

BEGINNING AGRICULTURAL EDUCATION TEACHERS' AND
ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS'
PERCEPTIONS OF THE OKLAHOMA ENTRY-
YEAR ASSISTANCE PROGRAM .

By

MIGUEL ALONZO BARRERA

Bachelor of Science
Angelo State University
San Angelo, Texas
1983

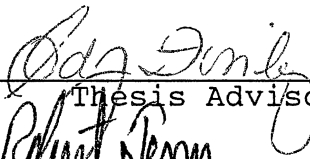
Master of Education
Southwest Texas State University
San Marcos, Texas
1989

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the degree of
DOCTOR OF EDUCATION
December, 1991

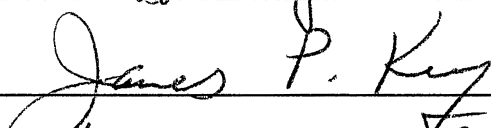
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1991
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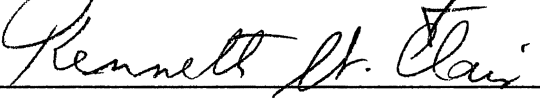
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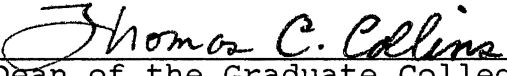
Thesis Approved:



Thesis Advisor







Dean of the Graduate College

ACKNOWLEDGEMENTS

It is the inspiration of many mentors that culminate the vision of prosperity in an individual.

The author wishes to express a sincere appreciation to all the mentors who have provided input, guidance, and support necessary to accomplish an endeavor of this nature.

Appreciation is expressed to the members of the Agricultural Education Department of Oklahoma State University for their advice, patience, and direction throughout his academic studies.

A particular expression of gratitude is conveyed to his doctoral committee, Dr. Robert Terry, Dr. James Key, and Dr. Kenneth St.Clair, for their relentless commitment throughout this research effort. A special thanks is extended to Dr. Eddy Finley who served as research advisor, mentor, and as a source of positive encouragement throughout notions of doubt.

To his indelible educational mentors, Drs. Chester Rowell, Eugene Jekel, John Dillingham, Lon Shell, and Richard Makin, whose fellowship and inspirations will forever cultivate life long educational experiences.

To the Research Division of the Oklahoma Department of Vocational and Technical Education for the unyielding support and afforded opportunities to grow professionally in

diverse areas of vocational education. Also, to the author's colleagues and friends, especially Danielle Arrington, for their encouragement and help throughout this endeavor.

The author wishes to express a heartfelt appreciation to his parents, Hector and Bertha, and all family members who held strong with their support and encouragement throughout his graduate studies. A special thanks and admiration is extended to Hector René, the author's brother, whose optimism and humor in the face of all adversity serves as a foundation of confidence and determination. Finally, thanks to God for making all things possible.

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CHAPTER I

INTRODUCTION

The nineteen hundred and eighty-nine academic year marked the eighth anniversary of the Entry-Year Assistance Program (EYAP) in Oklahoma. Specifically aimed at improving the quality of teachers in Oklahoma the Entry-Year Assistance Program was introduced via the Oklahoma Teacher Reform Act of 1980, or House Bill 1706 (Draper, 1980). The intent of House Bill 1706 (HB 1706) was to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the educational operations provided by teachers of Oklahoma were of demonstrated quality. This law requires licensed teachers to participate in the Entry-Year Assistance Program during their initial year of teaching in an accredited school in order to qualify for an Oklahoma Teaching Certificate. The Reform Act of 1980 was in addition to 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. Individuals affected by the act are first-year teachers who have completed an approved teacher education program and graduated after

February 1, 1982. The Entry-Year Assistance Committee (EYAC) operates on the premise of assistance and guidance in the following areas: classroom management; professionalism; human relations; and, teaching and assessment. Upon review of the Entry-Year Teacher's performance, recommendations are made to the State Board of Education regarding certification (Handbook for Entry-Year Assistance Program, 1989) (Appendix B).

Outlined in the Handbook for Entry-Year Assistance Program, (1989) as well as in House Bill 1706 are the criteria for committee membership. An Entry-Year Assistance Committees' membership consists of a teacher consultant, an administrator, and a teacher educator from a college of education in an institution of higher learning. During the school year, each Entry-Year Assistance Committee member is responsible for three independent observations of the Entry-Year Teacher. Committee members 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 first academic year, under the Entry-Year Assistance Program, the Entry-Year Assistance Committee members are required to make one of the following recommendations:

1. Recommendation for certification

2. Recommendation for second year in the Entry-Year Assistance Program

3. Recommendation for non-certification

(Handbook for Entry-Year Assistance Program, 1989).

A study conducted by Jerry Barbee (1985) of Oklahoma State University entitled, "Vocational Agriculture Entry-Year Teachers' and Entry-Year Assistance Committee Members' Perceptions of the Oklahoma Entry-Year Assistance Program," reported the initial findings pertaining to the perceptions of the Oklahoma Entry-Year Assistance Program as viewed by Entry-Year Teachers and Entry-Year Assistance Committee members. The Barbee (1985) research serves as a baseline for longitudinal research efforts.

Statement of the Problem

The Barbee (1985) research reported early findings which reflected the nature and extent of success of the Entry-Year Assistance Program within Agricultural Education. Thus a follow-up study was necessary in order to compare findings so those responsible for the administration of the program could be provided better insight for the improvement and continuance of the Entry-Year Assistance Program.

Purpose of the Study

The primary purpose of this research effort is to present findings of the study related to perceptions of the

Oklahoma Entry-Year Assistance Program by the beginning Agricultural Education teachers and Entry-Year Assistance Committee members. The secondary purpose of this study is to compare the findings of this research to the Barbee (1985) research.

Objectives of the Study

In order to accomplish the purpose of this study, as part of a continuation of a longitudinal design, the following objectives were parallel to the Barbee (1985) research:

1. To identify the Entry-Year Agricultural Education Teachers, Teacher Consultants, Administrators, and Teacher Educators who served on the Entry-Year Assistance Committee for the Agricultural Education Teachers and document their perceptions of the Entry-Year Assistance Program.
2. To determine whether or not the Entry-Year Assistance Committee provided needed assistance to the Entry-Year Agricultural Education Teacher as perceived by the committee members.
3. To determine whether or not Entry-Year Agricultural Education Teachers perceived they received needed assistance from the Entry-Year Assistance Committees.
4. To determine the level of importance of the Entry-Year Assistance Program regarding the teachers' first year of teaching as perceived by the Entry-Year Assistance

Committee members and the Entry-Year Agricultural Education Teachers.

5. To determine whether or not the evaluation/ observation instrument provided a fair assessment of the Entry-Year Agricultural Education Teachers' teaching performance.

6. To determine the major strengths and major problems of the Entry-Year Assistance Program as perceived by the Entry-Year Assistance Committee and the Entry-Year Agricultural Education Teachers.

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

8. To determine the involvement of the Entry-Year Assistance Committee in working with the Entry-Year Agricultural Education 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 Entry-Year Assistance Program had received orientation as it relates to the Entry-Year Assistance Program prior to becoming a part of the Entry-Year Assistance Program.

10. To determine whether or not the Entry-Year Assistance Committee and the Entry-Year Agricultural Education Teachers favor the continuance of the Entry-Year Assistance Program.

11. To compare the findings of this research effort to the Barbee (1985) research.

Assumptions of the Study

For the purpose of this research effort, the following assumptions were made:

1. The questions asked accurately elicited the perceptions of the individual Entry-Year Assistance Committee members and Entry-Year Agricultural Education Teachers toward the Entry-Year Assistance Program.
2. The participants of this research effort provided accurate and sincere responses.

Scope of the Study

The population of this study was composed of the following:

1. All Entry-Year Agricultural Education Teachers who served under the Entry-Year Assistance Program in the State of Oklahoma during the two year period (1988-89 and 1989-90). A total of 30 Entry-Year Agricultural Education 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 Agricultural Education Teachers' Entry-Year Assistance Committee which included 30 teacher consultants, 30 administrators, and nine teacher educators.

The total population for this research effort was composed of 99 individuals from the 1988-89 and 1989-90 academic years.

Definition of Terms

For favorable 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 Program (1989).

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

License: "A permission granted to an individual or organization by a designated authority, usually public, to engage in a practice, occupation, or activity otherwise unlawful" (The Facts on File Dictionary of Education 1988, p.273).

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, p.6).

Staff Development Program: A program recommended by the Entry-Year Assistance Committee for the Entry-Year Teacher 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, p.6).

Department: "The State Department of Education"

(Draper et al., 1980, p.6).

Entry-Year Assistance Committee (EYAC):

Refers to a committee assigned to a local school district for the purpose of giving guidance and assistance in matters concerning classroom management, reviewing the teaching performance and in-service training of an entry year teacher, and making recommendations to the State Board of Education regarding certification. The committee consists of a teacher consultant, a designated administrator, and a teacher educator. The Entry-Year Assistance Committee shall serve for one (1) school year. If the Entry-Year Teacher is employed for less than 120 days during the school year, it is necessary for the Entry-Year Assistance Committee to continue during the next school year until a total of 180 days has been completed. The Entry-Year Assistance Committee shall make recommendations for a staff development program for the Entry-Year Teacher for the following year if the recommendation is for certification. If the committee does not recommend certification at the end of the first year of licensure, the Entry-Year Teacher must repeat the Entry-Year Assistance Program for a second year with the same committee or a new committee (Handbook for Entry-Year Assistance Program, 1989, p. 2).

Teacher Consultant:

Shall be a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher. The teacher consultant must hold at least a standard certificate. Whenever possible, the teacher consultant shall have experience in the teaching area of the beginning teacher. The teacher consultant shall not serve more than two consecutive years, although such teachers may serve as a teacher consultant for more than two years. The teacher consultant will provide at least 72 hours of guidance and assistance to the Entry-Year Teacher during the school year. (Handbook for Entry-Year Assistance Program, 1989, p. 2).

Administrative Representative: A principal, assistant principal or any other administrative personnel who was designated by the local school board to serve on the Entry-Year Assistance Committee. The administrator shall be designated to serve on the committee within ten teaching days after the entry year teacher enters the classroom (Handbook for Entry-Year Assistance Program, 1989, p. 2).

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 shall be identified on a mutual action basis by the superintendent. The teacher education institution coordinator will inform the requesting superintendent of the name of the qualified higher education faculty committee member within ten working days after the request has been made. An effort is made to see that the teacher educator comes from the same subject area as the Entry-Year Teacher (Handbook for Entry-Year Assistance Program, 1989, p. 3).

Entry-Year Teacher: A licensed teacher who is employed in an accredited school and who has zero years experience as classroom teacher (Handbook for Entry-Year Assistance Program, 1989, p. 3). For this study, they were Agricultural Education Teachers who served as beginning teachers under the Entry-Year Assistance Program.

Certificate: "A legal document giving authorization from the state, an agency, or an organization for an

individual to perform certain services" (The Facts on File Dictionary of Education, 1988, p. 86).

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, 1990, p. 141).

Perceptions: The way in which a person views his or her environment based on the senses, past experience, attitudes, current information, and other personal variables (The Facts on File Dictionary of Education, 1988, p. 347).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to acquaint the reader with an overview of material related to the Entry-Year Assistance Program. Specifically, the four major areas of review include: the history of the Entry-Year Assistance Program in Oklahoma; preservice education; the beginning teacher; review of related literature; and, a summary.

History of the Entry-Year Assistance Program in Oklahoma

The Entry-Year Assistance Program or educational quality enhancement programs were introduced via the Oklahoma Teacher Reform Act of 1980. The Reform Act or House Bill 1706 (HB 1706) intention was to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the educational methods provided by teachers of Oklahoma were of demonstrated quality.

Since June, 1980, Oklahoma has been engaged in an innovative program designed to increase the caliber of those in education at all levels: preservice, inservice, and at the university level. The passage of the

Oklahoma Education Act or HB 1706, as it is commonly referred to, as a comprehensive piece of legislation by the Oklahoma Legislature provided changes in the areas of "teacher education programs, certification, and staff development."

Another important aspect of this legislation was the development of the Entry-Year Assistance Program which has as its goal of providing guidance and assistance to the entry-year (first year) teacher (King, 1984).

The Oklahoma Teacher Reform Bill has utilized "shared responsibilities" through the roles of the classroom teacher, an administrator, and the teacher educator from the institutions of higher education. In the past eight years, the Oklahoma Public School System, in cooperation with the Oklahoma colleges and universities of higher education, has taken on responsibilities of upgrading teacher quality through the formation and implementation of the Entry-Year Assistance Program (Barbee, 1985). Recent passage of the Oklahoma Educational Reform Act of 1990 or HB 1017 continues to provide evidence of the public's rising concern for quality education and teachers of demonstrated ability.

Nationally, much has been written on the topic of Entry-Year Assistance Programs. Termed synonymously as Induction Programs, or Mentoring Programs, these types of initiatives are utilized with the confidence of improving teacher effectiveness. Meritt (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).

Formal Entry-Year Assistance Programs, both in Oklahoma and Nationally, are relatively new concepts in this country. Clearly, educational systems have taken steps to meet the demands of the public. These types of programs have become established and are key concepts in overall efforts to improve teacher effectiveness and thus quality education.

Preservice Education

Teacher preparation programs were founded on a sound theoretical basis in the practice of pedagogy (National Center for Research in Vocational Education, 1988 [NCRVE]). Miller and Dlamini (1987) disclosed:

An effective teacher education preparation program should educate beginning teachers to understand and be able to conduct the processes of teaching and learning effectively and perform their teaching jobs with high levels of ability and competency (p. 1).

Charged with providing quality teachers, universities have accepted the responsibilities by providing a wide range of

skills and abilities 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).

From the standpoint of a culminating experience, Pfister and Newcomb (1984) portrayed "student teaching" as a maturing activity, providing a setting in which the student teacher often functions in the role of self-critic. Further, student teaching serves as a "learning by doing" component of the preservice teacher program.

Perhaps greater insight may be gained from examining problem areas with teacher preparation programs. Fuller (1969) indicated that young teachers with little teaching experience were not yet concerned with teaching methodologies and planning techniques primarily because they had not yet experienced a need for these concerns. However,

young teachers expressed concerns mostly about self. Their desire was based primarily on their own need to experience personal success in the classroom.

Huling and Hall (1982, p.8) stated, "... the primary problems with teacher preparation programs are the limited amount of exposure students have to education courses and field experiences." Also emphasized by Huling and Hall (1982) was the need for more time exposure in field experiences or hands-on experience. Huling and Hall (1982) concluded that one semester of student teaching experiences was not enough hands-on experience.

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).

Subsequently, Burnett and Yahya (1987) revealed that preservice programs must remain sensitive to change, adjusting to the demands of a continually innovating world of agriculture and changes in the role of the educator as well as the needs of the beginning teacher.

The Beginning Teacher

Education is one of the few professions in which the novice is expected to take full responsibilities from the outset (Wildman, 1985). Perhaps the greatest transition of beginning teachers lies in the first move from the safety of "being taught" to "being teachers" (Fuller, 1969). As stated by Huling-Austin and Emmer (1985):

It is during this transition time that the teacher begins to develop the skills and habits that form the foundation for future teaching success. It is also the time many new teachers get discouraged and abandon their teaching careers (pg. 1).

The first year of teaching is the most crucial period in a new teacher's career. Burden (1981) revealed the following characteristics as a profile of beginning teachers:

1. limited knowledge of teaching activities;
2. limited knowledge of the teaching environment;
3. subject-centered approach to the curriculum and to teaching;
4. conformity to the image of teacher as authority;
5. limited professional insights and perceptions;
6. feelings of uncertainty, confusion and insecurity;
7. and unwillingness to try new teaching methods (pg. 7).

Beginning teachers often feel pressured with the many problems they confront during their first year of teaching. Johnston and Ryan (1980) identified four major problem areas

of new teachers: planning and organization, evaluation of students' work, motivation of students, and adjustment to the teaching environment. Coates and Thoresen (1978) summarized five major concerns and anxieties associated with beginning teachers:

1. their ability to maintain discipline in the classroom;
2. students' liking of them;
3. their knowledge of subject matter;
4. what to do when they make mistakes or run out of material;
5. and how to relate personally to other faculty members, the school system, and parents (pp. 154-55).

Teachers require a great deal of guidance in developing professionally during their first year of teaching. A positive degree of efficacy and confidence in academic disciplines are vital to the success of the Entry-Year teacher. Knowledge of learning and teaching techniques, however, do not portray the complete scheme of teaching. Ashton (1984) stated the "degree of efficacy" is the extent to which teachers believe that they have the capacity to affect student performance. Elements of efficacy included: sense of personal accomplishment; positive expectations for student behavior and accomplishment; personal responsibility for student learning; strategies for achieving objectives; positive affect (including feeling good about teaching, self and students); sense of control; sense of common teacher-student goals; and democratic decision-making. Ashton (1984) concluded:

...the current conditions that exist in the school--the isolation, the difficulty in assessing one's own effectiveness as a teacher, the lack of collegial and administrative support, and the sense of powerlessness that comes from limited collegial decision-making--make it difficult for teachers to maintain a strong sense of efficacy (p. 28).

The retention of new teachers becomes a critical item for consideration. The National Center for Education Statistics estimated a healthy demand for teachers between the years 1986 and 1990. However, the number of people entering college to prepare themselves for a career in education has steadily diminished. A shortage of teachers was imminent and retaining new teachers in the profession became a critical item for consideration (Huling-Austin, 1985).

In a National Center for Research in Vocational Education publication, "On Becoming a Teacher: Vocational Education and the Induction Process," Fuller (1988) disclosed:

These needs may best be met by employing good individual supervision strategies that provide positive reinforcement and constructive criticism. Only after young teachers have developed confidence and an assurance of survival can they begin to refocus upon the tasks associated with improving their teaching techniques (p. 11).

In emphasizing support for beginning teachers Ryan (1979) stated:

...colleges of education need 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).

Young (1978) confirmed that the manner in which the beginning teacher carries out the first year of instruction has a strong influence on the attitude which governs his/her behavior and the decision to continue in the teaching profession.

Review of Related Literature

Research is an effective tool necessary for those responsible for the administration of the Entry-Year Assistance Program. From this research better insight for the improvement and continuance of future programs may be gained. In the areas of research, Egbert and Kylender (1984) stated:

If leaders in agriculture had been as cavalier in their attitude toward research, there would be no green revolution; there would have been no hybrid corn; and there would have been no dairy surplus. Instead, like the rest of the world, we too would have been living on the margin of our food supply (p. 19).

