

AN EVALUATION OF THE OKLAHOMA RESIDENCY
PROGRAM AND MENTORING FIRST YEAR
AGRICULTURAL EDUCATION
TEACHERS

By

ROBIN LEANN PEITER

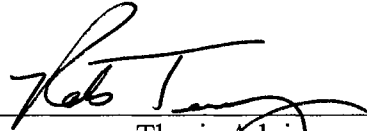
Bachelor of Science
University of Missouri
Columbia, Missouri
1996

Master of Education
University of Missouri
Columbia, Missouri
1998

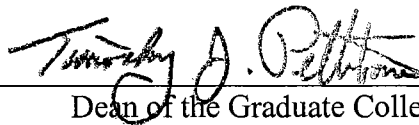
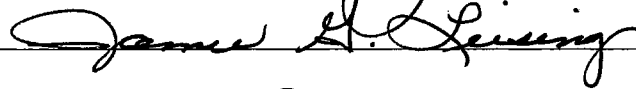
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May, 2002

AN EVALUATION OF THE OKLAHOMA RESIDENCY
PROGRAM AND MENTORING FIRST YEAR
AGRICULTURAL EDUCATION
TEACHERS

Thesis Approved:



Thesis Adviser



Dean of the Graduate College

ACKNOWLEDGMENTS

“It is better to learn from those who are still learning than those who have learned it all.”
-Unknown

The daughter of a home economics teacher and a farmer, it seemed natural to become an agricultural education teacher “when I grow up”. However, I never dreamed of attaining a doctorate in agricultural education. This was not accomplished alone; rather there are many people on whose shoulders I stand.

First, I thank my committee members, Dr. James Leising, Dr. Dwayne Cartmell, and Dr. Kenneth Stern. Each one of you provided wisdom and encouragement while challenging me to become a better teacher, researcher and person. Thanks for allowing me to grow and for also learning with me.

A special thank you goes to my committee chair, Dr. Rob Terry. Thanks for taking the time to guide me professionally and personally. Thanks for being a great motivator, listener, teacher, and yes even at times chauffer. Never will I forget the lessons you taught me about educating future agricultural education teachers, treating others, living life, and following your dreams. You epitomize the word mentor, and for that I am grateful.

To my OSU “family”, the agricultural education undergraduates, graduate students and staff members. Taking excursions with CFFA, GSA lunch meetings and softball games, or just spending quality time on 4th floor Ag Hall, it’s been an adventure!

Special thanks to Julie Cox, Julie Appel, Alison Sexton, Javonne Soos, Jon Ulmer, Ann Zimmerschied, and Jared Bain. You all are a blessing and I thank you for always being there with a smile when I needed you most.

Special recognition goes to the mentors who have shaped my life both professionally and personally. Dr. Bob Birkenholz, Dr. Jo Turner, Don Nicholson, Christine Winter, and David Lehman. Your guidance and friendship will never be forgotten. I hope to make a small impact on others like each one of you have influenced me.

Last, and most importantly, I want to thank my family. I thank God for giving me a great support system and seven best friends, my family. Thank you Mom and Dad for believing in me and always encouraging me to reach my goals. You listened to the good and the not so good and helped me get through the rocky times. Andrea, Craig, Matt, Carrie, and Amy--thanks for the support, advice, and teasing along the way. I can always count on you guys to always listen, be honest and make me laugh. For those reasons I dedicate this to you all.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Statement of the Problem.....	5
Purpose of the Study.....	5
Objectives of the Study.....	6
Assumptions of the Study.....	7
Limitations of the Study.....	7
Definition of Terms.....	8
Scope of the Study.....	10
II. REVIEW OF LITERATURE.....	11
Problems of Beginning Teachers.....	11
The Mentoring Experience.....	16
Benefits to the Mentee.....	18
Benefits to the Mentor.....	19
Benefits to the Students.....	20
Organizational Factors that Influence Mentoring.....	21
Types of Mentoring Programs.....	22
Mentoring and Career Development.....	25
Mentoring and Psychosocial Development.....	27
The Downside of Mentoring.....	28
Accountability in Education.....	31
School Accountability.....	32
Teacher Accountability.....	32
Induction Programs for Beginning Teachers.....	34
Model Induction Programs.....	36
The Oklahoma Residency Program.....	37
The Administrator's Role.....	39
The Higher Education Representative's Role.....	41
The Mentor Teacher's Role.....	42
Summary of Literature Review.....	43

