasons why evaluation/observation instrument provided a fair assessment of EYT	Covered All Categories of Vocational Agriculture 107(52.19%)*	Provided an Opportunity to Make Comments 34(16.58%)*	Did Not Remember the Instrument 26(12.68%)*			
Major strength of EYAP	Assistance From EYAC as a Whole 47(22.93%)	Assistance From TC 36(17.56%)	Guidance in Making Decisions 35(17.07%)	Moral Support 32(15.61%)	Other 55(26.83%)	205(100.00%)
Major problems of EYAP	No Major Problems 65(31.71%)	Amount of Time Required 38(18.54%)	Overall Assistance Insufficient 16(7.80%)	Lack of T. C. and Administrative Understanding of Vo Ag Program 16(7.80%)	Other 70(34.15%)	205(100.00%)

*Not all respondents gave reasons why the evaluation/observation instrument provided a fair assessment of the EYT's abilities, therefore there is no total N or %.

Respondents' Perceptions of the Major Strengths and Problems of the Entry-Year Assistance Program

A summary of responses to questions pertaining to major strengths and problems is also presented in Table XXXI. Of the 205 respondents, 114 (55.61%) respondents indicated the major strengths to be:

1. Assistance from the EYAC (as a whole)
2. Guidance in making decisions
3. Moral support that is offered by the EYAC

Based on the question pertaining to the major problems with the EYAP, 65 (31.71%) respondents indicated that they did not perceive any major problems with the EYAP. Eighty-four (40.97%) respondents indicated the following as major problems:

1. Amount of time required
2. Lack of understanding the total vocational agriculture program by the teacher consultants and administrators
3. Insufficient overall assistance

Respondents' Perceptions of Selected Components of the Entry-Year Assistance Program

A summary of responses to questions pertaining to selected components of the EYAP is presented in Table XXXII. When asked whether or not the respondents favored the continuance of the EYAP, 181 (88.30%) respondents indicated that they "Favor" or "Strongly favor" the continuance of the EYAP. All subgroups (teacher consultants,

TABLE XXXII
SUMMARY OF RESPONDENTS' PERCEPTIONS OF SELECTED
COMPONENTS OF ENTRY-YEAR ASSISTANCE
PROGRAM

Components	Frequency Distribution of Responses					TOTALS N(%)
	Strongly Favor	Tend to Favor	Uncertain	Tend to Oppose	Strongly Oppose	
Continuance of EYAP	117(57.08%)	64(31.22%)	4(1.95%)	12(5.85%)	8(3.90%)	205(100.00%)
Opportunity to adjust and improve	Definitely Yes 159(77.56%)	Probably Yes 41(20.00%)	Uncertain 2(0.98%)	Probably Not 3(1.46%)	Definitely Not --	205(100.00%)
Assisted in classroom management	Definitely Yes 111(54.15%)	Probably Yes 73(35.61%)	Uncertain 4(1.95%)	Probably Not 13(6.34%)	Definitely Not 4(1.95%)	205(100.00%)
Parental input consideration	Definitely Yes 82(40.00%)	Probably Yes 65(31.71%)	Probably Not 39(19.02%)	Definitely Not 19(9.27%)		205(100.00%)
Areas of improvement identified	Yes 54(26.34%)	No 151(74.66%)				205(100.00%)
Received orientation	Yes 119(58.05%)	No 86(41.95%)				205(100.00%)
Teacher consultant provided at least 72 hours of assist- ance and consultation	Yes 38(59.38%)	No 26(40.62%)				64(100.00%)

administrators, teacher educators, and Entry-Year Vocational Agriculture Teachers) responded similarly toward the continuance of the EYAP.

When the respondents were asked whether or not they believed the EYAC members provided reasonable opportunity for the Entry-Vocational Agriculture Teachers to adjust and improve as the year progressed, a vast majority (200 or 97.56%) indicated that an opportunity to adjust and improve was provided to the Entry-Year Vocational Agriculture Teachers. In reference to classroom management, it was indicated by an overwhelming majority of the respondents (184 or 89.76%) that the EYAP did assist in all matters concerning classroom management.

When the respondents were asked if parental input was considered in determining certification, a large majority (147 or 71.71%) of the respondents indicated that parental input was considered. Fifty-eight respondents indicated that parental input was not considered, and 28 were Entry-Year Vocational Agriculture Teachers.

Of those respondents who felt that parental input was not considered, 38 indicated that parental input was not considered important by the EYAC members. Of the previously mentioned 38 respondents, 16 were administrators. Fifteen respondents were not aware that any parental input was considered in determining certification.

When asked if they received any orientation as it related to the EYAP prior to becoming a part of the EYAP, a majority (119 or 58.05%) of the respondents indicated that they had received some type of orientation as it relates to the EYAP. Eighty-six respondents, of which 36 were teacher consultants and 26 were Entry-Year Vocational Agriculture Teachers, indicated no involvement in orientation prior to the start of the EYAP.

When asked if the teacher consultants spent the minimum 72 hour requirement with the Entry-Year Vocational Agriculture Teacher, 38 Entry-Year Vocational Agriculture Teachers indicated that the teacher consultants did spend at least 72 hours of their time providing assistance. However, 26 (40.62%) indicated that the teacher consultant did not provide the required 72 hours assisting the Entry-Year Vocational Agriculture Teachers.