In the areas of research in Agricultural Teacher Education Pfister and Newcomb, (1984) indicated:

Teaching is an important part of the teacher education program, it is

important that it be a high-quality experience. The effectiveness of the student teaching program, in accomplishing the experiences, must be measured to determine the quality to the student teacher/cooperating teacher/university supervisor triadic relationship, one must evaluate the performance of the cooperating teacher and university supervisor in the supervision of the student teacher (p. 3).

With regard to replication studies, Borg and Gall, (1983) disclosed:

Replication is one the most powerful tools of science. If constructs are given clear operational definitions, other researchers can repeat the first researcher's investigations. Replication allows science to be self-correcting. If subsequent research yields the same results as the first investigation, confidence in the hypothesis is strengthened (p. 33).

Educational institutions across this country recognize the necessity to reanalyze the Teacher Preparation and Entry Year Assistance Program aspects of their teacher education programs. Research performed in replication in the area of the Entry-Year Teacher Assistance Program is important so those responsible for the administration of the program can be provided better insight for the improvement and continuance of the Entry-Year Assistance Program.

Summary

In response to the publics' concern for quality education, Oklahoma institutions of higher education have

been engaged in an innovative program designed to increase the caliber of those in education at all levels (King, 1984). The Entry-Year Assistance Program was implemented to enhance the skills and aid the transition period of beginning teachers including those who teach Agricultural Education. Formal Entry-Year Assistance Programs, both in Oklahoma and Nationally, are relatively new concepts in this country. Clearly, educational systems have taken steps to meet the demands of the public. These types of programs have become established and are key concepts in overall efforts to improve teacher effectiveness and thus quality education.

Teacher preparation programs were founded on a sound theoretical basis in the practice of pedagogy (NCRVE, 1988). Incorporated with providing quality teachers, colleges and universities of higher education have accepted the responsibilities by providing a wide range of skills and abilities necessary to meet these quality standards. Burnett and Yahya (1987) emphasized that preservice programs must remain sensitive to change, adjusting to the demands of a continually innovating world of agriculture and the changes in the role of the educator as well as the needs of the beginning teacher.

Wildman (1985) indicated education as one of the few professions in which the novice is expected to take full responsibilities from the outset. Perhaps the greatest

transition of beginning teachers lies in the first move from the safety of "being taught" to "being teachers" (Fuller, 1969). Young (1978) confirmed the importance in which the beginning teacher carries out the first year of instruction has a strong influence on the attitude which governs his/her behavior and the decision to continue in the teaching profession.

Educational institutions across this country recognize the necessity to reanalyze the Teacher Preparation and Entry Year Assistance Program aspects of their teacher education programs. Research performed in replication in the area of the Entry-Year Agricultural Education Teacher Assistance Program is important so those responsible for the administration of the program may gain greater insight regarding the improvement and continuance of the program.

It is apparent, as a result of the review of literature, that research regarding the Entry-Year Agricultural Education Teacher Assistance Program is necessary to further educate and provide support so that beginning teachers may meet the challenges of quality education in Oklahoma.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of this research effort is to present findings of the study related to perceptions of the Oklahoma Entry-Year Assistance Program by the beginning Agricultural Education Teachers and Entry-Year Assistance Program members. The secondary purpose of this research effort is to compare the findings of this research to the Barbee (1985) research. All components of this chapter are identically patterned after the Barbee (1985) research in order to accurately comply with the secondary purpose of this study. Therefore, the purpose of this chapter is: 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 1990.

Institutional Review Board

Federal regulations and Oklahoma State University policy require review and approval of all research studies

that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the Institutional Review Board conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue.

Choice of Research Design

The type of research design chosen by Barbee (1985) for this study was descriptive research. As stated by Best (1970):

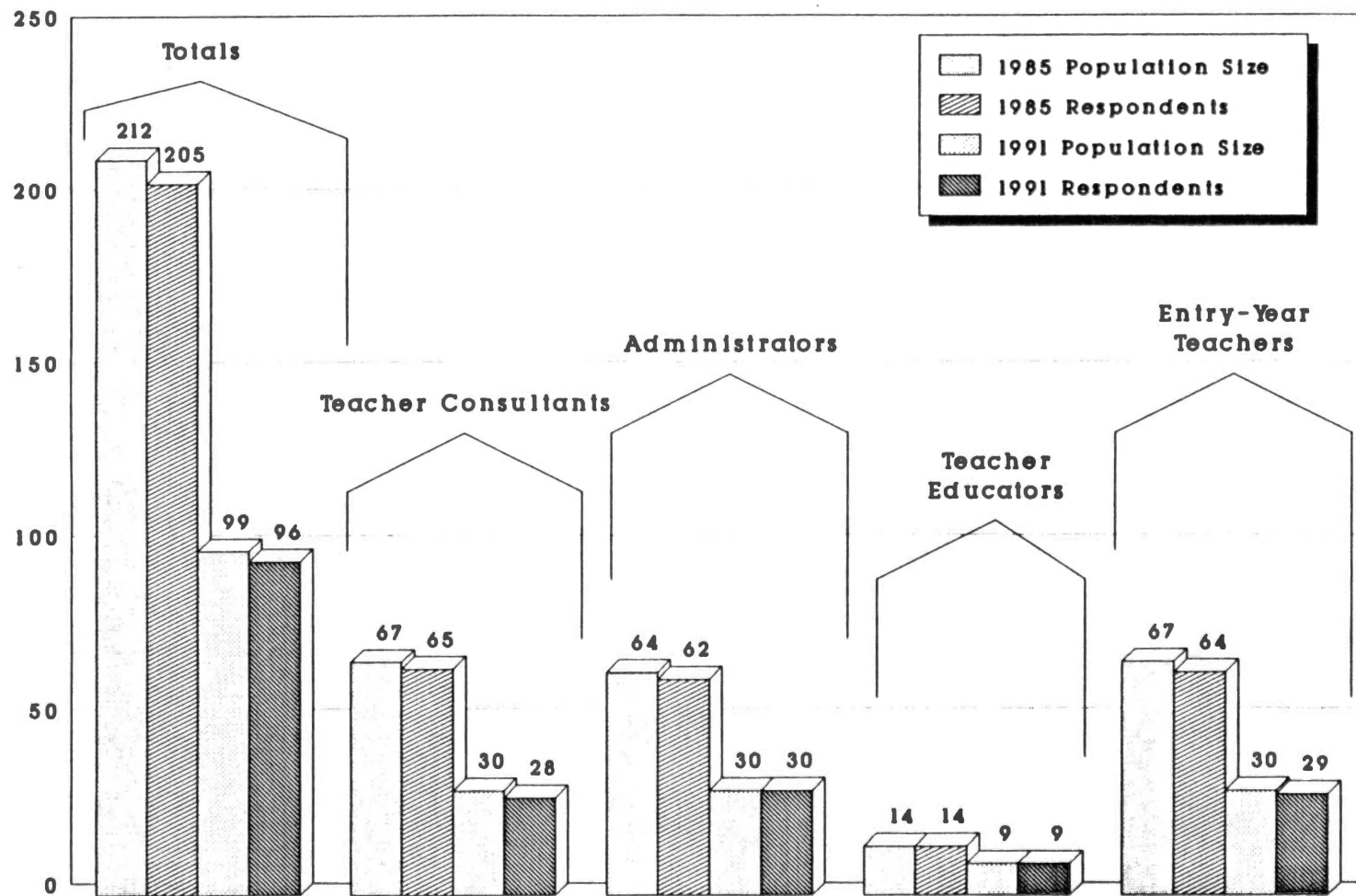
Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on, effects that are being felt; or trends that are developing. The process of descriptive research goes beyond the mere gathering and tabulation of data. It involves an element of analysis and interpretation of the meaning of 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 Agricultural Education Teachers of the Entry-Year Assistance Program.

Population

To accomplish the purpose of this study, Entry-Year Agricultural Education Teachers and Entry-Year Assistance Committee members for the academic years of 1988-89 and 1989-90 were surveyed. For the two year reporting period there were a total of 30 Entry-Year Agricultural Education Teachers employed within the state of Oklahoma. To provide assistance and guidance to the Entry-Year Agricultural Education Teachers there were 30 teacher consultants who were assigned by their principals, 30 administrators who were selected by their local boards of education, and nine teacher educators from Oklahoma State University (OSU), Cameron State University, and Panhandle State University. In total, 99 participants were involved in the Entry-Year Assistance Program as it relates to the Agricultural Education Teacher's first year of teaching. Of the total population of 99 participants, 96 (96.96%) responded to the telephone interview (Figure 1). Follow-up attempts were made to contact the remaining respondents (3.04%). However, of the 99 individuals eligible to be included in this study, one teacher consultant was deceased. One teacher consultant and one entry-year agricultural education teacher could not be located to be interviewed.

The list of the Entry-Year Agricultural Education Teachers and the Entry-Year Assistance Committee members were obtained from several sources. The list of the Entry-



* Of the 99 individuals eligible to be included in this study, one teacher consultant was deceased. One teacher consultant and one entry-year agricultural education teacher could not be located to be interviewed.

Figure 1. Comparisons of Respondents by Profession

Year Agricultural Education Teachers and Entry-Year Assistance Committee members for the academic years of 1988-89 and 1989-90 were obtained from the College of Education and the office of the Entry-Year Assistance Program Coordinator for Agricultural Education (OSU). A list of the 1988-89 and 1989-90 Entry-Year Agricultural Education Teachers who graduated from Cameron State University and Panhandle State University and their Entry-Year Assistance Committee members were obtained from their respective universities.

Design of Instrument Utilized

In the preparation of the instrument (Appendix A), close attention was given to the objectives of the study. The instrument, which was utilized in the Barbee (1985) research, contained general questions seeking qualitative and quantitative information in order to determine the Entry-Year Agricultural Education Teachers' and the Entry-Year Assistance Committee members' perceptions of the Entry-Year Assistance Program. Barbee (1985) research instrument was used in the conduct of this study in order that an exact replication could be accomplished.

A major concern of Barbee (1985) 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 collection data, Barbee (1985) considered input from a research report conducted by Finley and Key (1983). 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 mail questionnaire;
3. an infinitely large population or a small population are both well suited to the telephone interview technique;
4. and 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 Barbee instrument contained a list of general questions that were relevant to determining the perception of the Entry-Year Assistance Program in agricultural education. These questions were derived from interviews with agricultural educational teachers who served under the Entry-Year Assistance Program, and administrators, teacher consultants, and teacher educators who served on the Entry-Year Assistance Committee for agricultural educational teachers. Input was also provided by members of Barbee's (1985) graduate committee.

After development of the initial instrument, the faculty of the Agricultural Education Department at Oklahoma State University reviewed it for content, applicability, and clarity. After receiving this input, revisions were made to

strengthen the instrument. Barbee's (1985) next step was to establish validity and reliability of the instrument and make further revisions, if necessary.

Barbee (1985) used mock telephone interviews to assist in determining the validity and reliability of the instrument and any further refinement that needed to be accomplished. Upon completion of the mock interviews with the agricultural faculty, a pilot study consisted of a telephone interview with two Entry-Year Teachers, 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 Barbee's (1985) doctoral advisory committee for their final review and approval.

Collection of Data

(Barbee, 1985)

Barbee (1985) designed an introductory statement 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 Agricultural Education Teachers' and the Entry-

Year Assistance Committee members' perceptions of the Entry-Year Assistance Program. The questions contained in the interview required answers on an interval scale with some short answers also being required.

The first question asked by Barbee (1985) was to determine if the respondents served as a part of the Entry-Year Assistance Program. If the respondent was determined to have served on the Entry-Year Assistance Program; the second question asked was eliciting 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 agricultural education.

The second section of Barbee's (1985) questionnaire consisted of 20 questions designed to obtain information pertaining to the respondents' perceptions of the Entry-Year Assistance Program. Four questions were asked of the

respondents pertaining to whether or not assistance was provided to the Entry-Year Agricultural Education Teacher. Three questions were asked of the respondents relating to: number of times the Entry-Year Agricultural Education Teachers asked for assistance and, as perceived by the Entry-Year Agricultural Teachers, who provided the most assistance. Three questions were asked of the respondents concerning the importance of the Entry-Year Assistance Program. Three questions were asked of all respondents pertaining to the evaluation/observation instrument. Two questions dealt with the opportunity for the Entry-Year Agricultural Teachers to adjust and improve, while five questions dealt with the continuance of the Entry-Year Assistance Program, major strengths, major problems, and classroom management.

Barbee's (1985) third section contained five questions designed to provide the respondents' awareness and practices of the Entry-Year Assistance Program. 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 of Barbee's (1985) questionnaire consisted of one open-ended question which sought the respondent's perception of needed changes for the Entry-Year Assistance Program. The respondents, with their permission, were tape recorded as they provided their perceptions of the

needed changes of the Entry-Year Assistance Program. 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.

Collection of Data

(Barrera, 1990)

In efforts to ensure the accuracy of data collection, procedural practices of this study were strictly adhered to that of the Barbee (1985) research. Deviations, minimal in nature, were purposely introduced in efforts to enhance a greater response rate.

Prior to the actual telephone interview, post cards (Appendix C) were mailed to the 99 Entry-Year Agricultural Education Teachers and Entry-Year Assistance Committee 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 manner was to allow them time to consider relevant aspects of the forthcoming interview, which provided more accurate information for the study.

Telephone interviews were conducted between October 22 and November 9, 1990 between the evening hours of seven and

ten o'clock. The purpose of contacting these individuals at this particular time was to hopefully ensure a more relaxed response, free of time constraints or other influences. Of the 99 respondents, 82 (82.82%) were contacted during the aforementioned time. The remaining 17 (17.18%) were contacted during the process of a school day. However, upon completion of the telephone survey it was ascertained that one teacher consultant was deceased and that one teacher consultant and one entry-year agricultural education teacher could not be located to be interviewed (3.04%). Unsuccessful follow-up attempts were made to contact the remaining two respondents.

With the exception of the two procedural deviations, data collection procedures of this research effort were identical to that of the Barbee (1985) research.

Analysis of Data

The statistical treatment utilized throughout this research effort and by Barbee's 1985 research consisted of calculating frequency distributions and percentages. The responses to questions on the instrument were of two types: (1) Quantitative, 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) Qualitative, which offered the respondents the opportunity to elaborate their response based on the

open-ended question asked.

Based upon the totals of this research and the totals of the Barbee (1985) research, Chi Square (X^2) was utilized to determine whether or not significant differences existed between the two study groups. According to Bartz (1988):

Chi square is a technique for determining the significance of the difference between the frequencies of occurrence in two or more categories with two or more groups. Assumptions necessary for the use of the chi square technique are: 1) The data must be in frequency form; 2) The individual observations must be in frequency form; 3) The sample size must be adequate; 4) Distribution form must be decided on before the data are collected; and 5) The sum of the observed frequencies must equal the sum of the expected frequencies. (pp. 333-340).

Based on the aforementioned assumptions listed by Bartz (1988), for the use of Chi square, the sample size must be adequate. In some analysis of data this assumption was not met. However, the researcher was able to collapse several categories in order to meet the assumption of chi square. Collapsed categories in two instances were of no benefit. Therefore, Chi Square was utilized in all but two instances to determine whether or not a statistically significant difference existed between the two study groups.

All information collected was analyzed with the aid of the Statistical Analysis System (SAS) computer software program. Statistical comparisons between this research

effort and the Barbee (1985) research were conducted with the aid of the SYSTAT computer software program.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The primary purpose of this chapter is to present findings of the study related to perceptions of the Entry-Year Assistance Program by the Entry-Year Agricultural Education Teachers and the Entry-Year Assistance Committee members in the state of Oklahoma. The secondary purpose of this chapter is to compare the findings of this research effort to the Barbee (1985) research. The chapter presents analysis of the data, compares the data, and presents and interprets the results.

Data for this research effort were collected from the total population of Entry-Year Agricultural Education Teachers and those members who served on the Entry-Year Assistance Committee for the Entry-Year Agricultural Education Teachers in the state of Oklahoma during the academic years of 1988-89 and 1989-90. In the first section, the characteristics of the respondents interviewed by telephone are reported in frequency distributions and percentages. In the second section, the comparisons of responses to each question pertaining to the respondents' perceptions of the Entry-Year Assistance Program are

presented. Comparisons of responses to each question pertaining to respondents' awareness and practices of the Entry-Year Assistance Program are reported in the third section of this chapter. In all of the previously mentioned sections statistical significant differences are presented. Chi Square was utilized to determine significant differences between the two study groups. The statistical differences are based upon Barbee's (1985) research and the totals of this research.

In the final section, responses to the question "What changes would like to see in the present Entry-Year Assistance Program?" are presented.

Background of Population

The population of this study included 99 Entry-Year Agricultural Education Teachers, teacher consultants, administrators, and teacher educators residing in the state of Oklahoma and having access to residential or public school telephone service. Of the total population, 96 Entry-Year Agricultural Education Teachers and Entry-Year Assistance Committee members cooperated by responding to the 34-item telephone interview instrument. The interview instrument was identical to the instrument utilized by the Barbee (1985) research. The 96 respondents constituted 96.96% of the 99 total population.

General Characteristics of Respondents

The instrument contained seven questions designed to obtain personal information from respondents. All respondents were asked three questions regarding the following areas: teaching experience in public schools, area of certification, and educational level. Two questions, specifically directed towards 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 agricultural education and agricultural education in higher education. Not all questions were answered by all respondents; therefore, the "N" of the different tables may vary to some degree.

In Table II, the data regarding years of teaching experience in public schools are presented. Of the 96 respondents, 41 (42.71%) indicated that they had zero to five years of experience, 15 (15.63%) indicated they had six to ten years of experience, eight (8.33%) indicated they had 11-15 years of experience and 32 (33.33%) indicated they had over 15 years of experience in public schools. When compared to the Barbee (1985) research, there was no significant difference between the two study populations ($X^2 = 4.07$, $df = 3$, $p = .254$).