Chapter	Page
III. METHODOLOGY	44
Institutional Review Board	44
Objectives of the Study	45
Research Methodology	46
Population of the Study	46
Instrumentation	48
Present Study	50
Data Collection Procedures	52
Previous Studies	52
Present Study	53
Data Analysis	54
Non-Response Error	56
Summary of Research Procedure	57
IV. FINDINGS	59
Purpose	59
Objectives	59
Population	60
Findings	61
Personal Characteristics of Respondents	61
Perceptions of Mentoring in the Oklahoma Residency Program	73
Mentor Relationships Between Committee Members	84
Perceptions Regarding the Oklahoma Residency Program	86
Continuance of the Oklahoma Residency Program	95
Other Mentors of First Year Agricultural Education Teachers	97
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	118
Summary	118
Objectives of the Study	119
Major Findings of Study	120
Personal Characteristics of Participants	120
Perceptions of Mentoring in the Oklahoma Residency Program	121
Describe Mentorship Experiences of Resident Teachers	121
Perceptions of the Oklahoma Residency Program	122
Comparison of Present Research to Barbee and Barrera Research	123
Other Mentors of First Year Agricultural Education Teachers	124
Conclusions	125

Chapter	Page
Recommendations.....	127
Recommendations for Research	128
Implications.....	129
BIBLIOGRAPHY.....	131
APPENDICES	154
APPENDIX A-HANDBOOK FOR RESIDENT TEACHER PROGRAM	155
APPENDIX B-TELEPHONE SURVEY INSTRUMENT.....	171
APPENDIX C-MENTOR IDENTIFICATION INSTRUMENT.....	188
APPENDIX D-RESPONSES TO OPEN ENDED QUESTIONS.....	190
APPENDIX E-INSTITUTIONAL REVIEW BOARD	200

LIST OF TABLES

Table	Page
1. Comparison of Gender for Respondents in the Oklahoma Residency Program.....	62
2. Comparison of the Range of Total Years in Education	63
3. Central Tendency for Number of Years in Education	64
4. Comparison of Years of Teaching Experience in Public Schools	65
5. Comparison of Certification Areas by Response Group.....	67
6. Comparison of the Level of Education for Respondents	68
7. Comparison of Administration Distribution by Years of Experience as Administrators	70
8. Central Tendency for Administrators	71
9. Central Tendency for Higher Education Representatives.....	72
10. Comparison of Higher Education Representatives by Years of Experience as an Agricultural Education Teacher and Teacher Educator.....	73
11. Comparison of Perceptions of Committee Members in the Mentoring Assistance Provided to the Resident Agricultural Education Teacher	75
12. Comparison of Perceptions of Resident Agricultural Education Teachers for Mentoring Received from their Residency Committee	76
13. Comparison of Reasons the Resident Agricultural Education Teacher Did Not Receive Mentoring from their Residency Committee	78
14. Comparison of Individual Providing the Most Assistance During the First Year as Perceived by Resident Agricultural Education Teachers	80
15. Comparison of Times Committee Members Were Asked for Assistance by Resident Agricultural Education Teachers	82

Table	Page
16. Time Spent by Mentor Teacher in Providing Assistance as Perceived by Resident Agricultural Education Teachers	85
17. Comparison of Perceptions of Committee Members Providing Opportunity for the Resident Agricultural Education Teacher to Adjust and Improve.....	85
18. Comparison of the Perceived Level of Importance of the Oklahoma Residency Program Regarding the Resident Agricultural Education Teachers' First Year of Teaching	89
19. Comparison of Reasons the Oklahoma Residency Program is Important Regarding the Resident Agricultural Education Teachers' First Year of Teaching.....	92
20. Comparison of Reasons the Oklahoma Residency Program is Not Important Regarding the Resident Agricultural Education Teachers' First Year of Teaching.....	94
21. Comparison of Perceptions of Major Strengths of the Oklahoma Residency Program.....	94
22. Comparison of Perceptions of Major Problems of the Oklahoma Residency Program.....	97
23. Comparison of Perceptions for the Favor of Continuance with the Oklahoma Residency Program	99
24. Comparison of Research Studies.....	94
25. Mentors Assisted with Classroom Discipline.....	101
26. Mentors Assisted with Student Interaction and Motivation	102
27. Mentors Assisted in Dealing with Students' Individual Differences.....	103
28. Mentors Assisted with Assessment of Students' Work	104
29. Mentors Assisted with Parental Interaction	105
30. Mentors Assisted with Organization of Work	106
31. Mentors Assisted with Obtaining Instructional Materials	107