Respondents' Perceptions of the Changes Needed for the Entry-Year Assistance Program

A summary of responses pertaining to the question on needed changes in the EYAP is presented in Table XXXIII. The largest group of respondents (83 or 40.48%) indicated that they did not perceive any needed changes in the EYAP. Seventy-one respondents indicated one of the following changes:

1. The teacher consultant should have a vocational or vocational agriculture background
2. A greater number of observations should be made by the members of the EYAC
3. The evaluation/observation instrument should be refined
4. The 72 hour requirement for the teacher consultant to provide assistance to the Entry-Year Vocational Agriculture Teacher should be reduced
5. A member from the community with an agriculture background should be added to the EYAC
6. The teacher consultant should be provided release time to assist the Entry-Year Vocational Agriculture Teachers

TABLE XXXIII
SUMMARY OF RESPONDENTS' PERCEPTIONS OF CHANGES NEEDED
FOR ENTRY-YEAR ASSISTANCE PROGRAM

Size of Groups		Frequency Distribution of Responses N(%)	
Fifteen or More Respondents	No Changes Needed in EYAP 83(40.49%)	Teacher Consultant Should Have Vocational or Voca- tional Agriculture Back- ground 16(7.80%)	
Ten to fourteen respondents Ten to fourteen respondents	Greater Number of Observa- tions Should be Made by Teacher Educator 13(6.34%)	Observation/Evaluation In- strument Should be Refined 10(4.88%)	
Five to nine respondents	Greater Numbers of Obser- vation Should be Made by EYAC 9(4.39%)	72 Hours Requirement for Teacher Consultant Should be Reduced 5(2.44%)	Add Agriculture Person From Community to EYAC 5(2.44%)
Five to nine respondents (continued)	EYAC Members Should Observe Teaching Situation Other Than Just Classroom Setting 5(2.44%)	Teacher Consultant Should be Provided Release Time 5(2.44%)	Better Orientation Pro- gram Needed 8(3.90%)

7. A better orientation program as it relates to the EYAP should be provided

Conclusions

The analysis of data and subsequent findings were the basis for the following conclusions:

1. It was concluded that the EYAC's were composed of experienced educators, since all members had extensive years of teaching and/or administrative experience and/or teacher education experience.

2. Since an overwhelming majority of the EYAC members believed they provided needed assistance to the Entry-Year Vocational Agriculture Teacher and an overwhelming majority of the Entry-Year Vocational Agriculture Teachers believed they received needed assistance, it was concluded that adequate assistance was provided to the Entry-Year Vocational Teachers.

3. Since approximately equal numbers of EYT's indicated that teacher consultants and teacher educators provided the most assistance and only 11% indicated that the administrators provided the most assistance, it was concluded that teacher educators and teacher consultants provided the most assistance to the Entry-Year Vocational Agriculture Teacher.

4. Based on the perceptions of the EYAC members and the Entry-Year Vocational Agriculture Teachers, it was concluded that the EYAP was important regarding the teachers' first years of teaching.

5. After reviewing the findings, it was concluded that a vast majority of the respondents interviewed believed the evaluation/observation instrument used to evaluate the Entry-Year Vocational

Agriculture teachers' performances provided a fair assessment of his/her abilities. Although it was apparent in the findings that a majority of the respondents felt the instrument covered all categories of vocational agriculture, it was concluded that only a few (28.57%) of the teacher educators agreed that the instrument covered all categories of vocational agriculture. The respondents who indicated that the evaluation/observation instrument did not provide a fair assessment indicated a need for refinement.

6. Due to the responses elicited from the respondents, it was concluded that the major strengths of the EYAP were:

- a. Assistance from the EYAC (as a whole)
- b. Moral support
- c. Guidance in making decisions

7. Based on a review of the findings, it was concluded that the "Amount of time required" was the major problem with the EYAP. However, more specifically, the teacher educators believed that "Overall assistance of the EYAC was insufficient."

8. Since over 97% of all respondents indicated that the committee members provided reasonable opportunity for the Entry-Year Vocational Agriculture Teachers to adjust and improve as the year progressed, it was concluded that the Entry-Year Vocational Agriculture Teachers were definitely provided reasonable opportunity to adjust and improve as the year progressed.

9. Since approximately 90% of all respondents indicated that the EYAP assisted in all matters concerning classroom management, it was concluded that the EYAP strongly assisted the Entry-Year Vocational Agriculture Teachers in all matters of classroom management.

10. Since over 70% of the respondents indicated that parental input was a valuable consideration for determining certification, it was concluded that parental input was valuable in determining certification of the Entry-Year Vocational Agriculture Teachers.

11. Since over 70% of the respondents indicated that areas of needed improvement were not identified and that inservice or staff development programs were not recommended at the third EYAC meeting, it was concluded that inservice or staff development programs were not emphasized to the extent needed.

12. Since only a small majority of the respondents indicated that they had received orientation as it related to the EYAP prior to becoming a part of the EYAP, it was concluded that there was a lack of orientation received as perceived by the EYAC members and the Entry-Year Vocational Agriculture Teachers.

13. Since 40% of the Entry-Year Vocational Agriculture Teachers indicated that the teacher consultants did not spend the required 72 hours of his/her time in providing assistance, it was concluded that many teacher consultants did not provide the assistance required by House Bill 1706.

14. It was concluded that the structure and organization of the EYAP was adequately planned, since 40% of the respondents indicated that no changes were needed.