In this study, parallel with the Barbee (1985) research, certification areas referred to those areas in

TABLE II
COMPARISON OF RESPONDENTS' YEARS OF TEACHING
EXPERIENCE IN PUBLIC SCHOOLS

Years of Experience	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
0 - 5	4	4.17	3	3.13	5	5.21	29	30.20	41	42.71	74	36.10
6 - 10	7	7.29	4	4.17	4	4.17	--	--	15	15.63	42	20.49
11 - 15	3	3.13	5	5.21	--	--	--	--	8	8.33	30	14.63
Over 15	<u>14</u>	<u>14.58</u>	<u>18</u>	<u>18.75</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>32</u>	<u>33.33</u>	<u>59</u>	<u>28.78</u>
Totals	28	29.17	30	31.25	9	9.38	29	30.20	96	100.00	205	100.00

$\chi^2 = 4.07$ df = 3 p = .254 not significant

which the Entry-Year Agricultural Education Teachers, teacher consultants, administrators, and teacher educators were certified to teach. However, "n" varies because respondents could indicate more than one area of certification. The certification areas by profession are presented in Table III. Forty-eight (56.98%) respondents were reported with certification in vocational education, while 35 (40.70%) indicated certification in secondary education areas. Regarding administrators, 23 (26.74%) indicated certification in secondary education, while only one (1.16%) administrator was certified in vocational education. When compared to the Barbee (1985) Research, there was no significant difference between the two study populations ($X^2 = 2.71$, $df = 3$, $p = .439$).

In Table IV, the number and percentages of respondents' educational level are presented. Forty-two (43.75%) respondents had completed only a bachelor's degree. Twenty-eight (29.17%) respondents were reported as having a master's plus 15 semester hours. Eighteen (18.75%) administrators represented the largest profession having the master's degree plus 15 semester hours. It is interesting to note that when compared to the Barbee (1985) research a significant difference exists between the two study populations ($X^2 = 8.267$ $df = 3$, $p = .041$). Specifically, a significant increase (9.90%) was reported in the number of respondents with master's degrees.

TABLE III
COMPARISON OF CERTIFICATION AREAS
BY RESPONSE GROUP

Certification Areas *	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96) **		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Elementary	1	1.18	1	1.18	--	--	--	--	2	2.35	2	.98
Secondary	10	11.76	23	27.06	2	2.35	--	--	35	41.18	71	34.63
Secondary Vocational	9	10.59	1	1.18	--	--	--	--	10	11.76	35	17.07
Agricultural Education	<u>5</u>	<u>5.88</u>	<u>--</u>	<u>--</u>	<u>6</u>	<u>7.06</u>	<u>28</u>	<u>32.94</u>	<u>38</u>	<u>44.71</u>	<u>97</u>	<u>47.32</u>
Totals	25	29.41	25	29.42	8	9.41	28	32.94	85	100.00	205	100.00

$\chi^2 = 2.71$ df = 3 p = .439 not significant

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

** N varies because not all respondents chose to respond to the questions.

TABLE IV
COMPARISON OF RESPONDENTS' LEVEL
OF EDUCATION

Levels of Education	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Bachelors	13	13.54	1	1.04	--	--	28	29.16	42	43.75	105	51.22
Masters	6	6.25	10	10.42	--	--	1	1.04	17	17.70	16	7.80
Masters plus 15 hours	9	9.38	18	18.75	1	1.04	--	--	28	29.17	71	34.64
Doctors	<u>—</u>	<u>--</u>	<u>1</u>	<u>1.04</u>	<u>8</u>	<u>8.34</u>	<u>--</u>	<u>--</u>	<u>9</u>	<u>9.38</u>	<u>13</u>	<u>6.34</u>
Totals	28	29.17	30	31.25	9	9.38	29	30.20	96	100.00	205	100.00

$\chi^2 = 8.267$ df = 3 p = .041 significant

A comparison of the distribution of administrators by years of experience as administrators is reported in Table V. Eighteen (62.10%) respondents indicated ten years of experience or less as administrators. It should be noted that approximately one-fourth (24.10%) had over 15 years of administrative experience, while nearly one-third (27.60%) had only five years or less of experience as administrators. When compared to the Barbee (1985) research, there was no

TABLE V
COMPARISON OF DISTRIBUTION OF
ADMINISTRATORS BY YEARS
OF EXPERIENCE AS
ADMINISTRATORS

Experience	Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	n	%	n	%
0 - 5 years	8	27.60	18	29.03
6 - 10 years	10	34.50	22	35.48
11 - 15 years	4	13.80	6	9.68
Over 15 years	<u>7</u>	<u>24.10</u>	<u>16</u>	<u>25.81</u>
Totals	29	100.00	62	100.00

$\chi^2 = .346$ $df = 3$ $p = .951$ not significant

significant difference between the two study populations ($X^2 = .346$, $df = 3$, $p = .951$).

Question number six, on the interview instrument, focused exclusively on the types of administrative responsibilities and asked: "What type of administrative experience do you have?" Of the 30 administrators interviewed, 16 (53.33%) indicated experience as high school principals, while five (16.66%) administrators indicated experience as a superintendent. When compared to the Barbee (1985) research, there was a decrease in the percentage of high school principals while a notable increase in the percentage of superintendents was observed.

In Table VI, the number and percentage of teacher educators (listed by experience as agricultural education teachers and in the agricultural teacher educator profession) are presented. Of the nine teacher educators who responded, five (55.55%) were reported as having one to five years experience as an agricultural education teacher, while four (44.44%) indicated they had over fifteen years of experience as a teacher educator. However, it should be noted that all of the teacher educators had more than three years of experience as an agricultural education teacher and as an agricultural education teacher educator. When compared to the Barbee (1985) research, there was no significant difference between the two study populations

TABLE VI
COMPARISON OF TEACHER EDUCATORS BY YEARS OF EXPERIENCE
AS AN AGRICULTURAL EDUCATION TEACHER
AND TEACHER EDUCATOR

Years of Experience	As an Agricultural Teacher		As a Teacher Educator		Barbee's 1985 Research			
					As an Agricultural Education Teacher		As a Teacher Educator *	
	n	%	n	%	n	%	n	%
None	--	-.-	--	-.-	4	28.57	5	35.71
1 - 5	5	55.55	2	22.22	5	35.72	3	21.43
6 - 10	3	33.33	1	11.12	4	28.57	--	-.-
11 - 15	1	11.12	2	22.22	--	-.-	3	21.43
Over 15	--	-.-	<u>4</u>	<u>44.44</u>	<u>1</u>	<u>7.14</u>	<u>3</u>	<u>21.43</u>
Totals	9	100.00	9	100.00	14	100.00	14	100.00

$\chi^2 = 3.21$ df = 3 p = .361 not significant
* $\chi^2 = 4.29$ df = 4 p = .373 not significant

($X^2 = 3.21$, $df = 3$, $p = .361$ and $X^2 = 4.29$, $df = 4$, $p = .373$ consecutively).

Respondents' Perceptions of the Entry-Year Assistance Program

Respondents perceptions regarding the Entry-Year Assistance Program (EYAP) were determined by twenty questions exclusively developed for this purpose. The questions were numbered nine through 28 and were analogous to the Barbee (1985) research questionnaire.

In Table VII, a comparison of the Entry-Year Assistance Committee Members' perceptions is reported for the following question: "As a member of the Entry-Year Assistance Committee do you feel that you provided the needed assistance to the Entry-Year Agricultural Education Teacher?" Entry-Year Agricultural Education Teachers were not asked to respond to this question. Of the 67 respondents who were asked this particular question, all 67 (100.00%) indicated that they had provided the needed assistance to the Entry-Year Agricultural Education Teacher. It should be noted that in the Barbee (1985) research, five indicated they had not provided the needed assistance. However, when statistically compared with the Barbee (1985) research, there was no significant difference between the two study populations ($X^2 = 5.70$, $df = 3$, $p = .127$).

TABLE VII

COMPARISON OF ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS' PERCEPTIONS
OF WHETHER OR NOT THEY PROVIDED NEEDED ASSISTANCE TO THE
ENTRY-YEAR AGRICULTURAL EDUCATION TEACHER *

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Definitely yes	12	17.91	12	17.91	2	2.99	--	--	26	38.81	71	50.35
Probably yes	16	23.88	18	26.86	7	10.45	--	--	41	61.19	65	46.10
Uncertain	--	--	--	--	--	--	--	--	--	--	2	1.42
Probably not	--	--	--	--	--	--	--	--	--	--	3	2.13
Definitely not	--	--	--	--	--	--	--	--	--	--	--	--
Totals	28	41.79	30	44.77	9	13.43	--	--	67	100.00	141	100.00

$\chi^2 = 5.70$ df = 3 p = .127 not significant

* Entry-year agricultural education teachers were not asked to respond.

In Table VIII, a comparison is reported for the Entry-Year Agricultural Education Teachers' perceptions as to whether or not they received the needed assistance from the Entry-Year Assistance Committee. Of the 29 Entry-Year Agricultural Education Teachers, 27 (93.10%) indicated they had received needed assistance from the Entry-Year Assistance Committee. One (3.40%) Entry-Year Agricultural Education Teacher indicated that he/she did not receive needed assistance. When statistically compared with the Barbee (1985) research, there was no significant difference between the two study groups ($X^2 = 4.12$, $df = 4$, $p = .391$).

In Table IX, responses were elicited from only those Entry-Year Agricultural Education Teachers who indicated they had not received needed assistance. One responded that "When confronted, the teacher educator appeared to be unconcerned and did not offer needed guidance." Additionally, one responded that "the administrator was unavailable most of the time." When compared to the Barbee (1985) research, eight responded that "When confronted, the teacher consultant and the administrator appeared to be unconcerned and did not offer the needed guidance." In both research efforts there was a minimal number of Entry-Year Agricultural Education Teachers who indicated that the committee members appeared to be unconcerned and did not offer needed guidance. Only Entry-Year Agricultural

TABLE VIII
COMPARISON OF ENTRY-YEAR AGRICULTURAL EDUCATION
TEACHERS' PERCEPTIONS AS TO WHETHER OR NOT THEY
RECEIVED NEEDED ASSISTANCE FROM
ENTRY-YEAR ASSISTANCE
COMMITTEE *

Response	Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	n	%	n	%
Definitely yes	21	72.40	34	53.15
Probably yes	6	20.70	23	35.94
Uncertain	1	3.40	2	3.12
Probably not	1	3.40	2	3.12
Definitely not	--	--	3	4.69
Totals	29	100.00	64	100.00

$\chi^2 = 4.12$ df = 4 p = .391 not significant

* Only the Entry-Year Agricultural Education Teachers were asked to respond.

Education Teachers were asked to respond and more than one response per teacher could be provided.

Presented in Table X are the responses of 29 Entry-Year Agricultural Education Teachers who were asked: "Who do you feel provided the most assistance during the year in which you served as an Entry-Year Agricultural Education Teacher?" Twenty (68.96%) indicated that most of the assistance was provided by the "Teacher Consultant" and "Administrator." Eight (27.59%) indicated that most of the assistance was provided by the "Teacher Educator". Of particular note was

TABLE IX

COMPARISON OF REASONS ENTRY-YEAR AGRICULTURAL EDUCATION
TEACHERS DID NOT RECEIVE NEEDED ASSISTANCE
FROM ENTRY-YEAR ASSISTANCE COMMITTEE *

Reasons	Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	n	%	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	1	3.44	--	-.-
Administrator unavailable most of time	1	3.44	--	-.-
When confronted, administrator appeared to be unconcerned and did not offer needed guidance	--	-.-	4	6.25
Other	--	-.-	--	-.-

* Only Entry-Year Agricultural Education Teachers were asked to respond (N=29).

TABLE X

COMPARISON OF INDIVIDUALS WHO PROVIDED MOST ASSISTANCE DURING
ENTRY-YEAR OF TEACHING AS PERCEIVED BY ENTRY-
YEAR AGRICULTURAL EDUCATION TEACHERS *

Response	Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	n	%	n	%
Teacher consultant	10	34.48	22	34.38
Administrator	10	34.48	7	10.98
Teacher educator	8	27.59	21	32.81
Another first year teacher in your school system	--	--	--	--
An experienced teacher other than teacher consultant	1	3.45	4	6.25
Other,	--	--	<u>10</u>	<u>15.62</u>
Totals	29	100.00	64	100.00

$X^2 = 10.43$ df = 3 p = .015 significant

* Only Entry-Year Agricultural Education Teachers were asked to respond (N=29).

the substantial increase (23.50%) in the assistance provided by administrators. When compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 10.43$, $df = 3$, $p = .015$).

In Table XI, a comparison of the number of times the Entry-Year Agricultural Education Teachers asked for assistance as perceived by the Entry-Year Assistance Committee members and the Entry-Year Agricultural Education Teachers is presented. It was indicated by 51 (53.12%) teacher consultants, administrators, and teacher educators that Entry-Year Agricultural Education Teachers asked for assistance "Six or more" times. Thirteen (13.54%) teacher consultants indicated that the Entry-Year Agricultural Education Teachers asked for assistance "More than 15" times, while 16 (16.66%) Entry-Year Agricultural Education Teachers indicated that they asked for assistance "15 times or less" during their first year of teaching. When compared to the Barbee (1985) research, there was no significant difference between the two study populations ($X^2 = 7.41$, $df = 4$, $p = .116$).

In Table XII, the comparison of responses involving the perception and importance of the Entry-Year Assistance Program regarding the Entry-Year Agricultural Education Teachers' first year of teaching is presented. Clearly indicated by 86 (89.59%) respondents was the Entry-Year Assistance Program as either "Important" or "Very important"

TABLE XI

COMPARISON OF TIMES ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS WERE ASKED FOR
 ASSISTANCE BY ENTRY-YEAR AGRICULTURAL EDUCATION TEACHERS AS PERCEIVED
 BY ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS AND ENTRY-YEAR
 AGRICULTURAL EDUCATION TEACHERS

Times	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Never	1	1.04	1	1.04	1	1.04	4	4.17	7	7.29	19	9.27
1 - 5 times	4	4.17	5	5.21	4	4.17	7	7.29	20	20.84	59	28.78
6 - 10 times	6	6.25	11	11.46	3	3.12	6	6.25	26	27.08	30	14.63
11 - 15 times	4	4.17	3	3.12	--	--	3	3.12	10	10.41	23	11.22
More than 15 times	<u>13</u>	<u>13.54</u>	<u>10</u>	<u>10.42</u>	<u>1</u>	<u>1.04</u>	<u>9</u>	<u>9.38</u>	<u>33</u>	<u>34.38</u>	<u>74</u>	<u>36.10</u>
Totals	28	29.17	30	31.25	9	9.37	29	30.21	96	100.00	205	100.00

$\chi^2 = 7.41$ df = 4 p = .116 not significant

TABLE XII

COMPARISONS OF RESPONDENTS' PERCEIVED LEVEL OF IMPORTANCE OF ENTRY-YEAR
ASSISTANCE PROGRAM REGARDING ENTRY-YEAR AGRICULTURAL
EDUCATION TEACHERS' FIRST YEAR OF TEACHING

Levels of Importance	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Very important	17	17.71	27	28.13	9	9.38	23	23.96	76	79.17	116	59.59
Important	6	6.25	1	1.04	--	--	3	3.13	10	10.42	66	32.19
Less than important	4	4.17	2	2.08	--	--	3	3.13	9	9.37	17	8.29
Unimportant	<u>1</u>	<u>1.04</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>1</u>	<u>1.04</u>	<u>6</u>	<u>2.93</u>
Totals	28	29.17	30	31.25	9	9.38	29	30.21	96	100.00	205	100.00

$\chi^2 = 18.60$ df = 3 p = .000 significant

in regard to the Entry-Year Agricultural Education Teachers' first year of teaching, while ten (10.41%) of the respondents perceived the Entry-Year Assistance Program as "Less than important" or "Unimportant." Of particular note was that of the ten respondents who indicated that the Entry-Year Assistance Program was "Less than important" or "Unimportant", three were Entry-Year Agricultural Education Teachers and four were teacher consultants. When compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 18.60$, $df = 3$, $p = .000$).

Table XIII represents the reasons why the Entry-Year Assistance Program was important regarding the teachers' first year of teaching. Fourteen (14.58%) respondents indicated that "It provides assistance needed to improve classroom management." This was predominately expressed by six (20.00%) administrators and five (17.24%) Entry-Year Teachers. It was indicated by 27 (28.13%) respondents that the Entry-Year Assistance Program "Creates a feeling of security on the part of the Entry-Year Agricultural Education Teacher." This was supported by 11 (36.67%) administrators, seven (25.00%) teacher consultants, and seven (24.18%) Entry-Year Teachers. Nineteen (19.79%) respondents indicated that the Entry-Year Assistance Program "Provides an opportunity to improve teaching methods." This was indicated by 11 (36.17%) administrators and six (20.69%)

TABLE XIII
COMPARISON OF REASONS THE ENTRY-YEAR ASSISTANCE PROGRAM IS
IMPORTANT REGARDING TEACHERS FIRST YEAR OF TEACHING

Reasons	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96) *		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Provides assistance needed to improve classroom management	3	10.71	6	20.00	--	--	5	17.24	14	14.58	45	21.95
Creates feeling of security on the part of the EYT	7	25.00	11	36.67	2	22.22	7	24.18	27	28.13	70	34.15
Provides opportunity to improve teaching methods	2	7.14	11	36.67	--	--	6	20.69	19	19.79	14	6.83
Provides information to EYT on his/her strengths or weaknesses	7	25.00	10	33.33	4	44.44	5	17.24	26	27.08	15	7.32
Provides opportunity for consultation and discussion of problems	4	16.00	1	3.33	4	44.44	1	3.45	10	10.42	71	34.63

* N varies because not all respondents chose to respond to the question.

Entry-Year Agricultural Education Teachers. Twenty-six (27.08%) indicated that the Entry-Year Assistance Program "Provides information to the Entry-Year Teacher regarding his/her strengths or weaknesses." This was supported by ten (33.33%) administrators and seven (25.00%) teacher consultants. Additionally, ten respondents (10.42%), eight (60.44%) of whom were teacher consultants and teacher educators, indicated that the Entry-Year Assistance Program is important because "It provides the opportunity for consultation and discussion of problems."

Respondents who indicated that the Entry-Year Assistance Program was not important are presented in Table XIV. Of the 96 who responded, 25 (26.04%) indicated that the Entry-Year Assistance Program was not important. Of the 25 who responded, six (6.25%) indicated the Entry-Year Assistance Program involved "too much time in reference to other activities." Three (3.13%) indicated that the Entry-Year Assistance Program "Created a feeling of apprehension on the part of the Entry-Year Agricultural Education Teacher. Twelve (6.25%) responses were recorded in the "Other" category and could not be categorized in any manner to suggest an impact on a specific reason for why the respondents indicated that the Entry-Year Assistance Program was not important.