Table	Page
32. Mentors Assisted in Dealing with Students' Personal Problems.....	108
33. Mentors Assisted with Heavy Course Loads	109
34. Mentors Assisted with Inadequate Preparation Time	110
35. Mentors Assisted with Getting Along with Colleagues.....	110
36. Mentors Assisted with Selection of Projects	111
37. Mentors Assisting in Developing SAE Opportunities for Students.....	112
38. Mentors Assisting with Supervision of Projects	112
39. Mentors Assisted with Livestock Show Procedures.....	113
40. Mentors Assisted with Recruiting and Retaining Quality Students.....	115
41. Mentors Assisted with Offering a Variety of Courses.....	116
42. Mentors Assisted with Modifying the Curriculum to Meet Changes in Technology.....	116
43. Mentors Assisted with Building the Image of the Agricultural Program and Courses.....	117
44. Mentors Assisted with Computer Applications	118
45. Mentors Assisted with Agricultural Mechanics Project Construction.....	119
46. Mentors Assisted with Preparation of Proficiency Awards and Degree Applications.....	120
47. Mentors Assisted with Planning Chapter Activities	121
48. Mentors Assisted with Officer Elections	121
49. Mentors Assisted with Fundraising Issues.....	122
50. Mentors Assisted with Planning Trips and Conferences	129
51. Mentors Identified by Resident Agricultural Education Teachers	110
52. Participant Profile of the Oklahoma Residency Program.....	110

Table	Page
53. Descriptive Categories for Mentoring Experiences.....	110
54. Additional Mentors Used by First Year Agricultural Education Teachers.....	124

LIST OF FIGURES

Figure	Page
1. Frequency of Committee Members	48
2. Response Rate for the Oklahoma Residency Program Instrument	54
3. Response Rate for the Mentor Identification Instrument	58
4. Similarities and Differences Between the Research Studies.....	123

Chapter I

INTRODUCTION

The process of becoming socialized into teaching is one of the most difficult stages in the professional development of teachers. Indeed, the teacher's experiences during the first year are often pivotal in the eventual success or failure of the beginning teacher. Beginning teachers are usually expected to assume all of the responsibilities of teaching as if they were veteran teachers (Wildman & Niles, 1987). Some beginning teachers experience personal changes such as moving to a new community and starting a new lifestyle (Levy, 1987).

The transition from student to first year teacher is traumatic for many. New teachers are often placed in classrooms with little preparation and no specific support structure. It is no wonder that "beginning teachers frequently report stress, anxiety, and feelings of inadequacy" (Joyce & Clift, 1984, p. 6). Fifteen percent of all new teachers never recover from this initial experience and leave the profession after the first year (Huling-Austin, 1989). Over 50 percent of all beginning teachers leave the profession within five years (Olson & Rodman, 1988).

It has been long recognized that beginning teachers need support to help them through the first year (Wildman & Niles, 1987). Veeman (1984), in a study of teachers across subject matter disciplines, identified eight problems frequently faced by beginning teachers. The problems included: classroom discipline, motivating students, dealing with

individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students (Veeman, 1984).

Induction is the broad process by which beginning teachers are socialized into the profession. Camp and Heath (1988) identified the induction process as a transitional period when beginning teachers move from the role of students to become experienced teachers. This assistance ranges from informal friendships to very formal and structured programs. No matter what type of induction program has been adopted, all have been initiated for the same reason.