15. It was concluded that the EYAP should be continued, based on the opinion of 88% of the respondents.

16. There was sufficient evidence to conclude that the respondents (including the teacher consultants, administrators, teacher

educators, and Entry-Year Vocational Agriculture Teachers) basically possess like perceptions of the EYAP.

Recommendations

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations are made:

1. Based on the conclusion that all EYAC members had extensive teaching, administrative, and/or teacher education experience, it is recommended that a high level of experience on the EYAC's be continued.
2. Based on the conclusion that adequate assistance was provided to the Entry-Year Vocational Agriculture Teachers, it is recommended that a high level of assistance be continued.
3. Based on the conclusion that teacher consultants and teacher educators provided the most assistance to the Entry-Year Vocational Agriculture Teachers, it was recommended that teacher consultants and teacher educators continue their responsibilities of providing needed assistance. Additionally, the administrators should not only continue those responsibilities, but should strive to devote more time to those particular endeavors.
4. Based on the conclusion of importance by all respondents, it is recommended that the EYAP definitely be continued.
5. Based on the conclusion that the evaluation/observation instrument provided a fair assessment of the Entry-Year Vocational Agriculture Teachers' performances, it is recommended that the use of the instrument be continued. However, based on teacher educators' concerns over completeness and individual comments on refinement, it is recommended that steps be taken to refine the instrument.

6. Based on the conclusions that the "Amount of time required" is a major problem with the EYAP, it is recommended that release time or other professional assistance be provided to the members of the EYAC's.

7. It was apparent that the Entry-Year Vocational Agriculture Teachers were provided reasonable opportunity to adjust and improve as the year progressed; therefore, it is recommended that the EYAC members continue providing this opportunity to the Entry-Year Vocational Agriculture Teachers.

8. It was concluded that the EYAP assisted in all matters concerning classroom management; therefore, it is recommended that assistance continue to be provided in the area of classroom management.

9. Based on the conclusion that meaningful parental input was a valuable consideration for determining certification, it is recommended that parental input continue to be strongly considered for determining certification and that the importance of parental input be stressed to all EYAC members.

10. Since inservice or staff development programs (which addressed the areas needed for Entry-Year Vocational Agriculture Teachers' improvement) were not recommended at the final committee meeting by the EYAC, every effort should be made to ensure that inservice or staff development programs are recommended at the final EYAC meeting.

11. Based on the findings that approximately one-half of the Entry-Year Vocational Agriculture Teachers and administrators and more than one-half of the teacher consultants were not oriented prior to becoming a part of the EYAP, it is recommended that an orientation program be implemented in the local schools to familiarize public

school administrative and teaching personnel with specifications of the EYAP. It is further recommended that vocational agriculture teacher training institutions implement an orientation program for entry-year teachers, since 41% had received no orientation.

12. It was indicated that many of the teacher consultants did not spend the required 72 hours of his/her time in providing assistance to the Entry-Year Vocational Agriculture Teachers; therefore, every effort should be made by the teacher consultants to spend the minimum 72 hours required providing guidance and assistance to Entry-Year Vocational Agriculture Teachers. It is further recommended that teacher consultants be allowed release time to perform duties, as mandated by House Bill 1706.

13. Although 40% of the respondents of the EYAP indicated no change, the following changes are recommended based upon comments from groups of 5 to 16 from the remaining 60%:

- a. Teacher consultants should have a vocational or vocational agriculture background
- b. A greater number of observations should be made by the teacher educators
- c. The observation/evaluation instrument should be refined
- d. A greater number of observations should be made by the EYAC members
- e. A better orientation program is needed
- f. The EYAC members should observe teaching situations other than the classroom setting
- g. The 72 hour requirement for teacher consultants should be reduced

- h. The teacher consultant should be provided release time
- i. An agriculture person from the community should be added to the EYAC

14. It is strongly recommended that the EYAP be continued, based on the indications that the EYAP provided:

- a. An opportunity for consultation and discussion of problems
- b. A feeling of security on the part of the Entry-Year Vocational Agriculture Teachers
- c. Assistance needed to improve classroom management
- d. Moral support
- e. Guidance in making decisions (in addition to the respondents favoring continuance of the EYAP)

15. It was apparent that some of the teacher educators who served on the EYAC's for the Entry-Year Vocational Agriculture Teachers had no experience in vocational agriculture or in teacher education in higher education. Therefore, it is recommended that further research be conducted to determine if there was a difference in those EYAC's having agricultural education teacher educators and other faculty members.

Recommendations for Additional Research

The following recommendations are made in regard to additional research. These recommendations are based on the examination of the findings of this study.

- 1. There should be similar studies conducted concerning other teaching discipline areas and the results compared with the findings of this study.

2. A follow-up study should be conducted with Entry-Year Vocational Agriculture Teachers and EYAC members, and the results compared with the findings of this study.

3. Specific research should be conducted to determine what assistance is needed by the Entry-Year Vocational Agriculture Teachers.

4. Specific research should be conducted to determine the kinds of assistance the EYAC members provided.

5. It is recommended that additional in-depth research be conducted to assess the usefulness of the evaluation/observation instrument as a source for determining strengths and weaknesses of the entry-year teachers.

6. Additional research should be conducted with emphasis on determining specific major problems within the EYAP.

7. Specific research should be conducted in order to determine obstacles which hinder assistance to entry-year teachers by the EYAC.

8. Specific research should be conducted to determine how parental input was obtained and to determine the extent of the usefulness of parental input.