Presented in Table XV are the responses of 96 respondents who were asked their perception as to whether or

TABLE XIV

COMPARISON OF REASONS RESPONDENTS INDICATED THE ENTRY-YEAR ASSISTANCE PROGRAM
IS NOT IMPORTANT REGARDING TEACHER'S FIRST YEAR OF TEACHING **

Reasons	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96) *		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Does not provide assistance needed to improve classroom management	--	--	1	3.33	--	--	--	--	1	1.04	3	1.46
Creates a feeling of apprehension on the part of the EYT	--	--	1	3.33	--	--	2	6.90	3	3.13	5	2.44
Too much time involvement in reference to other activities	3	10.71	1	3.33	--	--	2	6.90	6	6.25	5	2.44
Lack of importance as viewed by EYT	--	--	--	--	--	--	1	3.45	1	1.04	6	2.93
Lack of importance as viewed by EYAC	1	3.57	1	3.33	--	--	--	--	2	2.08	5	2.44
Other	7	7.14	2	6.66	--	--	3	10.35	12	6.25	12	5.85

* N varies because not all respondents chose to answer all questions.

** Only respondents who indicated Entry-Year Assistance Program was not important responded to this question; therefore, there is no total N or %.

TABLE XV

COMPARISON OF RESPONDENTS' PERCEPTIONS AS TO WHETHER OR NOT THE EVALUATION/OBSERVATION INSTRUMENT USED TO EVALUATE AGRICULTURAL EDUCATION TEACHER'S PERFORMANCE PROVIDES A FAIR ASSESSMENT OF HIS/HER ABILITIES

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Definitely yes	10	10.42	10	10.42	1	1.04	12	12.50	33	34.38	82	40.00
Probably yes	15	15.63	18	18.75	5	5.21	8	8.33	46	47.92	110	53.66
Uncertain	2	2.08	1	1.04	1	1.04	5	5.21	9	9.38	3	1.46
Probably not	1	1.04	1	1.04	2	2.08	4	4.17	8	8.32	7	3.42
Definitely not	--	--	--	--	--	--	--	--	--	--	3	1.46
Totals	28	29.17	30	31.25	9	9.38	29	30.21	96	100.00	205	100.00

$\chi^2 = 15.80$ $df = 4$ $p = .003$ significant

not the evaluation/observation instrument utilized to evaluate the Entry-Year Agricultural Education Teachers' performance provided a fair assessment of his/her abilities. Seventy-nine (82.30%) respondents indicated that the instrument provided a "fair" assessment of the Entry-Year Agricultural Education Teacher's performance. Eight (8.32%) respondents indicated that it did not provide a "fair" assessment of the Entry-Year Agricultural Education Teacher's abilities. It is interesting to note that of the eight respondents, four (4.17%) were Entry-Year Agricultural Education Teachers, two (2.08%) were teacher educators, one (1.04%) was an administrator, and one (1.04%) was a teacher consultant. Nine (9.38%) respondents were uncertain as to whether the instrument provided a fair assessment or not. When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 15.80$, $df = 4$, $p = .003$).

Table XVI represents the responses to the question: "For what reason do you believe the evaluation/observation instrument provided a fair assessment of the agricultural education teacher's ability?" Thirty-three (34.38%) indicated that the instrument covered all categories of Agricultural Education. Of the 33 respondents, 24 (82.86%) were administrators and teacher consultants, eight (27.59%) were Entry-Year Agricultural Education Teachers, and one (11.11%) was a teacher educator. Twenty-seven (28.13%)

TABLE XVI

COMPARISON OF REASONS WHY EVALUATION/OBSERVATION INSTRUMENT
PROVIDED A FAIR ASSESSMENT OF ENTRY-YEAR AGRICULTURAL
EDUCATION TEACHER'S ABILITY

Reasons	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)*		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Categories are relevant to Agricultural Education	7	25.00	12	40.00	1	11.11	7	24.14	27	28.13	3	1.46
Instrument covers all categories of Agricultural education	12	42.86	12	40.00	1	11.11	8	27.59	33	34.38	107	52.19
Categories reflect total responsibilities of the Agricultural Education teacher	5	17.86	4	13.33	1	11.11	5	17.24	15	15.63	--	--
Provides an opportunity to make comments	--	--	--	--	--	--	--	--	--	--	34	16.58
Did not remember enough about the instrument to accurately determine if it provided a fair assessment	4	14.29	2	6.67	4	44.44	4	13.79	14	14.58	26	12.68
Other	--	--	--	--	--	--	--	--	--	--	18	8.78

* N varies because not all respondents chose to answer all questions.

respondents indicated that the instrument "Categories were relevant to Agricultural Education", while 15 (15.63%) respondents indicated that the "Categories reflected the total responsibilities of the Agricultural Education Teacher." Fourteen (14.58%) 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 Agricultural Education Teacher's ability, five (5.20%) of the 96 respondents indicated that the instrument was in need of additional categories. Of the five respondents, four (13.79%) were Entry-Year Agricultural Education Teachers. Four (4.17%) of the 96 respondents indicated the instrument needed to be refined while six (6.24%) indicated that the instrument categories did not apply to extracurricular activities or the professional relationship between the Agricultural Education Teacher and the community. When statistically compared to the Barbee (1985) research, ($X^2 = 21.80$, $df = 4$, $p = .000$) there was a significant difference between the two study populations (Table XVII).

In Table XVIII the comparison of the 96 respondents regarding the continuance or discontinuance of the Entry-Year Assistance Program is presented. Ninety-one (94.80%) respondents indicated that they "Favor" or "Strongly favor" the continuation of the Entry-Year Assistance Program. All

TABLE XVII

COMPARISON OF RESPONDENTS' REASONS WHY THE EVALUATION/OBSERVATION
INSTRUMENT DID NOT PROVIDE A FAIR ASSESSMENT OF THE ENTRY-YEAR
AGRICULTURAL EDUCATION TEACHER'S ABILITY

Reasons	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)*		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Categories apply primarily to classroom management	--	--	1	3.33	1	11.11	--	--	2	2.08	--	--
Additional categories are needed	--	--	--	--	1	11.11	4	13.79	5	5.20	14	6.83
Categories do not apply to professional relationship between AGED teacher and the community	--	--	1	3.33	1	11.11	1	3.45	3	3.12	--	--
Categories do not apply to extracurricular activities of the AGED teacher	--	--	1	3.33	--	--	2	6.90	3	3.12	2	.97
To provide a fair assessment of the Entry-Year agricultural education teacher, the instrument needs to be refined	2	7.14	1	3.33	--	--	1	3.45	4	4.17	23	11.22
Other	--	--	--	--	--	--	--	--	--	--	10	4.88

$\chi^2 = 21.80$ df = 4 p = .000 significant

* N varies because not all respondents chose to answer all questions.

TABLE XVIII

COMPARISON OF RESPONDENTS AS TO WHETHER OR NOT
THEY FAVOR CONTINUANCE OF THE ENTRY-YEAR ASSISTANCE PROGRAM

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Strongly favor	18	18.75	28	29.17	8	8.33	22	22.92	76	79.17	117	57.08
Tend to favor	8	8.33	2	2.08	1	1.04	4	4.17	15	15.63	64	31.22
Uncertain	--	--	--	--	--	--	2	2.08	2	2.08	4	1.95
Tend to oppose	1	1.04	--	--	--	--	1	1.04	2	2.08	12	5.85
Strongly oppose	<u>1</u>	<u>1.04</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>1</u>	<u>1.04</u>	<u>8</u>	<u>3.90</u>
Totals	28	29.17	30	31.25	9	9.38	29	30.21	96	100.00	205	100.00

$X^2 = 14.83$ $df = 4$ $p = .005$ significant

committee member respondents, teacher consultants, administrators, teacher educators, and Entry-Year Agricultural Education Teachers indicated similarly regarding the continuance of the Entry-Year Assistance Program. Three (3.12%) respondents indicated they tend to oppose or strongly oppose the continuance of the Entry-Year Assistance Program. Of the three respondents who opposed the continuance of the Entry-Year Assistance Program, two (2.08%) were teacher consultants and one (1.04%) was an Entry-Year Agricultural Education Teacher. Two (2.08%) were uncertain as to whether they favored or opposed the continuance of the Entry-Year Assistance Program. When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 14.83$, $df = 4$, $p = .005$).

Presented in Table XIX is the comparison of the 96 responses as to whether or not they perceive the Entry-Year Assistance Committee members provided reasonable opportunity for the Entry-Year Agricultural Education Teachers to adjust and improve as the year progressed. Ninety-five (98.96%) of the respondents indicated that an opportunity to adjust and improve was provided to the Entry-Year Agricultural Education Teachers. Responses from the Entry-Year Assistance Committee members and the Entry-Year Agricultural Education Teachers were very similar. Only one (1.04%) respondent was uncertain as to whether or not he/she

TABLE XIX

COMPARISON OF RESPONDENTS BY WHETHER OR NOT THEY PERCEIVE COMMITTEE MEMBERS
PROVIDED REASONABLE OPPORTUNITY FOR AGRICULTURAL EDUCATION
TEACHERS TO ADJUST AND IMPROVE AS THE YEAR PROGRESSED

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Definitely yes	17	17.71	25	26.04	3	3.13	24	25.00	69	71.88	159	77.56
Probably yes	11	11.46	5	5.21	6	6.25	4	4.17	26	27.08	41	20.00
Uncertain	--	--	--	--	--	--	1	1.04	1	1.04	2	.98
Probably not	--	--	--	--	--	--	--	--	--	--	3	1.46
Definitely not	--	--	--	--	--	--	--	--	--	--	--	--
Totals	28	29.17	30	31.25	9	9.38	29	30.21	96	100.00	205	100.00

$\chi^2 = 3.16$ $df = 3$ $p = .368$ not significant

believed the Entry-Year Assistance Committee members provided reasonable opportunity for the Entry-Year Agricultural Education Teachers to adjust and improve as the year progressed. When statistically compared to the Barbee (1985) research, there was not a significant difference between the two study populations ($X^2 = 3.16$, $df = 3$, $p = .368$).

Question number 24 of the interview instrument asked: "For what reason do you feel that the Entry-Year Assistance Committee members did not provide reasonable opportunity for the agricultural education teacher to adjust and improve as the year progressed?" This question was asked of those respondents who previously indicated that the Entry-Year Assistance Committee members did not provide a reasonable opportunity for the Entry-Year Agricultural Education Teachers to adjust and improve as the year progressed. Only two responses which indicated that "Insufficient supportive guidance by the teacher consultant" was received from the Entry-Year Assistance Committee members. In this instance a respondent could indicate more than one response.

In Table XX the respondents indicated their perceptions of the major strengths of the Entry-Year Assistance Program. Of the 96 respondents, 54 (72.97%) respondents indicated the major strengths to be consecutively: (1) Moral support offered by the Entry-Year Assistance Committee, (2) Guidance in making decisions, and (3) Assistance from the teacher

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

Major Strengths	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Assistance from the teacher consultant	1	1.35	8	10.89	1	1.35	4	5.41	14	18.92	36	17.56
Assistance from the teacher educator	2	2.70	--	--	1	1.35	2	2.70	5	6.76	11	5.37
Assistance from the administrator	--	--	--	--	--	--	1	1.35	1	1.35	2	.98
Guidance in making decisions	6	8.11	2	2.70	--	--	9	12.16	17	22.97	35	17.07
Moral support offered by the committee	8	10.81	7	9.46	1	1.35	7	9.46	23	31.08	32	15.61
Do not perceive any major strengths	--	--	--	--	--	--	1	1.35	1	1.35	8	3.90
Other	<u>5</u>	<u>6.76</u>	<u>3</u>	<u>4.05</u>	<u>4</u>	<u>5.41</u>	<u>1</u>	<u>1.35</u>	<u>13</u>	<u>17.57</u>	<u>81</u>	<u>39.50</u>
Totals	22	29.73	20	27.03	7	9.46	25	33.78	74	100.00	205	100.00

$\chi^2 = 16.80$ $df = 6$ $p = .010$ significant

* N varies because not all respondents chose to answer all questions.

consultant. Five (6.76%) respondents indicated the major strengths as "Assistance from the teacher educator" while one (1.35%) respondent indicated "Assistance from the Administrator" as a major strength. Only one (1.35%) respondent indicated they perceived "no major strengths" of the Entry-Year Assistance Program. Thirteen (17.57%) responses were recorded in the "Other" category and could not be categorized in any manner to suggest an impact on a specific strength of the Entry-Year Assistance Program. (Each respondent could indicate only one major strength.) When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 16.80$, $df = 6$, $p = .010$).

A comparison of the 96 respondents' perceptions of the major problems with the Entry-Year Assistance Program are presented in Table XXI. Thirty-six (40.45%) respondents indicated they did not perceive any major problems with the Entry-Year Assistance Program. Eighteen (20.23%) respondents indicated the major problems to be, consecutively: (1) Insufficient assistance from the teacher consultant, (2) Insufficient assistance from the teacher educator, (3) Entry-Year Assistance Committee's function appears to be more evaluative than instructional improvement, and (4) Lack of teacher consultant and administrative understanding of the total Agricultural Education Program. Thirty-five (39.33%) responses were

TABLE XXI

**COMPARISON OF RESPONDENTS' PERCEPTIONS OF MAJOR PROBLEMS
WITH THE ENTRY-YEAR ASSISTANCE PROGRAM**

Major Problems	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96) *		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Do not perceive any major problems	9	10.11	15	16.85	1	1.12	11	12.36	36	40.45	65	31.75
Insufficient assistance from the teacher consultant	2	2.25	1	1.12	--	--	4	4.49	7	7.87	4	1.95
Insufficient assistance from the teacher educator	1	1.12	3	3.37	--	--	1	1.12	5	5.62	9	4.39
Insufficient assistance from the administrator	--	--	--	--	--	--	--	--	--	--	2	.98
Overall assistance was insufficient	--	--	--	--	--	--	--	--	--	--	16	7.80
EYAC's function appears more evaluative than instructional improvement	--	--	1	1.12	--	--	3	3.37	4	4.49	3	1.46
Lack of teacher consultant administrators understanding of total AGED program	1	1.12	--	--	--	--	1	1.12	2	2.25	16	7.80
Other	<u>13</u>	<u>14.61</u>	<u>8</u>	<u>8.99</u>	<u>6</u>	<u>6.74</u>	<u>8</u>	<u>8.89</u>	<u>35</u>	<u>39.33</u>	<u>90</u>	<u>43.91</u>
Totals	26	29.21	28	31.46	7	7.87	28	31.46	89	100.00	205	100.00

$\chi^2 = 21.07$ df = 7 p = .004 significant

* N varies because not all respondents chose to answer all questions.

recorded in the "Other" category and could not be categorized in any manner to suggest an impact on a specific problem of the Entry-Year Assistance Program. (Each respondent could indicate only one major problem.) When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 21.07$, $df = 7$, $p = .004$).

In Table XXII, a comparison regarding whether or not respondents perceive the Entry-Year Assistance Program assisted in all matters concerning classroom management are presented. Of the 96 respondents, 87 (91.57%) indicated that the Entry-Year Assistance Program did assist in all matters concerning classroom management. Five (5.27%) respondents indicated that the Entry-Year Assistance Program did not assist in all matters concerning classroom management. Only three (3.16%) respondents indicated an uncertainty as to whether or not the Entry-Year Assistance Program assisted in all matters concerning classroom management. When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 15.64$, $df = 4$, $p = .004$).

Question number 28 (on the interview instrument) asked: "For what reason did you feel that the Entry-Year Assistance Committee members did not assist in all matters concerning classroom management?" This question was asked of those

TABLE XXII

COMPARISON OF RESPONDENTS BY WHETHER OR NOT THEY INDICATED THE ENTRY-YEAR
ASSISTANCE PROGRAM ASSISTED IN ALL MATTERS
CONCERNING CLASSROOM MANAGEMENT

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Definitely yes	5	5.26	11	11.58	2	2.11	14	14.74	32	33.68	111	54.15
Probably yes	18	18.95	18	18.95	7	7.37	12	12.63	55	57.89	73	35.61
Uncertain	2	2.11	1	1.05	--	--	--	--	3	3.16	4	1.95
Probably not	2	2.11	--	--	--	--	3	3.16	5	5.27	13	6.34
Definitely not	--	--	--	--	--	--	--	--	--	--	4	1.95
Totals	27	28.42	30	31.58	9	9.47	29	30.53	95	100.00	205	100.00

$\chi^2 = 15.64$ df = 4 p = .004 significant

five respondents who previously indicated that the Entry-Year Assistance Program did not assist in all matters concerning classroom management. Of the five responses, two indicated insufficient assistance from the teacher consultant while one respondent indicated a lack of in-service training programs. The remaining two responses did not indicate a specific reason why the Entry-Year Assistance Committee did not assist in all matters concerning classroom management.

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

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

In Table XXIII, the comparison of respondents by whether or not meaningful parental input was a valuable consideration for determining certification for the Entry-Year Agricultural Education Teachers are presented. Forty-six (47.92%) respondents reported that parental input was considered. However, 50 (52.08%) respondents indicated that parental input was either "Probably not" or "Definitely not" considered in determining certification of the Entry-Year

TABLE XXIII

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

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Definitely yes	2	2.08	8	8.33	1	1.04	2	2.08	13	13.54	82	40.00
Probably yes	10	10.42	8	8.33	2	2.08	13	13.54	33	34.38	65	31.71
Probably not	14	14.58	10	10.42	6	6.25	12	12.50	42	43.75	39	19.02
Definitely not	<u>2</u>	<u>2.08</u>	<u>4</u>	<u>4.17</u>	<u>--</u>	<u>--</u>	<u>2</u>	<u>2.08</u>	<u>8</u>	<u>8.33</u>	<u>19</u>	<u>9.27</u>
Totals	28	29.17	30	31.25	9	9.38	29	30.21	96	100.00	205	100.00

$\chi^2 = 29.56$ df = 3 p = .000 significant

Agricultural Education Teacher. The data suggests a close and similar division among all respondent categories (teacher consultants, administrators, teacher educators, and entry-year teachers) who did consider parental input (47.92%) and those who did not consider parental input (52.08%) in determining certification of the Entry-Year Agricultural Education Teacher. When statistically compared to the Barbee (1985) Research, there was a significant difference between the two study populations ($X^2 = 29.56$, $df = 3$, $p = .000$).