First year agricultural education teachers especially need this assistance. Experienced agriculture teachers have higher levels of morale or job satisfaction when compared with beginning agricultural education teachers (Debertin & Priebe, 1984; Grady, 1985). Specifically, when compared to national morale norms for junior and senior high faculties, beginning agricultural education teachers rank consistently below the 50th percentile (Flowers & Pepple, 1988). These new teachers of agriculture are not only responsible for the activities of a normal subject teacher, but also they are responsible for an entire agricultural education program. Researchers (Birkenholz & Harbtreit, 1987; Claycomb & Petty, 1983; Garton & Chung, 1997; Hillison, 1977; Mundt, 1991; Shippy, 1981; Talbert, Camp, & Heath-Camp, 1994) have identified the needs of beginning teachers of agriculture. Hillison (1977) stated these responsibilities included: completing state department reports, planning lessons, and ordering materials. Birkenholz and Harbtreit (1987) identified additional needs for first year teachers such

as developing skills in specialty courses, training agriculture/FFA contest teams and assisting students with SAE records.

In the early 1980s, programs were developed to serve as a vehicle for connecting theory and practice for beginning teachers. Since their inception, resident teacher programs have created “new ways for colleges and school systems to work together around instructional reform, creating greater common ground and leveraging improvements in both settings” (National Commission on Teaching and America’s Future, 1996, p. 80). Resident teacher programs (also referred to as teacher induction programs) represent “one of the major innovations supporting ... improvements in teacher education” (p. 78).

In 1980, Oklahoma mandated an induction program for all first year teachers identified as the Oklahoma Entry-Year Assistance Program. The original bill, House Bill 1706 (HB 1706) was introduced in January 1980, therefore establishing both teacher preparation criteria and the Entry-Year Assistance Program. The stated intent of the bill was “to establish qualifications of teachers in the common schools of this state through licensing and certification requirements” (HB 1706, Section 4).

The second part of the original bill, few changes have occurred with the Entry-Year Assistance Program throughout its twenty-two year history. Presently referred to as the Oklahoma Residency Program, all first year teachers with zero (0) years of classroom teaching experience still are required to participate. The induction program is made up of four persons: the first year teacher, referred to as the resident teacher, and three residency committee members. Members include a higher education representative from the

teacher's graduating school, an administrator and mentor teacher from the school district where the resident teacher is employed.

Several studies over the last 21 years have specifically examined the Oklahoma Residency Program, particularly the role of the support committee (Barbee, 1985; Barrera, 1991; Crawford, McBee & Watson, 1985; Elsner, 1984; Everett, 1995; Friske, Combs & Koetting, 1986; Godley, Klug & Wilson, 1985; Godley, Wilson & Klug, 1989; Stern, 1985; Stern & Wisley, 1985). Each study reflected a generally positive view of the overall program as well as the participation of the committee members. Findings from other studies (Crawford, McBee & Watson, 1985; Elsner, 1984; Everett, 1995; Friske, Combs & Koetting, 1986; Godley, Klug & Wilson, 1985; Martin, 1986; Stern & Arney, 1987; Todd, 1990) noted some variations in the overall program value as well as the value of committee members from the viewpoint of the resident teacher; however, these variations were not investigated further.

The National Commission on Teaching and America's Future (1996) document, What matters most: Teaching for America's future, lists "inadequate induction for beginning teachers" as one of the barriers to providing all students with a quality education. One of the authors' recommendations in addressing this issue was to "create and fund mentoring programs for beginning teachers" (p. vii). These mentoring programs allow the first year teachers to gain invaluable knowledge and experience from practicing teachers. Feiman-Nemser and Floden (1986) stated that the "practical wisdom of competent teachers remains a largely untapped source of insights for improvement of teaching" (p. 505).

The term mentor was defined by Schmidt (1987) as “experienced professionals who enjoy sharing their enthusiasm, understanding, and perspective of the full meaning of a professional career with those entering the field” (p. 4). Cohen (1995) expanded on this definition explaining that the term mentor “entered out of contemporary language as a description of non-parental, competent, and trustworthy figure who consciously accepts personal responsibility for the significant developmental growth of another individual” (p. 1). Providing beginning teachers with mentor support is one means of addressing the issue of teacher attrition.

Today’s schools are experiencing the need to be more accountable for instruction and teacher development. In his 2001 report to the United States’ Congress, President George W. Bush identified the need to improve the educational system so that no child is left behind (House Document 107-34, 2001). States will be given more flexibility. In exchange, greater accountability will be held in two important areas: student performance and teacher professional development. “States will be expected to ensure that all children are taught by effective teachers” (HD 107-34, 2001, p. 10). To accomplish this, high standards for professional development will be set to promote research-based, effective practice in the classroom.