9. Specific research should be conducted to determine areas of needed improvement for entry-year teachers and types of prescriptive programs for continued improvement and development.

10. Specific research should be conducted on the nature and extent of orientation programs designed to familiarize teacher consultants and administrators with the EYAP.

11. Specific research should be conducted to obtain perceptions of administrators relative to their role in the EYAP.

12. Specific research should be conducted to obtain perceptions of teacher consultants relative to their role in the EYAP.

13. Specific research should be conducted to obtain perceptions of teacher educators relative to their role in the EYAP.

14. Teacher training institutions should be surveyed to determine the nature and extent of undergraduate orientation to the EYAP.

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APPENDIXES

APPENDIX A
TELEPHONE SURVEY

I D No (School) (University) (Telephone No)
(1-3)

May I speak with Mr. (Ms.) _____.
Thank you. Hello _____, my
name is Jerry Barbee and I am with the Agri-
cultural Education Department at Oklahoma State
University in Stillwater. A few weeks ago, I
mailed to you a post card describing the survey
I am conducting concerning the Entry-Year Assist-
ance Program as it relates to Vocational Agri-
culture. According to my records, you were a
part of the Entry-Year Assistance Program as a (an):

- (1) _____ Teacher Consultant
(2) _____ Administrator
(4) (3) _____ Teacher Educator
(4) _____ Entry-Year Vo. Ag. Teacher
1. Since you were involved in the Entry-Year Assist-
ance Program, I believe you can provide some
valuable information. May I have a few minutes
of your time to ask you a few questions?
- (1) _____ Yes
_____ No- Since you are the only person who
(5) _____ can provide me with the needed
information, is there another time
that I may call?
Yes: Date _____ Time _____
(2) _____ No- Thank You. Good-bye.
2. How many years have you taught in secondary
schools?
- (1) _____ 0-5 years
(2) _____ 6-10 years
(6) (3) _____ 11-15 years
(4) _____ Over 15 years
3. In which level or area are you certified to
teach?
- (1) _____ Elementary
(2) _____ Secondary-(Subject) _____
(7) (3) _____ Secondary, Vocational
(Subject) _____
(4) _____ Vocational Agriculture
4. What is your level of education?
- (1) _____ Bachelor's degree
(2) _____ Master's degree
(8) (3) _____ Master's degree + 15 credit hours
(4) _____ Doctor's degree
- (ADMINISTRATORS ONLY)
5. How many years have you been an administrator?
- (1) _____ 0-5 years
(2) _____ 6-10 years
(9) (3) _____ 11-15 years
(4) _____ over 15 years

6. What type of administrative experience do you have?

- (10)-(1) _____ Elementary School Principal
 (11)-(1) _____ Middle School Principal
 (12)-(1) _____ Assistant High School Principal
 (13)-(1) _____ High School Principal
 (14)-(1) _____ Assistant Superintendent
 (15)-(1) _____ Superintendent
 (16)-(1) _____ Other _____

(TEACHER EDUCATORS ONLY)

7. How many years have you taught Agricultural Education in higher education?

- (17) (1) _____ 0-5 years
 (2) _____ 6-10 years
 (3) _____ 11-15 years
 (4) _____ Over 15 years

8. How many years did you teach Vocational Agriculture?

- (18) (1) _____ 0-5 years
 (2) _____ 6-10 years
 (3) _____ 11-15 years
 (4) _____ Over 15 years

(COMMITTEE MEMBERS ONLY)

9. As a member of the Entry-Year Assistance Committee, do you feel that you provided the needed assistance to the Vocational Agriculture teacher?

- (19) (5) _____ Definitely Yes
 (4) _____ Probably Yes -MOVE TO QUESTION 15
 (3) _____ Uncertain
 (2) _____ Probably Not
 (1) _____ Definitely Not

(COMMITTEE MEMBERS ONLY)

10. For what reason do you feel that you didn't provide the needed assistance to the Entry-Year Vocational Agriculture teacher?

- (20)-(1) _____ Unable to assist due to lack of time.
 (21)-(1) _____ Unable to assist due to the Entry-Year teacher's lack of time.
 (22)-(1) _____ When confronted, the Entry-Year teacher appeared to be unconcerned and did not express any need for assistance.
 (23)-(1) _____ Was not given adequate release time by the administration.
 (24)-(1) _____ The Entry-Year Assistance Program was not strongly supported by the administration.
 (25)-(1) _____ Was not that familiar with the Vocational Agriculture program.
 (26)-(1) _____ Other: _____

(ENTRY-YEAR TEACHERS ONLY)

11. Do you feel that you received the needed assistance from your Entry-Year Assistance Committee?

- (27) (5) _____ Definitely Yes
 (4) _____ Probably Yes -MOVE TO QUESTION 13
 (3) _____ Uncertain
 (2) _____ Probably Not
 (1) _____ Definitely Not

(ENTRY-YEAR TEACHERS ONLY)

- 12 For what reason do you feel that you didn't receive the needed assistance from your Entry-Year Assistance Committee?

- (28)-(1) _____ Teacher consultant unavailable most of the time.
 (29)-(1) _____ When confronted, the teacher consultant appeared to be unconcerned and did not offer the needed guidance.
 (30)-(1) _____ Teacher educator unavailable most of the time.
 (31)-(1) _____ When confronted, the teacher educator appeared to be unconcerned and did not offer the needed guidance.
 (32)-(1) _____ The administrator was unavailable most of the time.
 (33)-(1) _____ When confronted, the administrator appeared to be unconcerned and did not offer the needed guidance.
 (34)-(1) _____ Other _____

(ENTRY-YEAR TEACHERS ONLY)

- 13 From whom do you feel that you received the most assistance during your Entry-Year of teaching?