Presented in Table XXIV, the 50 respondents who indicated that meaningful parental input was not utilized in determining teacher certification were asked to relay the basis for their opinion. Forty (80.00%) respondents indicated that "Parental input was not considered important by the Entry-Year Assistance Committee." Of the 40 respondents, 15 (30.00%) were teacher consultants and 10 (20.00%) were Entry-Year Agricultural Education Teachers. Seven (14.00%) respondents were recorded in the "Other" category and could not be categorized in any manner to suggest an impact or did not indicate a reason regarding not utilizing parental input in the determination of teacher certification.

Presented in Table XXV, a comparison of respondents designated by whether or not the areas of improvement were identified and an in-service or staff development program

TABLE XXIV

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

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Lack of communication between parents and teacher consultant	--	--	--	--	--	--	1	3.45	1	1.04	1	.49
Lack of communication between parents and administrator	1	3.57	1	3.57	--	--	--	--	2	2.08	1	.49
Parental input was not considered important by EYAC	15	53.57	9	30.00	6	66.66	10	34.48	40	41.66	38	18.54
Other	1	3.57	2	6.66	--	--	4	13.79	7	7.29	17	8.29

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

TABLE XXV

COMPARISON OF RESPONDENTS BY WHETHER OR NOT AREAS OF NEEDED
IMPROVEMENT WERE IDENTIFIED AND AN INSERVICE OR
STAFF DEVELOPMENT PROGRAM WAS RECOMMENDED

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Yes	10	10.64	9	9.57	4	4.26	8	8.51	31	32.98	54	26.34
No	<u>18</u>	<u>19.15</u>	<u>20</u>	<u>21.28</u>	<u>4</u>	<u>4.26</u>	<u>21</u>	<u>22.34</u>	<u>63</u>	<u>67.02</u>	<u>151</u>	<u>76.66</u>
Totals	28	29.79	29	30.85	8	8.51	29	30.85	94	100.00	205	100.00

$\chi^2 = 1.39$ $df = 1$ $p = .237$ not significant

was recommended are presented. Sixty-three (67.02%) respondents indicated that areas in need of improvement and an in-service or staff development program were not recommended to the Entry-Year Agricultural Education Teachers by the Entry-Year Assistance Committees. Thirty-one (32.98%) respondents indicated that areas of needed improvement were identified and an in-service or staff development program was recommended. Of the 31 responding "Yes", ten (10.64%) were teacher consultants, and nine (9.57%) were administrators. When statistically compared to the Barbee (1985) Research, there was not a significant difference between the two study populations ($X^2 = 1.39$, $df = 1$, $p = .237$).

Respondents were asked whether or not they received any orientation as it related to the Entry-Year Assistance Program prior to becoming a part of the Entry-Year Assistance Program. Sixty-three (65.63%) were reported as having received some type of orientation as it relates to the Entry-Year Assistance Program. Thirty-three (34.37%) respondents indicated that they had not received any orientation prior to becoming a part of the Entry-Year Assistance Program. Of the 33 respondents indicating no prior orientation, ten (10.42%) were teacher consultants, ten (10.42%) were Entry-Year Agricultural Education Teachers, and nine (9.38%) were administrators. When statistically compared to the Barbee (1985) Research,

($X^2 = 1.57$, $df = 1$, $p = .210$) there was not a significant difference between the two study populations (Table XXVI).

Presented in Table XXVII, is a distribution of respondents regarding the time spent by the teacher consultant in providing assistance as perceived by the Entry-Year Agricultural Education Teachers. Twenty-two (81.48%) Entry-Year Agricultural Education Teachers indicated that the teacher consultant did spend at least 72 hours of his/her time in providing assistance. However, five (18.52%) Entry-Year Agricultural Education Teachers indicated that the teacher consultant did not spend at least 72 hours of his/her time in providing assistance. The minimal 72 hours was in addition to the observation and committee time. When statistically compared to the Barbee (1985) research, there was a significant difference between the two study populations ($X^2 = 4.13$, $df = 1$, $p = .042$).

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

Perceived changes by respondents of the Entry-Year Assistance Program were solicited in question 34 of the interview instrument. Respondents' opinions were reported from the open ended question regarding "What changes would you like to see in the present Entry-Year Assistance

TABLE XXVI

COMPARISON OF RESPONDENTS BY WHETHER OR NOT THEY RECEIVED
ORIENTATION PRIOR TO BECOMING A PART OF THE
ENTRY-YEAR ASSISTANCE PROGRAM

Responses	Teacher Consultant (N=28)		Administrator (N=30)		Teacher Educator (N=9)		EYT (N=29)		Totals (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%
Yes	18	18.75	21	21.88	5	5.21	19	19.79	63	65.63	119	58.00
No	<u>10</u>	<u>10.42</u>	<u>9</u>	<u>9.38</u>	<u>4</u>	<u>4.16</u>	<u>10</u>	<u>10.42</u>	<u>33</u>	<u>34.37</u>	<u>86</u>	<u>41.95</u>
Totals	28	29.17	30	30.25	9	9.38	29	30.21	96	100.00	205	100.00

$\chi^2 = 1.57$ df = 1 p = .210 not significant

TABLE XXVII

TIME SPENT BY TEACHER CONSULTANT (ABOVE OBSERVATION
AND COMMITTEE TIME) IN PROVIDING ASSISTANCE
AS PERCEIVED BY ENTRY-YEAR AGRICULTURAL
EDUCATION TEACHERS *

Responses	Totals		Barbee's 1985 Research	
	n	%	n	%
Yes (Did spend at least 72 hours of his/her time)	22	81.48	38	59.38
No (Did not spend at least 72 hours of his/her time)	<u>5</u>	<u>18.52</u>	<u>26</u>	<u>40.62</u>
Totals	27	100.00	64	100.00

$X^2 = 4.13$ $df = 1$ $p = .042$ significant

* Only the Entry-Year Agricultural Education Teachers were asked to respond.

Program?" 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 29 respondents "no changes are needed in the Entry-Year Assistance Program." Of the 29 who indicated that no changes were needed, nine were teacher consultants, 14 were administrators, and six Entry-Year Agricultural Education Teachers.

2. Ten to Fourteen Respondents - Twelve respondents indicated that the "Entry-Year Assistance Program members should be more knowledgeable of the total Agricultural Education program or concept." These perceptions were provided by three teacher consultants, two administrators, one teacher educator, and six Entry-Year Agricultural Education Teachers.

According to 11 respondents, "more observations, perhaps unannounced, should be made by university personnel". This was based on responses from three teacher consultants, two administrators, and six Entry-Year Agricultural Education Teachers.

3. Five to Nine Respondents - Eight respondents indicated that "more release time/flexibility for Entry-Year Assistance Program committee members should be made in efforts to coordinate more effective program scheduling and

activities." These responses were provided by four teacher consultants, two administrators, one teacher educator, and one Entry-Year Agricultural Education Teacher.

Based on the perceptions of eight respondents, "the total Entry-Year Assistance Program process was not taken seriously by administrators." These responses were supported by four teacher educators, two administrators, one teacher consultant, and one Entry-Year Agricultural Education Teacher.

As reported by five respondents, "the observation/evaluation instrument needs to be broadened to cover the areas of extracurricular FFA activities, and the needs of the new AGED program." This was indicated by one administrator, one teacher educator, and three Entry-Year Agricultural Education Teachers.

4. Less than Four Respondents - Four respondents indicated that "more meetings during the school year would be of benefit." This was based on responses from one teacher consultant, two administrators, and one Entry-Year Agricultural Education Teacher. Three respondents, two teacher educators, and one Entry-Year Teacher, indicated that the "Entry-Year Teacher and Entry-Year Assistance Committee members should be encouraged to attend inservice regarding Entry-Year Assistance Program technical information. In addition, three teacher consultant respondents indicated that the "Entry-Year Assistance

Program needs to begin at August Conference in order to facilitate the discussion of teaching strategies and thus make for a smoother Entry-Year Teacher transition."

As reported by three respondents, administrators, "committee members should be justly compensated for their professional services."

Based on the perceptions of two Entry-Year Agricultural Education Teachers, "the length of the Entry-Year Assistance Program should be reduced." It was also indicated by two Entry-Year Agricultural Education Teachers that "the Entry-Year Teacher should be allowed to select the Entry-Year Assistance Committee members." Also, two administrators indicated that "parent involvement need not be taken into consideration for teacher certification."

According to single respondent perceptions, one teacher educator indicated that "the teacher consultant should be selected from outside the Entry-Year Teacher's area of expertise." One Entry-Year Agricultural Education Teacher indicated that "the teacher consultant should not be a teaching partner." Another Entry-Year Agricultural Education Teacher relayed that more individualized instruction regarding methodologies, cultures, and practices of specific areas of the state should be implemented." One teacher consultant indicated that "a forum for Entry-Year Agricultural Education Teachers involving an experienced teacher addressing various classroom scenarios would be of

benefit." Another teacher consultant indicated that the "Entry-Year Assistance Program should go to a longer period of evaluation." One other teacher consultant indicated that "Oklahoma State University Teacher Educators were overprotective of their Entry-Year Agricultural Education Teachers."

According to one teacher educator "the Entry-Year Assistance Program should be a part of committee members' job description and therefore, no compensation should be appropriated." One teacher educator indicated that "related funding steps to insure adequate dollars for increasing travel cost are necessary." Another teacher educator relayed that the "documentation of the Entry-Year Assistance Program should be used for some sort of accountability purposes."

In total, 96 respondents provided 100 responses pertaining to: "what changes would you like to see in the present Entry-Year Assistance Program?" The number of responses varied because respondents could indicate more than one opinion.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The intent of this chapter is 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 close inspection of the aforementioned topics, conclusions and recommendations were presented based on the analysis of the data.

Rationale for the Study

The Entry-Year Assistance Program was introduced via the Oklahoma Teacher Reform Act of 1980 (House Bill 1706), which was proposed to improve the quality of teachers in accredited schools through the implementation of additional licensing and certification requirements. Since the Barbee (1985) research reported initial findings which reflected the nature and extent of success of the Entry-Year Assistance Program for Agricultural Education, a follow up study was necessary to compare findings in order for those responsible for the administration of the program to provide

better insight for the improvement and continuance of the Entry-Year Assistance Program.

Purpose of the Study

The primary purpose of this study was to determine the beginning Agricultural Education teachers' and Entry-Year Assistance Program members' perceptions of the Oklahoma Entry-Year Assistance Program. The secondary purpose of this study was to compare the findings of this research to the Jerry Barbee (1985) research.

Objectives of the Study

In order to accomplish the purpose of this study, as part of a continuation of a longitudinal design, the following objectives were parallel to the Barbee (1985) research.

1. To identify the Entry-Year Agricultural Education Teachers and the teacher consultants, administrators, and teacher educators who served on the Entry-Year Assistance Committee for the Agricultural Educational teachers and to document their perceptions of the Entry-Year Assistance Program.

2. To determine whether or not the Entry-Year Assistance Committee provided needed assistance to the Entry-Year Agricultural Education teacher as perceived by the committee members.

3. To determine whether or not Entry-Year Agricultural Education Teachers perceived they received needed assistance from the Entry-Year Assistance Committee.

4. To determine the level of importance of the Entry-Year Assistance Program regarding the teachers' first year of teaching as perceived by the Entry-Year Assistance Committee members and the Entry-Year Agricultural Education Teachers.

5. To determine whether or not the evaluation/observation instrument provided a fair assessment of the Entry-Year Agricultural Education Teachers' teaching performance.

6. To determine the major strengths and major problems of the Entry-Year Assistance Program as perceived by the Entry-Year Assistance Committee and the Entry-Year Agricultural Education Teachers.

7. To determine whether or not meaningful parental input was a valuable consideration in determining certification of the Entry-Year Agricultural Education Teachers.

8. To determine the involvement of the Entry-Year Assistance Committee in working with the Entry-Year Agricultural Education 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 Entry-Year Assistance Program had received any orientation

as it relates to the Entry-Year Assistance Program prior to becoming a part of the Entry-Year Assistance Program.

10. To determine whether or not the Entry-Year Assistance Committee and the Entry-Year Agricultural Education Teachers favor the continuance of the Entry-Year Assistance Program.

11. To compare the findings of this research to the study reported by Jerry Barbee in (1985).

Design of the Study

Supported with a review of literature related to this study, all components of this research effort were identically patterned after the Barbee (1985) research in order to accurately comply with the purpose and objectives of this study. The population was composed of those Entry-Year Agricultural Education Teachers, teacher consultants, administrators, and teacher educators associated with the Entry-Year Assistance Program in the State of Oklahoma for the academic years of 1988-89 and 1989-90. The names and addresses of the population were provided by the Offices of Teacher Education of Oklahoma State University, Cameron State University, Panhandle State University, and from the Entry-Year Assistance Program Coordinator for Agricultural Education at Oklahoma State University.

The population of this study encompassed 30 Entry-Year Agricultural Education Teachers, 30 teacher consultants, 30

administrators, and nine teacher educators. The total population of the four professions was 99. Of the 99, 29 Entry-Year Agricultural Education Teachers, 28 teacher consultants, 30 administrators, and nine teacher educators responded to the telephone interview. The total response from the four professions was 96 (96.96%).

The data for this study were collected by means of a telephone interview using the identical instrument developed for the Barbee (1985) research (Appendix A).

The interview schedule contained a total of 34 individual questions, and was conducted during the months of October and November 1990. Ninety six (96.96%) participants provided responses to the survey. The data obtained from the instrument were computer analyzed using the SAS program which calculated percentages and frequency distributions. Additionally, the SYSTAT computer program was utilized to generate Chi Square (X^2) from the frequency distributions in order to determine statistical significant differences between the two study groups.

Major Findings of the Study

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

1. Educational background of respondents
2. Respondents' perceptions of assistance provided by the Entry-Year Assistance Program

3. Respondents' perceptions of the importance of the Entry-Year Assistance Program

4. Respondents' perceptions of the evaluation/observation instrument and the major strengths and problems of the Entry-Year Assistance Program

5. Respondents' perceptions of selected components of the Entry-Year Assistance Program

6. Respondents' perceptions of the changes needed for the Entry-Year Assistance Program

Educational Background of Respondents

A summary comparison of the educational background is presented in Table XXVIII. When a comparison was made pertaining to years of teaching experience between this research and Barbee's (1985) research, it was statistically determined ($X^2 = 4.07$) that there was no significant difference between the respondents within these two research efforts who had ten years or less teaching experience. Clearly, a majority of the respondents within these two research efforts had ten years or less teaching experience. Furthermore, it was determined that there was no significant difference ($X^2 = 2.71$) between the respondents pertaining to certification areas in that the majority of respondents had either a secondary or secondary vocational certification, and a notable proportion were certified in agricultural education. Pertaining to the level of education between the

TABLE XXVIII

**SUMMARY OF SELECTED RESPONDENTS' EDUCATIONAL
BACKGROUNDS WITH COMPARISON TO
THE BARBEE 1985 RESEARCH**

Characteristics of Respondents	Frequency Distribution of Responses N(%)					Totals N(%)	Comparison
Years of Teaching Experience	0-5	6-10	11-15	Over 15			
1990 Research	41 (42.71%)	15 (15.63%)	8 (8.33%)	32 (33.33%)		96 (100.00%)	$\chi^2 = 4.07$
1985 Research	74 (36.10%)	42 (20.49%)	30 (14.63%)	59 (28.78%)		205 (100.00%)	Not significant
Certification Areas	Elementary	Secondary	Secondary (Voc.)	Ag. Ed.			
1990 Research	2 (2.32%)	35 (40.70%)	10 (11.63%)	38 (45.35%)		85 (100.00%)	$\chi^2 = 2.71$
1985 Research	2 (0.98%)	71 (34.63%)	35 (17.07%)	97 (47.32%)		205 (100.00%)	Not significant
Level of Education	Bachelors	Masters	Masters + 15 hrs.	Doctors			
1990 Research	42 (43.75%)	17 (17.70%)	28 (29.17%)	9 (9.38%)		96 (100.00%)	$\chi^2 = 8.27$
1985 Research	105 (51.22%)	16 (7.80%)	71 (34.64%)	13 (6.34%)		205 (100.00%)	Significant
Years of Experience as Administrator (Administrators Only)	0-5	6-10	11-15	Over 15			
1990 Research	8 (27.60%)	10 (34.50%)	4 (13.80%)	7 (24.10%)		29 (100.00%)	$\chi^2 = .35$
1985 Research	18 (29.03%)	22 (35.48%)	6 (9.68%)	16 (25.81%)		62 (100.00%)	Not significant
Years of Experience as AGED. Teacher (Teacher Educators Only)	None	1-5	6-10	11-15	Over 15		
1990 Research	--	5 (55.55%)	3 (33.33%)	1 (11.12%)	--	9 (100.00%)	$\chi^2 = 3.21$
1985 Research	4 (28.57%)	5 (35.72%)	4 (28.57%)	--	1 (7.14%)	14 (100.00%)	Not significant
Years of Experience as Teacher Educator (Teacher Educators Only)	None	1-5	6-10	11-15	Over 15		
1990 Research	--	2 (22.22%)	1 (11.12%)	2 (22.22%)	4 (44.44%)	9 (100.00%)	$\chi^2 = 4.29$
1985 Research	5 (35.71%)	3 (21.43%)	--	3 (21.43%)	3 (21.43%)	14 (100.00%)	Not significant

respondents there was a significant difference ($X^2 = 8.27$). There was a larger percentage of respondents in Barbee's (1985) research who held a bachelor's degrees as compared to this study whereby there was a larger percentage that had an equivalent of a master's degree or master's plus 15 hours. The administrators who responded to both research efforts were asked to indicate their number of years of experience as an administrator. When the two administrative groups were compared, there was no significant difference ($X^2 = .350$). The majority of both administrative groups had ten years or less experience as an administrator. The teacher educators who responded to both research efforts were asked to indicate their number or years of experience as an agricultural education teacher. There was not a significant difference between the two study groups ($X^2 = .321$). A majority of the teacher educators indicated they had ten years or less years of experience as agricultural education teachers. Further analysis of the teacher educators revealed that a majority in this research had 11 years or more experience as a teacher educator.