Statement of Problem

In almost every state in America, induction programs are established to provide mentoring to beginning agricultural education teachers. Is the Oklahoma Residency Program providing a mentorship experience for the professional development of first year agricultural education teachers?

Purpose of the Study

The purpose of this study was to evaluate the Oklahoma Residency Program with emphasis in mentoring first year agricultural education teachers.

Objectives of the Study

To accomplish this purpose, the following objectives were developed:

1. Describe the personal characteristics of resident teachers in agricultural education and the residency committee members appointed to mentor first year teachers in agricultural education.
2. Determine the perceptions of residency committee members concerning mentoring the resident agricultural education teacher.
3. Describe the mentor relationships that exist between the resident agricultural education teacher and his or her committee members.
4. Compare perceptions among committee members of the Oklahoma Residency Program.
5. Compare perceptions of committee members about the Oklahoma Residency Program to those perceptions of participants in previous research studies conducted in 1985 and 1991.
6. Determine if the participants in the Oklahoma Residency Program favor continuance of the program.
7. Identify other additional mentors used by first year agricultural education teachers.

Assumptions

The following assumptions are made regarding this study:

1. The instruments used in this study will elicit accurate responses from the participants.
2. The participants of this study will answer the questions honestly and to the best of their ability.

Limitations

The author recognized the following limitations:

1. This study examines only the Oklahoma Residency Program. Because of other states' induction programs may vary in purpose and design, the results of this study may not be generalized beyond Oklahoma.
2. The data gathered were based on participants' perceptions of the Oklahoma Residency Program. Similar perceptions may not be shared within or among groups.
3. In addition to the required observations and committee meetings, resident agricultural education teachers may participate in other induction activities (e.g., more frequent classroom visits by committee members, opportunities for the resident teacher to observe other teachers, attendance at school/district workshops, Professional Improvement (PI) groups, district meetings, etc.). These additional

activities may affect the participants' views of the efficacy of the Oklahoma Residency Program.

Definition of Terms

For the purpose of this study, the following terms were identified:

Mentorship: A developmental work relationship between an experienced professional (mentor) and a new professional (protégé). This relationship can be formed through the choice of the mentor or protégé(Levinson et al., 1978).

Mentor: An individual who forms an interpersonal relationship with another individual for the purpose of providing beneficial career and psychosocial support (Bower, 1993).

Mentoring: A relationship involving career and psychosocial function activities between an experienced person and one who lacks experience. The experienced person provides support, guidance, and counseling to enhance the career development of the other person (Levinson et al., 1978).

Induction: A transitional period on teacher education, between the pre-service preparation and continuing professional development, during which assistance may be provided and/or assessment may be applied to beginning teachers (Huling-Austin, Odell, Ishler, Kay & Edelfelt, 1989, p. 3).

Residency Committee: A committee assigned to a local school district for the purpose of giving guidance and assistance, reviewing the teaching performance of a resident teacher, and making recommendations to the State Board of Education regarding certification (Oklahoma State University Resident Teacher Handbook, 2001, p. 1).

Oklahoma Residency Program: The state-mandated minimum one-year induction program, with provisions for a second year that is administered by the State Department of Education through a three-member committee consisting of an administrator, mentor teacher, and higher education faculty member. The expressed purpose is to assist in classroom management and professional development and to evaluate the performance of the resident teacher, with successful completion of the program being a requirement for certification (Oklahoma Residency Committee Handbook).

Resident Teacher: A licensed teacher who is employed in an accredited school and who has zero (0) years experience as a classroom teacher. (Oklahoma State University Resident Teacher Handbook, 2001, p. 1)

Mentor Teacher: A classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. The mentor teacher must hold at least a standard certificate (Oklahoma State University Resident Teacher Handbook, 2001, p. 2)

Administrator: A principal or assistant principal of the employing school district, or a administrator designated by the local school board (Oklahoma State University Resident Teacher Handbook, 2001, p. 1).

Higher Education Representative: A teacher educator in a college or school of education of an institution of higher learning (Oklahoma State University Resident Teacher Handbook, 2001, p. 1).