- (35) (1) _____ Teacher consultant
 (2) _____ The administrator
 (3) _____ The teacher educator
 (4) _____ Another first year teacher in your school system
 (5) _____ An experienced teacher other than the teacher consultant
 (6) _____ Other: _____

(ENTRY-YEAR TEACHER ONLY)

14. How many times did you ask your committee members for assistance?

- (36) (1) _____ Never
 (2) _____ 1-5 times
 (3) _____ 6-10 times
 (4) _____ 11-15 times
 (5) _____ more than 15 times

(COMMITTEE MEMBERS ONLY)

15. Approximately how many times did the Vocational Agriculture teacher ask for your assistance?

- (37) (1) _____ Never
 (2) _____ 1-5 times
 (3) _____ 6-10 times
 (4) _____ 11-15 times
 (5) _____ more than 15 times

(ALL RESPONDENTS ANSWER QUESTIONS 16 to 32)

16. How important do you perceive the Entry-Year Assistance Program to be regarding the teacher's first year of teaching?

- (38) (4) _____ Very Important
 (3) _____ Important
 (2) _____ Less Than Important
 (1) _____ Unimportant

MOVE TO QUESTION 18

17 For what reason do you feel that the Entry-Year Assistance Program is important regarding the teacher's first year of teaching?

- (39)-(1) _____ It provides the assistance needed to improve classroom management.
 (40)-(1) _____ It creates a feeling of security on the part of the Entry-Year teacher.
 (41)-(1) _____ It provides the opportunity to improve teaching methods.
 (42)-(1) _____ It provides information to the Entry-Year teacher on his/her weaknesses and strengths.
 (43)-(1) _____ Other: _____

18. For what reason do you feel that the Entry-Year Assistance Program is not important regarding the teacher's first year of teaching?

- (44)-(1) _____ Does not provide the assistance needed to improve classroom management.
 (45)-(1) _____ Creates a feeling of apprehension on the part of the Entry-Year teacher.
 (46)-(1) _____ Too much time involvement in reference to other activities.
 (47)-(1) _____ Lack of importance as viewed by the Entry-Year teacher
 (48)-(1) _____ Lack of importance as viewed by the Entry-Year Assistance Committee.
 (49)-(1) _____ Other: _____

19. Do you believe the evaluation/observation instrument used to evaluate the Vocational Agriculture teacher's performance provides a fair assessment of his/her abilities?

- (5) _____ Definitely Yes
 (4) _____ Probably Yes
 (50) (3) _____ Uncertain
 (2) _____ Probably Not
 (1) _____ Definitely Not - MOVE TO QUESTION 21

20. For what reason do you believe the evaluation/observation instrument provides a fair assessment of the Vocational Agriculture teacher's ability?

- (51)-(1) _____ The categories are relevant to Vocational Agriculture.
 (52)-(1) _____ The instrument covers all categories of Vocational Agriculture.
 (53)-(1) _____ The categories reflect the total responsibilities of the Vocational Agriculture teacher.
 (54)-(1) _____ Other: _____

- 21 For what reason do you believe the evaluation/ observation instrument does not provide a fair assessment of the Vocational Agriculture teacher's ability?
- (55)-(1) _____ The categories apply primary to class-room management.
- (56)-(1) _____ Additional categories are needed which include:
- _____ FFA Activities
 _____ SOE Programs
 _____ Summer Programs
 _____ Adult Education
 _____ Other: _____
- (57)-(1) _____ The categories do not apply to the professional relationship between the Vocational Agriculture teacher and the community.
- (58)-(1) _____ The categories do not apply to the extra-curricular activities of the Vocational Agriculture teacher.
- (59)-(1) _____ Other: _____
22. Do you favor the continuance of the Entry-Year Assistance Program?
- (60) (5) _____ Strongly Favor
 (4) _____ Tend to Favor
 (3) _____ Uncertain
 (2) _____ Tend to Oppose
 (1) _____ Strongly Oppose
23. Do you believe the committee members provided reasonable opportunity for the Vocational Agriculture teacher to adjust and improve as the year progressed?
- (61) (5) _____ Definitely Yes
 (4) _____ Probably Yes
 (3) _____ Uncertain
 (2) _____ Probably Not
 (1) _____ Definitely Not
- MOVE TO QUESTION 25
24. For what reason do you feel that the committee members did not provide reasonable opportunity for the Vocational Agriculture teacher to adjust and improve as the year progressed?
- (62)-(1) _____ Not enough scheduled observations in which to assess progress.
- (63)-(1) _____ Not enough scheduled committee meetings to discuss progress.
- (64)-(1) _____ Insufficient communication between the Entry-Year Assistance Committee and the Entry-Year teacher during the evaluative period.
- (65)-(1) _____ Insufficient supportive guidance by the teacher educator.
- (66)-(1) _____ Insufficient supportive guidance by the administrator.
- (67)-(1) _____ Insufficient supportive guidance by the teacher consultant.
- (68)-(1) _____ Other: _____