Respondents' Perceptions of Assistance

Provided by the Entry-Year

Assistance Program

Presented in Table XXIX is the summary comparison of respondents' perceptions pertaining to selected aspects of

TABLE XXIX

**SUMMARY OF RESPONDENTS' PERCEPTIONS RELATIVE
TO SELECTED ASPECTS OF THE ENTRY-
YEAR ASSISTANCE PROGRAM**

Perception of Assistance	Frequency Distribution of Responses N(%)					Totals N(%)	Comparison
<hr/>							
EYAC Members perceptions on whether or not they provided needed assistance to EYT	Definitely Yes	Probably Yes	Uncertain	Probably Not	Definitely Not		
1990 Research	26 (38.81%)*	41 (61.19%)*	--	--	--	67 (100.00%)*	$\chi^2 = 5.70$
1985 Research	71 (50.35%)*	65 (46.10%)*	2 (1.42%)*	3 (2.13%)*	--	141 (100.00%)*	Not Significant
EYT's perceptions as to whether or not they received needed assistance from EYAC	Definitely Yes	Probably Yes	Uncertain	Probably Not	Definitely Not		
1990 Research	21 (72.40%)**	6 (20.70%)**	1 (3.40%)**	1 (3.40%)**	--	29 (100.00%)**	$\chi^2 = 4.12$
1985 Research	34 (53.13%)**	23 (35.94%)**	2 (3.12%)**	2 (3.12%)**	3 (4.69%)**	64 (100.00%)**	Not Significant
Reasons EYT did not receive needed assistance from EYAC	T.E. appeared unconcerned	Administrator unavailable	T.C. was unconcerned	Administrator unconcerned			
1990 Research	1 (3.44%)	1 (3.44%)	--	--			
1985 Research	--	--	4 (6.25%)**	4 (6.25%)**			***
Individuals who provided most assistance based on perceptions of EYT	Teacher Consultant	Administrator	Teacher Educator	Another exper. teacher	Other		
1990 Research	10 (34.48%)	10 (34.48%)	8 (27.59%)	1 (3.45%)	--	29 (100.00%)	$\chi^2 = 10.43$
1985 Research	22 (34.38%)	7 (10.94%)	21 (32.81%)	4 (6.25%)	10 (15.62%)	64 (100.00%)	Significant
Times EYAC members were asked for assistance as perceived by EYAC members and the EYT	Never	1-5	6-10	11-15	More than 15		
1990 Research	7 (7.29%)	20 (20.84%)	26 (27.08%)	10 (10.41%)	33 (34.38%)	96 (100.00%)	$\chi^2 = 7.41$
1985 Research	19 (9.27%)	59 (28.78%)	30 (14.63%)	23 (11.22%)	74 (36.09%)	205 (100.00%)	Not Significant

* Entry-Year agricultural education teachers were not asked to respond.

** Only EYT were asked to respond (N=29).

*** The assumptions for Chi Square were not met; therefore, Chi Square was not utilized.

the Entry-Year Assistance Program. There was no significant difference ($X^2 = 5.70$) between the findings of this research effort and Barbee's (1985) research pertaining to whether or not the Entry-Year Assistance Committee members (only) provided needed assistance to the Entry-Year Teachers. An overwhelming majority of both study groups indicated either "probably yes" or "definitely yes" when asked whether or not they provided needed assistance to the Entry-Year Teacher. Likewise, there was no significant difference ($X^2 = 4.12$) between the findings of this research effort and Barbee's (1985) research pertaining to the Entry-Year Teachers' perceptions as to whether or not they received needed assistance from the Entry-Year Assistance Committee. The majority of both study groups indicated either "definitely yes" or "probably yes" that they did receive needed assistance from the Entry-Year Assistance Committee. Due to the overwhelming response provided by the aforementioned it was determined that a particularly small percentage (6.25 or less) indicated that either the Teacher Educator, Administrator, or Teacher consultant appeared unconcerned which constituted the reason they believed they did not receive the needed assistance. Furthermore, when this research effort was compared to Barbee's (1985) research, there was a significant difference ($X^2 = 10.43$) between the Entry-Year Teachers' perceptions of the individuals who they perceived provided them the most assistance. An analysis of

the findings revealed that there was a difference in that a larger percentage of administrators provided the most assistance in this research effort as compared to Barbee's (1985) research. Pertaining to the number of times the Entry-Year Assistance Committee members were asked for assistance (as perceived by them) and the Entry-Year Teachers' there was no significant difference ($X^2 = 7.41$) between this research effort and the Barbee (1985) research. As a point of information, the majority of respondents in both study groups indicated the Entry-Year Teacher asked for assistance at least six or more times.

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

Presented in Table XXX is the summary comparison of respondents' perceptions regarding the importance of the Entry-Year Assistance Program. Concerning the respondents' perceived level of importance of the Entry-Year Assistance Committee there was a significant difference ($X^2 = 18.62$) between the findings of this study and the Barbee (1985) research. An analysis of the findings of this study, as compared to Barbee's (1985) research, revealed a significantly higher percentage of respondents indicated the Entry-Year Assistance Program was "very important" as compared to any other category (i.e. important, less than

TABLE XXX

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

Perceptions of Importance	Frequency Distribution of Responses N(%)				Totals N(%)	Comparison
Importance of EYAC	Very Important	Important	Less than Important	Unimportant		
1990 Research	76 (79.17%)	10 (10.42%)	9 (9.37%)	1 (1.04%)	96 (100.00%)	$\chi^2 = 18.62$
1985 Research	116 (59.59%)	66 (32.19%)	17 (8.29%)	6 (2.93%)	205 (100.00%)	Significant
Reasons EYAP is important	Creates a feeling of security on the part of the EYT	Provides infor- mation to EYT on his/her strengths or weaknesses	Provides opport. to improve teaching methods	Provides assistance needed to improve classroom management		
1990 Research	27 (28.13%)*	26 (27.08%)*	19 (19.79%)*	14 (14.58%)*		
1985 Research	70 (34.15%)*	15 (7.32%)*	14 (6.83%)*	45 (21.95%)*		
Reasons EYAP is not important	Too much time involvement in reference to other activities	Creates a feeling of apprehension on the part of the EYT	Lack of importance as viewed by the EYAC			
1990 Research	6 (6.25%)**	3 (3.13%)**	2 (2.08%)**			
1985 Research	5 (2.44%)**	5 (2.44%)**	6 (2.93%)**			

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

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

important, unimportant). Of those respondents who indicated the Entry-Year Assistance Program was important, in both this research effort and Barbee's (1985) research, was because of the following: created a feeling of security on the part of the Entry-Year Teacher; provided information to the Entry-Year Teacher on his/her strengths or weakness; provided the opportunity to improve teaching methods; and provided assistance needed to improve classroom management. Also, of those respondents who indicated that the Entry-Year Assistance Program was not important, in both this research effort and Barbee's (1985) research, was because of the following: too much time involvement in reference to other activities; created a feeling of apprehension on the part of the Entry-Year Teacher; and lack of importance as viewed by the Entry-Year Assistance Committee members.

Respondents' Perceptions of the Evaluation/Observation Instrument and the Major Strengths and Problems of the Entry-Year Assistance Program

Presented in Table XXXI is the summary comparison of respondents' perceptions of the evaluation/observation instrument and major strengths and problems concerning the Entry-Year Assistance Program. Respondents of both study groups, when asked whether or not the evaluation/observation

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(%)	Comparison
Did evaluation/observation instrument provide a fair assessment of EYT's teaching abilities?					Definitely not		
1990 Research	Definitely yes 33 (34.38%)	Probably yes 46 (47.92%)	Uncertain 9 (9.38%)	Probably not 8 (8.32%)	--	96 (100.00%)	$\chi^2 = 15.80$
1985 Research	82 (40.00%)	110 (53.56%)	3 (1.46%)	7 (3.42%)	3 (1.46%)	205 (100.005)	Significant
Reasons why evaluation/observation instrument provided a fair assessment of EYT teaching ability	Covered all categories of Ag.Ed.	Categories are relevant to Ag.Ed.	Categories reflect total responsibilities of Ag.Ed.Teacher				
1990 Research	33 (34.48%)	27 (28.13%)	15 (15.63%)				
1985 Research	107 (52.19%)	3 (1.46%)	--				
Reasons why evaluation/observation instrument did not provide a fair assessment of EYT teaching ability	Additional categories are needed	Categories do not apply to relationship between Ag.Ed. teacher and community	Categories do not apply extracurricular activities				
1990 Research	5 (15.20%)*	3 (3.12%)*	3 (3.12%)*				
1985 Research	14 (6.83%)*	--*	2 (.97%)*				
Major strengths of EYAP	Moral support offered by EYAC	Guidance in decision making	Assistance from T.C.	Other			
1990 Research	23 (31.08%)	17 (22.97%)	14 (18.92%)	20 (27.03%)	74 (100.00%)	$\chi^2 = 16.80$	
1985 Research	32 (15.61%)	35 (17.07%)	36 (17.56%)	102 (49.75%)	205 (100.00%)	Significant	
Major problems of EYAP	No major problems	Insufficient assistance from TC	Insufficient assistance from TE	EYAC's funct. more evaluative than instruct.	Other		
1990 Research	36 (40.45%)	7 (7.87%)	5 (5.62%)	4 (4.49%)	37 (41.57%)	89 (100.00%)	$\chi^2 = 21.07$
1985 Research	65 (31.15%)	4 (1.95%)	9 (4.39%)	3 (1.46%)	124 (60.49%)	205 (100.00%)	Significant

* Only respondents who believed the evaluation/observation instrument did not provide a fair assessment responded to this question; therefore, there is no total N or %.

instrument provided a fair assessment of the Entry-Year Teachers' teaching abilities, indicated overwhelmingly that it did; however, there was a significant difference ($X^2 = 15.80$) between the two study groups. Analysis of the data indicated a much larger percentage of the respondents of this study (as compared to Barbee's (1985) research) were "uncertain" concerning the fairness of the evaluation/observation instrument. Respondents who indicated reasons why the evaluation/observation instrument provided a fair assessment of the Entry-Year Teacher's teaching abilities, in both this research effort and Barbee's (1985) research, was because of the following: it covered all categories of agricultural education; categories were relevant to agricultural education; and the categories reflected the total responsibilities of the agricultural education teacher. Respondents who indicated reasons why the evaluation/observation instrument did not provide a fair assessment of the Entry-Year Teacher's teaching abilities, in both this research effort and Barbee's (1985) research, was because of the following: additional categories were needed; categories did not apply to the relationship between the agricultural education teacher and the community; and categories did not apply to extracurricular activities. It should be noted that there was an extremely small percentage of respondents who perceived that the evaluation/observation instrument did not provide a fair assessment of the Entry-

Year Teacher's teaching ability. With reference to the strengths of the Entry-Year Assistance Program there was a significant difference ($X^2 = 16.80$) between the findings of this research effort and Barbee's (1985) research. The major strengths included: moral support offered by the Entry-Year Assistance Committee, guidance and decision making, assistance from the Teacher Consultant, as well as other strengths. Upon analysis of the data it was determined that the primary significant difference was revealed in the substantially higher percentage of respondents who believed the major strength of the Entry-Year Assistance Program was moral support offered by the Entry-Year Assistance Committee. In brief, there was a 20% plus increase in the number of respondents who perceived moral support offered by the Entry-Year Assistance Program. With reference to the major problems of the Entry-Year Assistance Program, there was a significant difference ($X^2 = 21.07$) between the respondents of this research effort and Barbee's (1985) research. Analysis of the data revealed a substantial increase in the percentage of respondents who perceived there to be no major problems in the Entry-Year Assistance Program. Additionally, there was a substantial decrease in the percentage of respondents who perceived there to be a number of non-categorical problems (considered as other) with the Entry-Year Assistance Program.

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

Presented in Table XXXII is the summary comparison of respondents' perceptions of selected components of the Entry-Year Assistance Program. There was a significant difference ($X^2 = 14.83$) between the respondents of this research and Barbee's (1985) research when asked if they either favored or opposed the continuance of the Entry-Year Assistance Program. Although respondents of both study groups overwhelming "strongly favored" the continuance of the Entry-Year Assistance Program, there was a substantial increase of respondents in Barbee's (1985) research who strongly favor the continuance of the Entry-Year Assistance Program. There was no significant difference ($X^2 = 3.16$) between the two study groups when asked whether or not they were afforded the opportunity to adjust and improve. In brief, an overwhelmingly majority indicated "definitely yes". Furthermore, there was a significant difference ($X^2 = 15.64$) between the two study groups when asked whether or not assistance was provided in classroom management. It should be noted that there was substantial differences in percentages between the two study groups in the categories of "definitely yes" and "probably yes." Also, there was a significant difference ($X^2 = 29.56$) between the two study groups regarding whether or not parental input was

TABLE XXXII

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

Components	Frequency Distribution of Responses N(%)					Totals N(%)	Comparison
Continuance of EYAP	Strongly favor	Tend to favor	Uncertain	Tend to oppose	Strongly oppose		
1990 Research	76 (79.17%)	15 (15.63%)	2 (2.08%)	2 (2.08%)	1 (1.04%)	96 (100.00%)	$\chi^2 = 14.83$
1985 Research	117 (57.08%)	64 (31.22%)	4 (1.95%)	12 (5.85%)	8 (3.90%)	205 (100.00%)	Significant
Opportunity to adjust and improve	Definitely yes	Probably yes	Uncertain	Probably not	Definitely not		
1990 Research	69 (71.88%)	26 (27.08%)	1 (1.04%)	--	--	96 (100.00%)	$\chi^2 = 3.16$
1985 Research	159 (77.56%)	41 (20.00%)	2 (.98%)	3 (1.46%)	--	205 (100.00%)	Not significant
Assisted in classrooms management	Definitely yes	Probably yes	Uncertain	Probably not	Definitely not		
1990 Research	32 (32.68%)	55 (57.89%)	3 (3.16%)	5 (5.26%)	--	95 (100.00%)	$\chi^2 = 15.64$
1985 Research	111 (54.15%)	73 (35.61%)	4 (1.95%)	13 (6.34%)	4 (1.95%)	205 (100.00%)	Significant
Parental input consideration	Definitely yes	Probably yes	Uncertain	Probably not	Definitely not		
1990 Research	13 (13.54%)	33 (34.38%)	--	42 (43.75%)	8 (8.33%)	96 (100.00%)	$\chi^2 = 29.56$
1985 Research	82 (40.00%)	65 (31.71%)	--	39 (19.02%)	19 (9.27%)	205 (100.00%)	Significant
Areas of improvement identified	Yes	No					
1990 Research	31 (32.98%)	63 (67.02%)				94 (100.00%)	$\chi^2 = 1.39$
1985 Research	54 (26.34%)	151 (76.66%)				205 (100.00%)	Not significant
Received orientation	Yes	No					
1990 Research	63 (65.63%)	33 (34.37%)				96 (100.00%)	$\chi^2 = 1.57$
1985 Research	119 (58.00%)	86 (41.95%)				205 (100.00%)	Not significant
Teacher consultant provided at least 72 hours of assistance and consultation	Yes	No					
1990 Research	22 (81.48%)*	5 (18.52%)*				27 (100.00%)	$\chi^2 = 14.13$
1985 Research	38 (59.38%)*	26 (40.62%)*				64 (100.00%)	Significant

* Only the Entry-Year Agricultural Education Teachers were asked to respond

considered. It is very important to note that there was a substantial change in that Barbee's (1985) research reported an affirmative finding to the question whereas the findings of this research effort indicate a negative response to whether or not parental input was considered. Although there was no significant difference ($X^2 = 1.39$) it was interesting to discover that an overwhelmingly majority of both study groups indicated the areas of improvement were not identified. Another finding which was not significant ($X^2 = 1.57$) pertained to whether or not orientation had been received. For the record it should be noted that a majority of the respondents in both study groups had received orientation. Regarding whether or not the teacher consultant provided at least 72 hours of consultation there was a significant difference ($X^2 = 14.13$) between the two study groups. It is important to note that there was a substantial percentage increase of respondents of this research effort who indicated that the teacher consultant provided at least 72 hours of assistance and consultation (as compared to Barbee's (1985) research).

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

Presented in Table XXXIII is the summary comparison of respondents' perceptions of changes needed for the Entry-

TABLE XXXIII

**SUMMARY OF RESPONDENTS' PERCEPTIONS OF
CHANGES NEEDED FOR THE ENTRY-YEAR
ASSISTANCE PROGRAM**

Size of Groups	Frequency Distribution of Responses N(%)				
Fifteen or more respondents	No changes needed in EYAP	Teacher consultant should have vocational or agricultural background			
1990 Research	29 (30.21%)	--			
1985 Research	83 (40.49%)	16 (7.80%)			
Ten to fourteen respondents	EYAP members should be more knowledgeable of the total AGED program	More unannounced observations by Teacher Educator	Evaluation/ observation instrument should be refined		
1990 Research	12 (12.50%)	11 (11.46%)	--		
1985 Research	--	13 (6.34%)	10 (4.88%)		
Five to nine respondents	More release time for EYAC members	Total EYAP should be taken more seriously by administrators	Evaluation/observation instrument needs to be broadened to cover extracurricular activities		
1990 Research	8 (8.33%)	8 (8.33%)	5 (5.21%)		
1985 Research	5 (2.44%)	--	--		
Five to nine respondents (continued)	Greater numbers of observations should be made by EYAC	72 hours requirement for Teacher Consultant should be reduced	Add Agricultural person from community to EYAC		
1990 Research	--	--	--		
1985 Research	9 (4.39%)	5 (2.44%)	5 (2.44%)		
Less than four respondents	More EYAP meetings during the school year	EYAC members encouraged to attend more in service	EYAP should begin at August Conference	EYAC members should be justly compensated for professional services	Length of EYAP should be reduced
1990 Research	4 (4.17%)	3 (3.12%)	3 (3.12%)	3 (3.12%)	2 (2.08%)
1985 Research	--	--	--	--	--

Year Assistance Program. In both study groups respondents were asked an open-ended question, "What changes would you like to see in the present Entry-Year Assistance Program?" The investigation of this research effort (as well as Barbee's (1985) research) categorized the responses to the open-ended question. Obviously "N" varies because not all respondents chose to answer this question. Therefore, like responses which were tabulated and included 15 or more respondents included the following: No changes in the Entry-Year Assistance Program and teacher consultant should have vocational or agricultural background. Like responses whereby 10-14 respondents indicated the following: Entry-Year Assistance Program members should be more knowledgeable of the total Agricultural Education program, there should be more unannounced observations by the teacher educator and the evaluation/observation instrument should be refined. Due to the minimal number and variety of responses, please refer to Table XXXIII to review further analysis of the responses to the questions asked.

Conclusion

The conclusions presented as follows are based upon the analysis of the findings of this comparative research effort:

- (1) The typical respondent was certified at the secondary level, had obtained at least a master's degree and

had taught ten or less years. The respondents who were also administrators typically had been an administrator for ten or less years. Teacher educators who responded to the research efforts had five or less years experience as an Agricultural Education teacher and eleven or more years experience as a teacher educator. It was further concluded, based on the findings of this research effort, that there was little if any difference in the characteristics of the respondents when compared to the characteristics of the respondents of Barbee's (1985) research.