25 What do you perceive to be the major strength of the Entry-Year Assistance Program?

- (1) _____ Assistance from the teacher consultant.
 (2) _____ Assistance from the teacher educator.
 (3) _____ Assistance from the administrator.
 (4) _____ Guidance in making decisions.
 (69) (5) _____ Morale support that is offered by the committee.
 (6) _____ I do not perceive any major strengths.
 (7) _____ Other: _____

26. What do you perceive to be the major problem with the Entry-Year Assistance Program?

- (1) _____ I do not perceive any major problems.
 (2) _____ Insufficient assistance from the teacher consultant.
 (3) _____ Insufficient assistance from the teacher educator.
 (4) _____ Insufficient assistance from the administrator.
 (70) (5) _____ Overall assistance was insufficient
 (6) _____ Entry-Year Assistance Committee's function appears more evaluative than instructional improvement.
 (7) _____ Lack of teacher consultant and administrator's understanding of the total Vocational Agriculture program.
 (8) _____ Other: _____

I D. No
 (1-3)

27 Do you feel that the Entry-Year Assistance Program assist in all matters concerning classroom management?

- (5) _____ Definitely Yes
 (4) _____ Probably Yes
 (3) _____ Uncertain
 (2) _____ Probably Not
 (1) _____ Definitely Not
- MOVE TO QUESTION 29

28. For what reason did you feel that the Entry-Year Assistance Committee did not assist in all matters concerning classroom management?

- (05)-(1) _____ Insufficient assistance from the teacher consultant.
 (06)-(1) _____ Insufficient assistance from the teacher educator.
 (07)-(1) _____ Insufficient assistance from the administrator.
 (08)-(1) _____ Lack of highly relevant in-service training programs
 (09)-(1) _____ Lack of enough in-service training programs.
 (10)-(1) _____ Lack of availability of the Entry-Year teacher.
 (11)-(1) _____ Other _____

- 29 Was meaningful parental input, a valuable consideration for determining certification?

(12)

<input type="checkbox"/>	Definitely Yes] MOVE TO QUESTION 31
<input type="checkbox"/>	Probably Yes	
<input type="checkbox"/>	Probably Not	
<input type="checkbox"/>	Definitely Not	

30. For what reason do you feel that meaningful parental input was not considered for determining certification?

(13)-(1) ☐ Lack of communication between the parents and the teacher consultant.
 (14)-(1) ☐ Lack of communication between the parents and the administrator.
 (15)-(1) ☐ Parental input was not considered important by the Entry-Year Assistance Committee.
 (16)-(1) ☐ Other: _____

- 31 Were the areas of needed improvement identified, and was an in-service or staff development program for the next year recommended at your third Entry-Year Assistance Committee meeting?

(17)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

32. Did you receive any orientation as it relates to the Entry-Year Assistance Program prior to becoming a part of the Entry-Year Assistance Program?

(18)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

(ENTRY-YEAR TEACHER ONLY)

33. Did the teacher consultant spend the required 72 hours of his/her time, above the observation and committee time, in providing assistance to you as an Entry-Year teacher?

(19)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

(ALL RESPONDENTS)

34. What changes would you like to see in the present Entry-Year Assistance Program?

Due to the nature of this question, I am asking your permission to tape record your response. Your response will be kept confidential and your name will not be used. The information will only be used in combination with the mass responses of other respondents for the purpose of providing valuable information for this study.

May I have your permission to record your response?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

APPENDIX B

ENTRY-YEAR TEACHER OBSERVATION INSTRUMENT

**GUIDE FOR THE ENTRY-YEAR COMMITTEE IN
ORGANIZING THE SCHEDULE OF ACTIVITIES**

ACTIVITY	MONTH	PURPOSE
COMMITTEE MEETING I	AUGUST, SEPTEMBER, OR PREFERABLY WITHIN 20 WORKING DAYS AFTER THE ENTRY YEAR TEACHER IS ASSIGNED (ACTUAL TEACHING DAYS)	INTRODUCTION, ELECT CHAIRPERSON, ESTABLISH A COMMUNICATION SYSTEM, ESTABLISH SCHEDULE, REVIEW THE EVALUATION FORM, AND DISCUSS "MEANINGFUL PARENTAL INPUT "
OBSERVATION I AND OBSERVATION II	OCTOBER, NOVEMBER, DECEMBER, OR BETWEEN THE 30TH AND THE 100TH DAY OF EMPLOYMENT.	INDEPENDENT VISITATION. COMPLETE FIRST OBSER- VATION INSTRUMENT.
COMMITTEE MEETING II	DECEMBER OR BETWEEN THE 70TH AND 100TH DAY OF EMPLOYMENT.	REVIEW PROGRESS AND FORMULATE RECOMMEN- DATIONS CONCERNING THE TEACHING PERFORMANCE OF THE ENTRY YEAR TEACHER.
OBSERVATION III	JANUARY, FEBRUARY, MARCH, OR BETWEEN THE 100TH AND THE 150TH DAY OF EMPLOYMENT.	INDEPENDENT VISITATION COMPLETE SECOND OBSERVATION INSTRUMENT.
COMMITTEE MEETING III	BETWEEN APRIL 10 AND THE LAST DAY OF THE SCHOOL YEAR OR BETWEEN THE 150TH AND 180TH DAY IF THE ENTRY YEAR TEACHER ASSIGNMENT IS CONTINUED INTO THE SECOND YEAR.	MAKE THE RECOMMEN- DATION FOR CERTIFICA- TION, A SECOND YEAR OF THE EYAP, OR NONCERTI- FICATION AFTER THE SECOND YEAR OF THE EYAP.

ENTRY YEAR TEACHER OBSERVATION INSTRUMENT

Entry Year Teacher's Name _____ Date _____
(print)

Subject/Grade _____ Committee Meeting II or III (circle)

School District _____ Superintendent _____

Assessment by:

Teacher Consultant _____
print name school

Administrator _____
print location

Higher Education _____
name university

Signature, Entry Year Committee Member

Instructions

This instrument is to be completed by each of the Committee members for Committee Meetings II and III as outlined in the Entry Year Assistance Program Regulations.

There are four (4) categories to which you are requested to respond: (1) Human Relations, (2) Teaching and Assessment, (3) Classroom Management, and (4) Professionalism. Following each category, e.g., Human Relations, there are several descriptive statements indicating some of the characteristics and/or behaviors to be considered in formulating your overall written response to the category.

Please address strengths, concerns, and recommendations under the four categories.

I have discussed the narrative of this assessment with my Entry Year Assistance Committee.

Comments:

Signature _____
Chairperson Date

Signature _____
Entry Year Teacher Date

I. Human Relations

1. Reacts with sensitivity to the needs and feelings of others.
2. Helps students build self-awareness and a positive self-concept.
3. Provides positive reinforcement to students.
4. Interacts and communicates effectively with parents and staff.
5. Treats students firmly and fairly while maintaining respect for their worth as individuals.
6. Develops and maintains rapport with students.
7. Helps students to understand and accept their similarities and differences.
8. Shows awareness of the growth and development patterns characteristic of the group taught.
9. Exhibits a sense of humor.
10. Attempts to include all class members in classroom activities.
11. Accepts and/or uses ideas of students.

Strengths:

SAMPLE

Concerns:

Recommendations:

II. Teaching and Assessment

1. Organizes time, resources, and materials for effective instruction.
2. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.
3. Implements a variety of instructional strategies to motivate students.
4. Encourages class participation through interaction with students and feedback.
5. Recognizes and uses opportunities for impromptu teaching.
6. Utilizes valid testing techniques based on the identified objectives.
7. Exhibits enthusiasm for the subject matter.
8. Demonstrates initiative and responsibility in changing situations.

Strengths:

SAMPLE

Concerns:

Recommendations:

III Classroom Management

1. Maintains classroom discipline.
2. Handles disruptive students effectively.
3. Treats students fairly.
4. Provides an environment conducive to learning.
5. Teacher and students have accessibility to materials and supplies.
6. Physical arrangement of room is attractive and safe as circumstances permit.
7. Teacher makes an effort to include all students through participation, eye contact, and feedback.
8. Students and teacher are courteous and respectful to one another.
9. Gives clear, explicit directions to students.
10. Teacher is careful for the safety of the student.

Strengths:

SAMPLE

Concerns:

Recommendations:

IV. Professionalism

1. Maintains a friendly, cooperative, and helpful relationship with other employees.
2. Exhibits leadership by sharing knowledge and techniques with other faculty.
3. Works effectively as a member of an educational team.
4. Demonstrates evidence of professional demeanor, scholarship, and behavior.
5. Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
6. Demonstrates appropriate behavior and composure in a variety of situations.
7. Uses current educational theories and practices.

Strengths:

SAMPLE

Concerns:

Recommendations:

FORM 003

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
INSTRUCTION DIVISION**

Certification Recommendation

After completion of the Entry Year Teaching Service, from _____,
date

to _____,
date Name (Last, first, middle, maiden)

_____, _____, _____, is
Social Security No. Teacher Number School District

recommended by the appointed Entry Year Assistance Committee for: (check one)

YEAR I

YEAR II

_____ An Oklahoma School Certificate _____ An Oklahoma School Certificate

_____ An additional year in the _____ recertification in Oklahoma
Entry Year Assistance Program

COMMITTEE MEMBERS

Teacher Consultant _____ * _____
print name signature date

Administrator _____ * _____
print name signature date

Higher Education person _____ * _____
print name signature date

Superintendent _____
signature date

Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public Commission expires _____, 19____.

*Signature indicates participation in Committee action.

Return by Certified Mail to: Certification Section
State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

APPENDIX C

CORRESPONDENCE



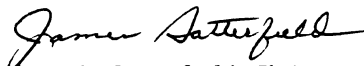
October 24, 1984

Mr. Jerry Barbee
Department of Agriculture
Education
448 Agriculture Hall
Oklahoma State University
Stillwater, Oklahoma 74078

Dear Mr Barbee

Enclosed you will find a listing of the Entry-Year Vocational
Agriculture Teachers for the years of 1982-83, 1983-84, and
1984-85

Sincerely,



James R. Satterfield, Ph.D.
Director of Teacher Education

hu

Enclosure

DIVISION OF EDUCATIONAL AND BEHAVIORAL
ARTS AND SCIENCES



Education and Psychology • Health and Physical Education
• Home Economics •

CAMERON UNIVERSITY

2800 West Gore Blvd
Lawton, Oklahoma 73505

November 1, 1984

Mr. Jerry Barbee, Consultant
Agriculture Education Department
448 Ag Hall
Oklahoma State University
Stillwater, Oklahoma 74078

Dear Mr. Barbee:

Attached please find copies of our computer print-outs on the
Agriculture Entry-year teachers for 1982-83 and 1983-84.