(2) It was concluded that needed assistance was provided to the Entry-Year Teachers as perceived by the Entry-Year Assistance Committee members. It was further concluded, based on the perceptions of the Entry-Year Teachers, that they had received needed assistance from the Entry-Year Assistance Committee.

(3) Based on the findings of this research and the Barbee (1985) research there has been a remarkable increase in assistance provided to the Entry-Year Teacher by the administrator serving on the Entry-Year Assistance Committee. Additionally, the teacher consultant and the teacher educator, respectively are depended upon by the Entry-Year Teacher to provide the most assistance. It is further concluded that the Entry-Year Assistance Committee is called upon by the Entry-Year Teacher for advice and or

assistance as evidenced by the frequency of questions asked by the Entry-Year Teacher.

(4) Based on the high percentage of like responses it was concluded that the Entry-Year Assistance Committee is very important to the Entry-Year Teacher primarily because the Entry-Year Assistance Committee creates a feeling of security on the part of the Entry-Year Teacher and provided information to the Entry-Year Teacher on his or her strengths or weaknesses.

(5) Based on the high percentages of responses it was concluded that the evaluation/observation instrument does provide a fair assessment of the Entry-Year Teacher's abilities because the evaluation/observation instrument covers all necessary categories of teacher performance and is relevant and useful to agricultural education.

(6) Based on the findings of this research and comparison of Barbee's (1985) research the major strengths of the Entry-Year Assistance Program includes providing moral support, guidance, and assistance. It is further concluded that there are no perceived problems in the Entry-Year Assistance Program; however, there are minor problems which probably would be handled best on a case-by-case basis.

(7) It is further concluded, based on a high percentage of like responses, that the Entry-Year Assistance Program be continued.

(8) It was further concluded that the Entry-Year Assistance Program provided opportunities for the Entry-Year Teacher to adjust and improve, to be assisted in classroom management, and to receive at least seventy-two hours of assistance and consultation from the teacher consultant.

(9) Based on the findings it was concluded that parental input was being considered by the Entry-Year Assistance Committee to a lesser extent than the Entry-Year Assistance Program mandates prescribe.

Recommendations

Based on the conclusions of this research effort the following recommendations are presented:

(1) Since there was a significant increase in the assistance provided by administrators, it is recommended that administrators continue their high level of providing assistance.

(2) Based on the conclusions that the Entry-Year Assistance Committee is very important to the Entry-Year Teacher and based on the conclusion that there is a strong support for the continuance of the Entry-Year Assistance Program, it is highly recommended that the Entry-Year Assistance Program be continued. It is further recommended, based upon the perceived importance of the Entry-Year Assistance Committee that educational leaders, institutional decision-makers, as well as beginning teachers be made aware

of this importance through means of documentation and/or orientation. It is further recommended that this dissemination of information include the following reasons why the Entry-Year Assistance Program is important: creates a feeling of security on the part of the Entry-Year Teacher, provides information to the Entry-Year Teacher on his/her strengths or weaknesses, provides opportunity to improve teaching methods, and provides assistance needed to improve classroom management.

(3) It is recommended that the evaluation/observation instrument, in its present format, continue to be used to assess the Entry-Year Teachers' teaching abilities.

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 Agricultural Education Teachers and Entry-Year Assistance Committee 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 Agricultural Education Teachers.

(4) Specific research should be conducted to determine the kinds of assistance the Entry-Year Assistance Committee 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) 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.

(7) Specific research should be conducted to obtain perceptions of administrators relative to their role in the Entry-Year Assistance Program.

(8) Specific research should be conducted to obtain perceptions of teacher consultants relative to their role in the Entry-Year Assistance Program.

(9) Specific research should be conducted to obtain perceptions of teacher educators relative to their role in the Entry-Year Assistance Program.

(10) Teacher training institutions should be surveyed to determine the nature and extent of undergraduate orientation to the Entry-Year Assistance Program.

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APPENDIXES

APPENDIX A

SURVEY INSTRUMENT

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

May I speak with Mr. (Ms.) _____. Thank you. Hello _____, my name is _____ and I am with the Agricultural 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 Assistance Program as it relates to Agricultural Education. According to my records, you were a part of the Entry-Year Assistance Program as a (an):

- (4) ☐ (1) _____ Teacher Consultant
☐ (2) _____ Administrator
☐ (3) _____ Teacher Educator
☐ (4) _____ Entry-Year Agricultural Education Teacher

1. Since you were involved in the Entry-Year Assistance Program, I believe you can provide some valuable information. May I have a few minutes of your time to ask you a few questions?

- (5) ☐ (1) _____ Yes
☐ (2) _____ No- Since you are the only person who 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?

- (6) ☐ (1) _____ 0-5 years
☐ (2) _____ 6-10 years
☐ (3) _____ 11-15 years
☐ (4) _____ over 15 years

3. In which level or area are you certified to teach?

- (7) ☐ (1) _____ Elementary
☐ (2) _____ Secondary-(Subject) _____
☐ (3) _____ Secondary, Vocational (Subject) _____
☐ (4) _____ Agricultural Education _____

4. What is your level of education?

- (8) ☐ (1) _____ Bachelor's degree
☐ (2) _____ Master's degree
☐ (3) _____ Master's degree + 15 credit hours
☐ (4) _____ Doctor's degree

(ADMINISTRATORS ONLY)

5. How many years have you been an administrator?

- (9) ☐ (1) _____ 0-5 years
☐ (2) _____ 6-10 years
☐ (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 Agricultural Education?

- (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 Agriculture Education teacher?

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

(COMMITTEE MEMBERS ONLY)

10. For what reason do you feel that you didn't provide the needed assistance to the Entry-Year Agricultural Education 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 Agricultural Education 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
☐ (3) Uncertain
☐ (2) Probably Not
☐ (1) Definitely Not
- MOVE TO QUESTION 13

(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 TEACHER 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 Agricultural 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 Agricultural Education teacher's performance provides a fair assessment of his/her abilities?

(50)

(5)	_____	Definitely Yes
(4)	_____	Probably Yes
(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 Agricultural Education teacher's ability?

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

21. For what reason do you believe the evaluation/observation instrument does not provide a fair assessment of the Agricultural Education teacher's ability?

(55)-(1) _____ The categories apply primarily to classroom 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 Agricultural Education teacher and the community.
 (58)-(1) _____ The categories do not apply to the extracurricular activities of the Agricultural Education 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 Agricultural Education 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 Agricultural Education 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) _____ Moral 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.
 (70) (4) _____ Insufficient assistance from the administrator.
 (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 Agricultural Educational 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
 (04) (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) ☐ (4) _____ Definitely Yes ☐ ——— MOVE TO QUESTION 31
☐ (3) _____ Probably Yes
☐ (2) _____ Probably Not
☐ (1) _____ 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) ☐ (1) _____ Yes
☐ (2) _____ 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) ☐ (1) _____ Yes
☐ (2) _____ No

(ENTRY-YEAR TEACHER ONLY)

33. Did the teacher consultant spent 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) ☐ (1) _____ Yes
☐ (2) _____ No

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?

(19) ☐ (1) _____ Yes
☐ (2) _____ No

APPENDIX B

HANDBOOK FOR ENTRY-YEAR
ASSISTANCE PROGRAM

1988-90

**OKLAHOMA STATE UNIVERSITY'S
1989-90 HANDBOOK
FOR
ENTRY YEAR ASSISTANCE PROGRAM**

**Office of Teacher Education
Oklahoma State University
Stillwater, Oklahoma**

405-744-6253

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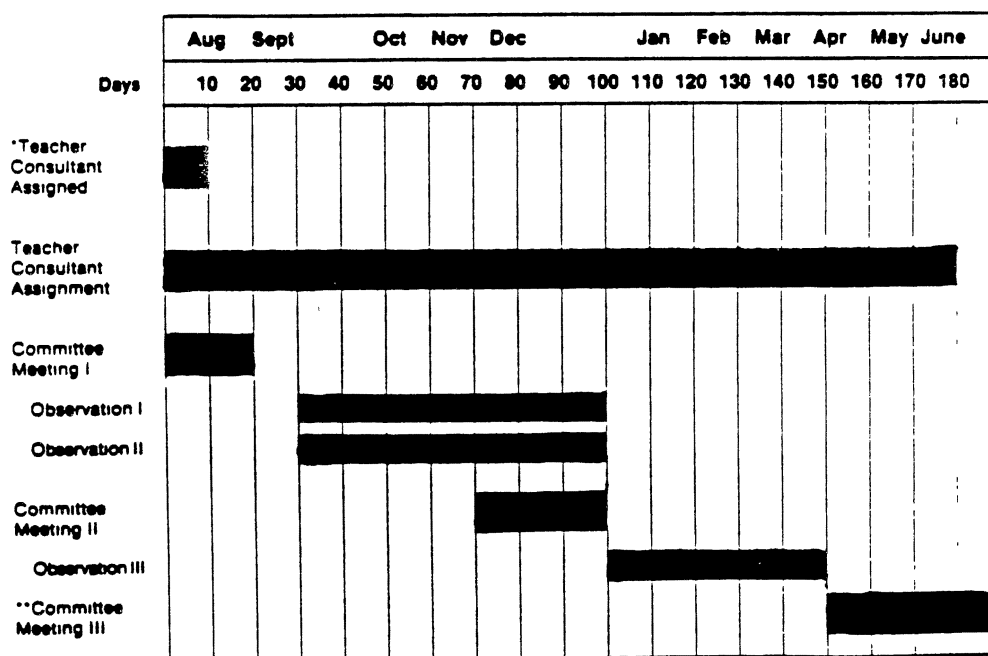
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Guide for the Entry-Year Assistance Program

ACTIVITY	MONTH	PURPOSE
Committee Meeting I	August September or 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	October November December, or between the 30th and 100th day of employment	Independent visitation
Observation II		Complete first observation instrument
Committee Meeting II	December or between the 70th and 100th day of employment	Review progress and formulate recommendations concerning the teaching performance of the entry-year teacher
Observation III	January February March or between the 100th and 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 recommendation concerning certification

*This is a regulation



- * Teacher Consultant Regulation 4
- ** Entry-Year Assistance Program Regulation VIII C

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
John M. Folks, State Superintendent of Public Instruction
ENTRY-YEAR ASSISTANCE PROGRAM**

Responsibilities of School District

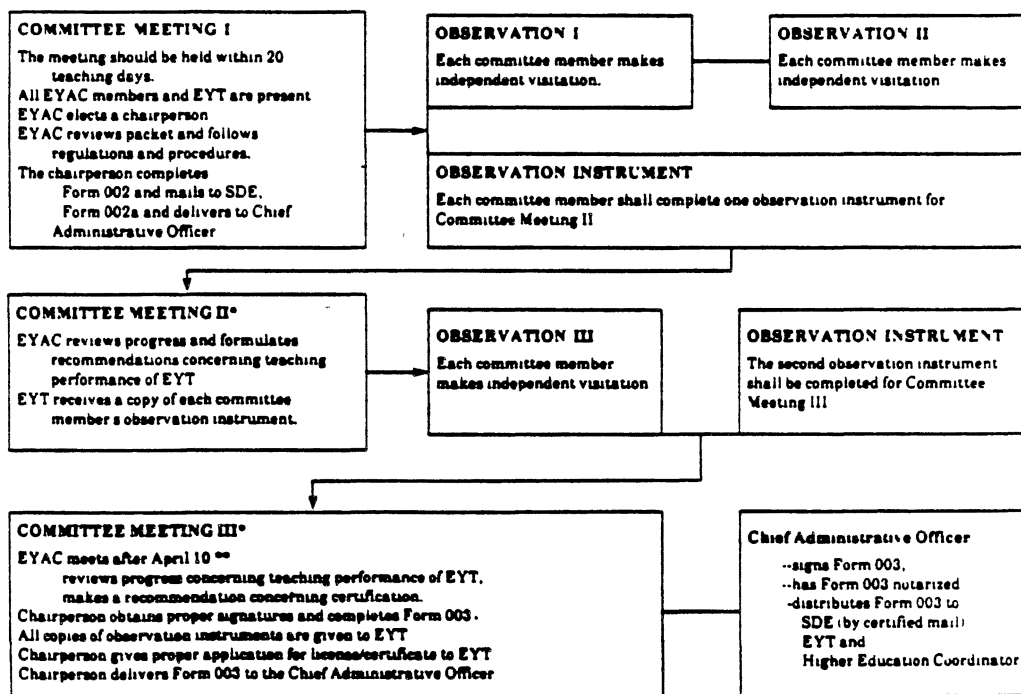
The Chief Administrative Officer is responsible to

- request packets from State Department of Education (SDE) for Entry Year Teachers (EYT),
- inform recommending Higher Education Institution about employment of EYT,
- establish Entry Year Assistance Committee Meeting I,
- deliver packet for each EYT to administrative member of Entry Year Assistance Committee (EYAC)

Teacher Consultant Assignment

Within at least ten (10) teaching days after the beginning teacher enters the classroom, the Teacher Consultant shall be selected. Teacher Consultant begins immediately to provide guidance and assistance to EYT

ENTRY-YEAR ASSISTANCE COMMITTEE



* All committee members, as well as EYT, must be present to constitute an official meeting

-- For any variation from April 10 date, refer to Regulation VIII C

Questions should be directed to: Entry Year Assistance Program
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599
(405) 521 3607

**OKLAHOMA STATE UNIVERSITY
ENTRY YEAR ASSISTANCE PROGRAM (EYAP)**

Selected From the
State Department of Education Regulations

INTRODUCTION

Intent of the Entry Year Assistance Program

The intent of HB 1706 is to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

This law requires the licensed teacher to participate in the Entry Year Assistance Program during the initial year of teaching in an accredited school under the guidance and assistance of an Entry Year Assistance Committee in order to qualify for an Oklahoma Teaching Certificate. This applies to all students completing an approved teacher education program and graduating after February 1, 1982.

Definition of the Entry Year Teacher

"Entry Year Teacher" (EYT)* is a licensed teacher who is employed in an accredited school and who has zero (0) years experience as a classroom teacher.

Definition of the Entry Year Assistance Committee

"Entry Year Assistance Committee" (EYAC) refers to a committee assigned to a local school district for the purpose of giving guidance and assistance, reviewing the teaching performance of an entry year teacher, and making recommendations to the State Board of Education regarding certification.

Members of the Entry Year Assistance Committee

- A. Teacher Consultant - classroom teacher.
- B. Principal, assistant principal or administrator designated by the local school board.
- C. Teacher educator in a college or school of education of an institution of higher learning.

A chair person shall be chosen by the committee members.

*EYTs holding a valid teaching certificate who graduated prior to February 1, 1982 will have a teacher consultant, but will not have the Entry Year Assistance Committee (this applies even though the EYT has zero (0) years teaching experience).

ENTRY YEAR ASSISTANCE COMMITTEE

Role and Function of the Entry Year Assistance Committee

- A. The EYAC will work with the EYT to assist in all matters concerning classroom management and in-service training for the teacher.
- B. The EYAC shall serve for one (1) school year. If the EYT is employed for less than 120 days during the school year, it will be necessary for the EYAC to continue during the next school year until a total of 180 days has been completed (See Appendix D for Form 004). No new EYAC will be formed after April 1 of the school term.
- C. The EYAC shall make a recommendation to the Certification Section of the State Department of Education after April 10 of the school year.
- D. The EYAC shall make recommendations for a staff development program for the EYT for the following year if the recommendation is for certification.
- E. If the committee does not recommend certification at the end of the first year of licensure, the EYT must repeat the EYAP for a second year with the same committee or a new committee.

Selection Process of the Committee

- A. Teacher Consultant - the teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. The teacher consultant must hold at least a standard certificate. Whenever possible, the teacher consultant shall have experience in the teaching area of the beginning teacher. The teacher consultant shall not serve more than two (2) consecutive years, although such teachers may serve as a teacher consultant for more than two (2) years. The teacher consultant will provide at least 72 hours of guidance and assistance to the EYT during the school year (See Appendix A).
- B. The administrator shall be designated by the local school board to serve on the committee within ten (10) teaching days after the entry year teacher enters the classroom.
- C. The educator from higher education shall be identified on a mutual action basis by the superintendent and the teacher education institution coordinator (See Appendix B.)
 - 1. OSU is expected to assume responsibility for its own graduates; however, consideration will be given to the EYT's geographical location and the distance to the EYT's school district.
 - 2. All local school district requests for an OSU teacher educator (to serve on an OSU graduate's EYAC) will be channeled through the Office of Teacher Education, 101 Gundersen Hall, OSU, Stillwater, OK 74078-0146, Phone, 405-744-6253.

3. OSU will inform the requesting superintendent of the name of the qualified higher education faculty committee member within ten (10) working days after the request has been made.
4. The Office of Teacher Education will make every effort possible to place a teacher educator from the same subject matter area as the EYT.
5. For out-of-state EYTs, the superintendent will contact the designated teacher education institution coordinator of the nearest teacher education institution. Tulsa and Oklahoma City assignments will be rotated within the identified institutions serving the metropolitan areas.

Evaluation Process

- A. The Entry Year Teacher Observation Instrument (see Appendix C) from the State Department of Education packet will be used by each EYAC member to evaluate an entry year teacher for certification purposes only. Obtain extra copies of blank observation instruments from the State Department of Education, (405)521-3607.
- B. Each EYAC will use meaningful parental input as one criterion in evaluating the EYT performance. (PTA, open house, parent conferences, etc.)
- C. Each member of the committee will observe the EYT a minimum of three (3) times per year.*
- D. Each member of the committee will participate in three (3) informal EYAP committee meetings.*
- E. All committee members, as well as the EYT, must be present to constitute an official committee meeting.

* This is in addition to the regulations for the teacher consultant.

EYAC Procedures

A. Committee Meeting I

The first meeting with the EYT is to become acquainted with each other, elect a chairperson, establish a communication system, establish a schedule for committee members activities, and review the evaluation form.

The responsibility of the chairperson is to:

1. Chair the committee.
2. Follow the established EYAC Regulations (see State Department packet).
3. Assure that all committee members, as well as the EYT, are present for committee meetings.

4. Complete the EYAC Form 002 (see Appendix D for sample) within one week following Committee Meeting I and mail the NCR copies to the Entry-Year Assistance Program, State Department of Education.
5. Establish a communication system.
6. Establish a schedule for committee members' activities.
7. Provide the committee members and EYT with the observation instrument for review.
8. Discuss how "meaningful parental input" will be secured.