Sincerely,

Billie Van Schuyver
Billie Van Schuyver, Ph.D.
Director of Teacher Education

BVS/pjc

(405) 248-2200, Extension 339

Jerry R. Barbee
448 Ag. Hall
Oklahoma State University
Stillwater, Oklahoma 74078

Mr _____
c/o Vocational Agriculture Dept.
_____ High School
_____, Oklahoma

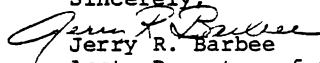
Dear Dusty,

I am conducting a study concerning the acceptance of the Oklahoma Entry-Year Teacher Assistance Program in Vocational Agriculture. Since the success of the study depends on information obtained from the Entry-Year teachers and the Entry-Year Assistance Committees, and you were involved with this program, I need your help.

I am conducting a survey by telephone and would appreciate a few minutes of your time to ask a few questions. I plan to call you during the week of, November 11-17, 1984. In the event you will not be available during this time frame, please call me collect at (918) 387-4224 during the time of, November 25 to December 1, 1984.

Your help will be greatly appreciated in making this study a success.

Sincerely,



Jerry R. Barbee
Asst. Director of Clinical
Experiences
Agricultural Education
Oklahoma State University

APPENDIX D

CHANGES PERCEIVED BY FEWER THAN
FIVE RESPONDENTS

The following is a list of changes needed as perceived by fewer than five respondents:

There should be an improvement in the scheduling process of the EYAP.

There needs to be more parental input in determining certification for the Entry-Year Vocational Agriculture Teacher.

There should be more emphasis placed on time management.

More certification power should be given to the teacher consultant and administrator and less to the teacher educator.

The EYAC members should make suggestions for improvement but should not have the power to recommend certification.

The teacher educator needs to be directly involved with parental input.

The Entry-Year Vocational Agriculture Teacher should have some input as to the selection of the teacher consultant.

Changes should be made in the EYAP to identify the Entry-Year Vocational Agriculture Teachers who are having trouble and concentrate the efforts of the EYAP toward them.

The teacher educators should come from the agricultural education programs.

A committee of teachers should perform the 72-hour requirement of the teacher consultant to reduce the burden of one teacher.

There should be more specific information on the evaluation/observation instrument pertaining to vocational agriculture.

The Entry-Year Vocational Agriculture Teachers should be provided with a greater awareness of school policies.

More awareness of the EYAP should be provided in the agricultural education classes prior to graduation.

The teacher educator should be from the university where the Entry-Year Vocational Agriculture Teacher graduated.

Follow the guidelines for staff development and in-service.

The in-service programs should be more challenging.

More emphasis should be placed on the selection of the teacher consultant.

Reduce the cost of the university involvement in the EYAP.

Reduce the cost of the EYAP.

Eliminate the \$500.00 paid to the teacher consultant.

Extend the EYAP from a one-year program to a two-year program.

Make the observations more consistent across the state.

The administrator should not be on the EYAC if they evaluate the Entry-Year Vocational Agriculture Teacher for employment.

Action should be taken to see that the EYAP continues.

Combine the observation meetings of several entry-year teachers in a school system for combined input.

Reduce the number of observations of the Entry-Year Vocational Agriculture Teachers.

The teacher educator should be able to observe the Entry-Year Vocational Agriculture Teacher without involving the administrator or setting up a meeting.

The administrators need to be paid for their involvement with the EYAP.

More money should be paid to the teacher consultants.

The EYAP should draw on surrounding vocational agriculture teachers to serve as resource persons.

The parental input requirement should be removed.

Eliminate the teacher educators from the EYAPs.

Conduct the EYAP for just one semester.

Exempt the Entry-Year Vocational Agriculture Teachers from the EYAP if he did his student teaching at the place he was hired.

Add the term "Room for Growth," under the term "Concern" on the instrument.

The EYAP should be part of the evaluative process for employment.

For those Entry-Year Vocational Agriculture Teachers who were certified, follow up the second year with a meeting at midterm.

Simplify the EYAP by having the vocational agriculture teacher packets mailed out by the State Department of Vocational-Technical Education.

VITA 2

Jerry Ray Barbee

Candidate for the Degree of
Doctor of Education

Thesis: VOCATIONAL AGRICULTURE ENTRY-YEAR TEACHERS' AND ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS' PERCEPTION OF THE OKLAHOMA ENTRY-YEAR ASSISTANCE PROGRAM (H.B. 1706)

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Knox City, Texas, December 18, 1946, the son of James and Ruby Barbee.

Education: Graduated from Rule High School, Rule, Texas, May, 1965; received Bachelor of Science degree from Tarleton State University, Stephenville, Texas, December, 1969, with a major in Agricultural Education; received Master of Science degree from Sul Ross State University, August, 1976, with a major in Range Animal Science; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1985.

Professional Experience: Vocational agriculture teacher, Garland, Texas, December, 1969 to June, 1971; vocational agriculture teacher, Dell City, Texas, July, 1971 to June, 1974; vocational agriculture teacher, Lamesa, Texas, July, 1974 to December, 1977; chairman, Agriculture Division of Murray State College, Tishomingo, Oklahoma, January, 1978 to June, 1983; graduate teaching assistant, Agricultural Education Department, Oklahoma State University, September, 1983 to present.

Professional Organizations: Texas State Teachers Association, Texas Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, National Education Association, Higher Education Alumni Council of Oklahoma, Alpha Tau Alpha, Gamma Sigma Delta.