B. Observation I and II

1. Each committee member shall make two independent visitations with the EYT before Committee Meeting II (usually before the Christmas holidays).
2. The first observation instrument shall be completed by each committee member and then discussed at Committee Meeting II.
3. If concerns arise before Committee Meeting II is scheduled, committee members are responsible for communicating this information immediately to the chairperson for appropriate action.

C. Committee Meeting II

1. All committee members, as well as the EYT, must be present to constitute an official committee meeting.
2. Each committee member shall have completed the first observation instrument with recommendations.
3. Following the discussion of each member's observation instrument, the chairperson and EYT must sign each instrument.
4. A copy of each committee member's observation instrument will be given to the EYT.
5. Committee members are responsible for keeping their copy of the instrument until Committee Meeting III.

D. Observation III

1. Each committee member shall make a third independent visitation with the EYT.
2. The committee members will continue to assist the EYT with the specific recommendations identified during Committee Meeting II.
3. If concerns arise before Committee Meeting III is scheduled, members are responsible for communicating this information immediately to the chairperson for appropriate action.

E. Committee Meeting III (cannot be held before April 10)

1. All committee members, as well as the EYT, must be present to constitute an official committee meeting.
2. Each member should have the second observation instrument completed and it should be used in the discussion.
3. Following the discussion of each member's observation instrument, the chairperson and EYT must sign each instrument.
4. The committee members decision regarding certification shall include meaningful parental input as one criterion in evaluating the teacher performance.
5. The committee shall fulfill all requirements regarding the certification recommendation and staff development.
6. Based on the majority vote, the Certification Recommendation Form 003 (see Appendix D for sample) shall be completed by the chairperson and signed by each member of the committee, even if registering a dissenting vote.
7. Upon completion of the EYAC, the chairperson shall present the completed Certification Recommendation Form 003 to the superintendent or chief administrative officer for his/her signature.
8. The superintendent shall forward this recommendation by certified mail to (1) the State Department of Education and (2) to OSU as indicated on the form.
9. All official observation instruments will then be given to the EYT at the conclusion of Committee Meeting III.
10. If the recommendation is for certification, the EYT needs to complete an application for an initial Oklahoma school certificate (State Dept.'s green form) and mail it to the Certification Section of the State Department of Education.

Certification Recommendation

A. The EYAC recommendation shall be one of the following options:

1. Recommendation for Certification.

In this case, the EYAC shall also recommend a staff development program for the EYT in any area identified by the committee.

2. Recommendation for second year in the EYAP.

- a. Upon request of the EYT, the committee will supply a list of the reasons for such recommendation. This list of reasons shall remain confidential, except as otherwise provided by the EYT.

- b. Also in this case, the EYT shall not be required to be under the supervision of the same EYAC, or any member of the committee who supervised the EYT during the initial year in the program although it is permissible if the EYT approves.

- 3. Recommendation for noncertification at the conclusion of the second year under the EYAP.

The committee, at the request of the EYT, will supply a list of the reasons for such recommendation. This list shall remain confidential, except as otherwise provided by the EYT.

- B. The recommendation of the committee members will be determined by a majority vote.
- C. The recommendation of the committee will be made to the State Board of Education between April 10th and the end of the school term (or between the 150th and 180th day of employment).
- D. If an EYT has been employed for less than 120 days during the school year, it will be necessary for the EYT to continue as an EYT during the next school year until a total of 180 days has been completed. The State Department's Form 004 must be completed in this case.
- E. The State Board will make an annual report to each teacher education institution in Oklahoma on the certification status of each of their graduates who was employed as an EYT:
 - 1. Recommendation for certification;
 - 2. Recommendation for a second year in the EYAP;
 - 3. Recommendation for noncertification at the conclusion of the second entry year.

OKLAHOMA STATE UNIVERSITY POLICIES**Qualifications to Serve On an EYAC**

- A. OSU higher education faculty who serve on entry year assistance committees must be actively involved in the institution's undergraduate or graduate teacher education programs.
- B. The teacher educator should have expertise in the teaching field of the entry year teacher.
- C. The teacher educator should have common school teaching experience.
- D. The teacher educator must be an active participant in the Teacher Education Faculty Development Program at OSU.
- E. The teacher educator will hold a regular faculty appointment in the department in which he/she serves.
- F. The teacher educator should be certified or certifiable in a teacher education field.
- G. Priority for appointment as a higher education member in an EYAP assignment will be given to faculty who have teaching assignments in professional education and specialization courses consistent with the area of the entry year teacher.
- H. The teacher educator will have to be recommended by his/her department head and approved through the Office of Teacher Education and the Superintendent of the EYT school.

OSU Administrative Procedures

- A. The central point of contact for the EYAP will be the Office of Teacher Education.
 - 1. All requests for OSU higher education members on the EYAC will be made to:

Dr. Steve Marks, Coordinator
Entry Year Assistance Program
101 Gundersen Hall
Oklahoma State University
Stillwater, OK 74078-0146
405-744-6253
 - 2. Each department head will provide the Office of Teacher Education with the name(s) of the person(s) who will be officially assigned responsibility for serving on the EYAC.
 - 3. The department head will be responsible for providing the Office of Teacher Education with the number of committee assignments per faculty having part of his/her load assigned to the EYAP.

- B. The Office of Teacher Education will submit in writing the name of a higher education teacher educator to the superintendent generally within ten (10) working days after the school's official notification.
- C. The Office of Teacher Education will notify the department head and faculty of the assignment to serve on the EYAC.
- D. Faculty on an EYAC will submit visitation reports to the Office of Teacher Education to assist in compliance with the State Regents for Higher Education guidelines.
- E. Faculty should notify the Office of Teacher Education when Form 003 has been submitted to the superintendent.
- F. The Office of Teacher Education will prepare a report containing information on the names of the EYTs, school system and school, area of licensure, and the higher education selection of all EYAC assignments by department. The report will be distributed to department heads.
- G. At the conclusion of each year's EYAP, approximately June 15, the Office of Teacher Education will issue a summary report of the previous year's activities and committee assignments to the department heads.

Role and Function of EYAC

- A. In all cases, at least one member of the EYAC will have expertise and experience in the teaching field of the EYT.
- B. The EYAC will serve for 120-180 days.
- C. The EYAC will select a chairperson from the committee. It is intended that the first committee meeting will be called by the administrative officer of the school system.
- D. The OSU Entry Year Assistance Committee recommends a minimum of six (6) trips to the school site for each EYT.
 - 1. At least three (3) individual observation visits by the higher education teacher educator.
 - 2. Three (3) committee meetings for review, evaluation, recommendations (Generally an observation is also made on the day of committee meetings).
- E. The EYAC will recommend one of the following options:
 - 1. Recommendation for certification.
 - 2. Recommendation for a second year in the EYAP.
 - 3. Recommendation for certification or noncertification at the conclusion of the second entry year.

Reports From Faculty

- F. Visitation Reports — this report is to be submitted to the Office of Teacher Education at the end of each visitation (see following copy). Prompt submission of these reports facilitates accurate quarterly Regents' Reports.
- G. Travel Claims — at the appropriate times after visitations (no later than 60 days), a travel claim is to be submitted through the department head, who then forwards it to the Office of Teacher Education. The Office of Teacher Education will provide the department head with an account number for travel reimbursement.
Note: Visitation reports must be on file for any travel being reimbursed.

TEACHER CONSULTANT PROGRAM

Beginning in 1980-81, every beginning teacher with zero (0) years of experience as a classroom teacher, will be a part of a Teacher Consultant or Entry Year Assistance Program.

- A. Beginning teachers who graduated before February 1, 1982, and met approved program certification requirements prior to that date will be assigned a Teacher Consultant. Beginning teachers who hold valid certificates on February 1, 1982, shall be assigned a Teacher Consultant. Beginning teachers who graduated before February 1, 1982, but did not meet approved program certificate requirements prior to that date or did not hold a valid certificate on February 1, 1982, shall be assigned an Entry Year Assistance Committee.

However, if employment is after April 1 of a given school term, the beginning teacher shall be exempt from the Teacher Consultant Program for the remainder of that school term.

- B. Beginning teachers who graduate after January 31, 1982, shall be assigned an Entry Year Assistance Committee.
- C. A beginning teacher who is employed in an accredited school to serve as a substitute teacher shall be exempt from the Teacher Consultant Program while employed as a substitute teacher.

Teacher Consultant Procedures

- A. Teacher consultants shall be assigned according to the Teacher Consultant Regulations.
- B. The Teacher Consultant will be assigned for the total number of days the beginning teacher is in the classroom; the Teacher Consultant payment will be based on that number.
- C. All Teacher Consultants must be designated on the Teacher Personnel Report by position code 79, in order for the school district to receive payment at the end of the school year.
- D. Upon completion of the Teacher Consultant assignment, one school year as intended by the law, the Teacher Consultant will receive a \$500.00 stipend. If the beginning teacher assignment is less than 180 days, the Teacher Consultant stipend will be prorated on the basis of the number of days the beginning teacher is employed.
- E. If the Teacher Consultant is replaced during the school year, items C and D must be addressed.
- F. If the Teacher Consultant program is not completed the first year, item D must be addressed.

Teacher Consultant Examples:

- A. Employed for 180 days. A beginning teacher entering the classroom in the fall will be assigned a Teacher Consultant who will assist the beginning teacher for 180 days as intended by law. Upon completion of the assignment, the Teacher Consultant will be paid \$500.00.
- B. Employed for 120-180 days. If the beginning teacher is employed by a school for at least 120 days, the teacher will fulfill the increment requirements for one year of teaching experience; therefore, it is possible for the Teacher Consultant Program to be completed. This means a Teacher consultant will be assigned for the total number of days the beginning teacher is in the classroom and the Teacher Consultant payment will be based on that number. The number of days may vary from 120-180.
- C. Employed less than 120 days. When the beginning teacher is employed for less than 120 days during the school year, it will be necessary for the beginning teacher to continue as a beginning teacher during the next school year until a total of 180 days has been completed.

The Teacher Consultant will be paid for the number of days the beginning teacher is assigned during the first school year and the following year payment will be made for the number of days necessary to total 180 days.

If possible, the Teacher Consultant should continue the assignment with the beginning teacher.

Explanation: A beginning teacher may be assigned for 90 days during the 1988-89 school year, but to fulfill the Teacher Consultant requirement, the beginning teacher will continue to have a Teacher Consultant for 90 days during the 1989-90 school year. The Teacher Consultant payment is based on the 1988-89 school year and 90 days during the 1989-90 school year.

RULES AND REGULATIONS FOR TEACHER CONSULTANT

"Teacher Consultant" means 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. (Section 5, Item 9)

"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 year teacher at a time." (Section 5, Item 9)

It is the intent of the regulations that teacher consultants be selected who possess the requisite knowledge and skills for assisting the beginning teacher. Therefore, those persons responsible for submitting names for teacher consultants should use their best judgment in identifying teachers who possess leadership qualities that can provide the best assistance for a beginning teacher.

Regulation 1

Beginning school year 1980-81, every beginning teacher (with zero (0) years experience as a classroom teacher) employed shall serve under the guidance and assistance of a teacher consultant for a minimum of one (1) school year as intended in House Bill 1706. However, no beginning teacher shall serve under the guidance and assistance of a teacher consultant for less than 120 days.

Regulation 2

Upon employment of a beginning teacher, the superintendent or chief administrative officer shall notify the bargaining unit, where one exists, of the areas of certification and the teaching assignment of the beginning teacher. The bargaining unit shall submit to the principal a minimum of three (3) names for prospective teacher consultants from the building or district in which the beginning teacher is assigned.

In the absence of a bargaining unit, the principal shall notify the classroom teachers from the building in which the beginning teacher is assigned, and these classroom teachers shall elect a minimum of three (3) names from the building or district to submit to the principal for prospective teacher consultants.

Regulation 3

A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. The teacher consultant must hold at least standard certificate. Whenever possible, the minimum of three (3) names to be submitted shall have had experience in the teaching field of the beginning teacher.

Regulation 4

Within at least ten (10) teaching days after the beginning teacher enters the classroom, the teacher consultant shall be selected.

Regulation 5

It is the responsibility of the school district to ensure that a mechanism be provided whereby the teacher consultant will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation.

Regulation 6

Submission and selection of teacher consultants shall be in the following rank order:

1. Holds at least a standard certificate in the same area of the beginning teacher and is currently teaching in the same area as the beginning teacher.
2. Holds at least a standard certificate in the same area as the beginning teacher and has had teaching experience in the same field as the beginning teacher.
3. Holds at least a standard certificate and is teaching in the same area as the beginning teacher.
4. Holds at least a standard certificate and has had teaching experience in the same field as the beginning teacher.
5. Holds at least a standard certificate and has approval credentials in the same area as the beginning teacher.
6. Holds at least a standard certificate.
7. Emergency situations will require State Board of Education action.

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 name location

Higher Education _____
print 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 _____ Signature _____
Chairperson Date 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:

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:

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:

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:

Concerns:

Recommendations:

INSTRUCTIONS FOR COMPLETING FORMS

Form 002 — Entry Year Assistance Committee Form

This form is to be returned to the address on the bottom of the form within one (1) week following Committee Meeting I. The form should be filled out completely and signed by the chairperson of the Entry Year Assistance Committee.

Form 002a — Entry Year Assistance Committee Form

This form is to be filled out completely, signed by the Chairperson of the Committee, and returned to the local school superintendent within one week following Committee Meeting I.

Form 003 — Certification Recommendation

It is most important that each part of this form be filled out completely at the Third Committee Meeting. The Teacher Number may be obtained from the superintendent of the school. The form must be signed by each committee member and the superintendent and notarized by a Notary Public. **NOTE:** All committee members must sign Form 003 even if dissenting from the majority vote.

Copy 1 and 2 of this form should then be mailed by the superintendent to the address on the form within ten (10) days after Committee Meeting III. Copy 3 is given to the EYT. Copy 4 must be mailed to:

Entry Year Assistance Program
Oklahoma State University
101 Gundersen Hall
Stillwater, OK 74078-0146

Send by certified mail. If a return receipt is desired, the form should be sent certified, return receipt requested.

Application for Initial Oklahoma School Certification for Licensed Teacher

Upon receiving a Recommendation for Certification from the Entry Year Assistance Committee, the beginning teacher should complete the Application for Initial Oklahoma Certification for the Licensed Teacher (green form in OK State Dept. of Education packet) and mail to the Certification Section, State Department of Education.

Application for Oklahoma License

Upon receiving a recommendation for a second year in the Entry Year Assistance Program, the beginning teacher should complete the Application for an Oklahoma License (blue form) and mail to the Certification Section, State Department of Education.

EYAP
Form 003

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
INSTRUCTION DIVISION
ENTRY-YEAR ASSISTANCE PROGRAM
CERTIFICATION RECOMMENDATION**

County _____ School District Name and Number _____

Mr _____
Ms _____
Mrs _____

Print Name (last, first, middle, maiden) _____ Social Security Number _____ License Number _____

has completed _____ days in the Entry-Year Assistance Program
(Total Number)

from _____ to _____
(Date of Employment) (Final date of teaching in Entry Year Assistance Program)

CHECK ONE

<p align="center">ENTRY-YEAR TEACHER COMPLETING FIRST YEAR</p> <p>_____ An Oklahoma School Certificate</p> <p>_____ An Additional Year in the Entry-Year Assistance Program</p>	<p align="center">ENTRY-YEAR TEACHER COMPLETING SECOND YEAR</p> <p>_____ An Oklahoma School Certificate</p> <p>_____ Noncertification in Oklahoma</p>
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COMMITTEE MEMBERS

Teacher Consultant _____
Print Name _____ Signature _____ Date _____

Administrator _____
Print Name _____ Signature _____ Date _____

Higher Education Person _____
Print Name _____ Signature _____ Date _____

Chief Administrative Officer _____
Print Name _____ Signature _____ Date _____

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

Commission Expires _____, 19____

Notary Public _____

*Signature indicates participation in Committee responsibilities, however, it does not necessarily indicate agreement with the committee recommendation

.....

Return by Certified Mail to: Entry-Year Assistance Program
Copies 1 and 2 State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Give Copy 3 to Entry-Year Teacher
Give Copy 4 to University

APPENDIX C

POST CARD

Dear Educator:

I am in the process of conducting research regarding the perceptions of selected individuals who were participants within the Entry-Year Teacher Assistance Program during the years of 88-89 and 89-90. Since you were either an Entry-Year Agricultural Education Teacher or an Entry-Year Assistance Committee member during that time, I would very much appreciate your assistance with this research effort. Therefore, I will be contacting you by telephone in order to conduct a five to seven minute interview. Please be assured your response will remain confidential. I plan to begin telephoning participants sometime during the last two weeks of October between the hours of 7:00 - 10:00 p.m..

Thanking you in advance for your attention to this request for your assistance and cooperation, I remain,



Sincerely,

A handwritten signature in black ink, appearing to read "Mike Barrera".

Mike A. Barrera
Graduate Research Assistant
Department of Agricultural Education

Oklahoma State University
Department of Agricultural Education
448 Ag. Hall
Stillwater, Oklahoma 74078

2
VITA

Miguel Alonzo Barrera

Candidate for the Degree of
Doctor of Education

Thesis: BEGINNING AGRICULTURAL EDUCATION TEACHERS' AND
ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS'
PERCEPTIONS OF THE OKLAHOMA ENTRY-YEAR ASSISTANCE
PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Falufurrias, Texas on September
18, 1959, the son of Hector and Bertha Barrera.

Education: Graduated from Premont High School,
Premont, Texas in May, 1978; received Bachelor of
Science Degree from Angelo State University, San
Angelo, Texas in May 1983; completed requirements
for teacher certification from Texas A&I
University in May 1984; received the Master of
Education Degree from Southwest Texas State
University, San Marcos, Texas in August, 1989;
completed requirements for Doctor of Education
degree at Oklahoma State University in December,
1991.

Professional Experience: Agricultural Science Teacher,
Premont, Texas, June 1984 to 1988. Graduate
Assistant, Southwest Texas State University, San
Marcos, Texas, August 1988 to 1989. Graduate
Research Associate, Oklahoma Department of
Vocational and Technical Education, Stillwater,
Oklahoma, September 1989 to present.

Professional Affiliations: Agricultural Education
Teachers Association of Texas, Phi Delta Kappa
Chapter 0054 of Oklahoma, American Vocational
Association.