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).

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).

Scope

The scope of this study included all resident agricultural education teachers and their committee members within the Oklahoma Residency Program for the 1999-2000 and 2000-2001 academic school years. The frame identifying the committee members was developed with the assistance of the Oklahoma State Department of Education. The census included 148 participants of the 37 residency committees assigned in August 1999 and in August 2000. Of these 148, 37 individuals were first year agricultural education teachers. The other residency committee members included 37 mentor teachers and 37 administrators within the 37 school districts. Also, 13 teacher educators from Oklahoma State University, Oklahoma Panhandle State University, and Northeastern State University served on 37 residency committees as higher education representatives for the academic years 1999-2000 and 2000-2001.

Chapter II

REVIEW OF LITERATURE

This chapter reviews related literature pertaining to two concepts: beginning teacher induction and mentoring. Areas to be examined include the problems of beginning teachers, the mentoring experience, induction programs for beginning teachers, and the Oklahoma Residency Program.

Problems of Beginning Teachers

“Given comparisons to fields such as medicine and law, which recognize the needs of new professionals more fully, some observers have dubbed education the profession that eats its young” (Halford, 1998). Unlike most other professions where the job becomes more challenging over time, in teaching the most challenging situations are given to the new teacher (Glickman, 1990). Having to work with students of low ability and disruptive behavior, having many different classes to prepare for, and having use poorly supplied classroom compounds the stresses of beginning teachers (Huling-Austin, 1987). Even worse, is the fact that in the mid 1980’s up to 12% of all newly hired teachers in the United States were not certified in the fields they were assigned to teach (Roth, 1986).

The first three to five years of teaching are a period of transition from novice to established teacher. It is during this time that the beginning teacher develops competence in knowledge, skills, and values. This period is followed by the development of the teacher's performance that can be defined as enacting the tasks of teaching by using the acquired knowledge, skills, and values. The third step in the development of the teacher involves effectiveness, which is the accomplishment of an intended outcome (usually related to student learning and behavior) as a result of teacher performance (DeBolt, 1992).

Several factors contribute to a teacher's sense of efficacy, enhanced motivation, and commitment. Some include a supportive school climate, the presence of collegial values, shared decision-making, and a school culture that provides a sense of purpose and a shared vision (Sergiovanni & Starratt, 1998). This is to say that the most effective and highly motivated professionals are those who can move beyond doing what gets rewarded to doing what they know is good and should be done. Schools must become learning communities for teachers to feel safe to experiment with various strategies and talk about teaching and learning (Sergiovanni & Starratt, 1998).

It is not enough to simply look at the immediate school environment to predict if a teacher will remain in the profession. According to Chapman (1984), the strongest predictors of the retention of a new teacher were the teacher's initial commitment to the teaching profession and early work experiences in the profession. Yee (1990) found teachers with positive early first year experiences, reasonable assignments in terms of course loads and subjects, and adequate feedback and personal support from colleagues

and supervisors are more likely to become competent and skillful teachers who remain in the profession.

Career development and advancement opportunities are influenced by a variety of personal characteristics; however, evidence suggests that environmental and organizational factors also play a significant part in the academic career development process (Fowler, 1982). Ryan (1974) discovered a “curve of disenchantment” that followed the change from the beginning teachers’ initial warm and positive attitudes toward their students to a sharp decline after two months’ classroom experience, then to a slow and gradual rise in positive attitudes again. Aspy (1969) found that survival was more important than competence for the beginning teacher. Varah, Thune and Parker (1986) discussed the process of teaching as new professionals, and referred to new teacher survival as sink or swim. Recently, others reinforced the concept of survival for new teachers and offer assistance in this area (DePaul 2000; Nichols & Mudnt, 1996; Stedman & Stroot, 1998).

Veenman (1984) established problems of beginning teachers as perceived by teachers in their first year. Significant problems existed including: maintaining classroom discipline, developing student motivation, dealing with individual student differences, assessing student’s work, interacting with parents, organizing work, obtaining sufficient instructional materials, dealing with student’s personal problems, managing heavy course loads with inadequate preparation time, and getting along with colleagues.

Odell (1987) derived seven generalized categories of needed support for the beginning classroom teacher:

1. Instructional-giving information about teaching strategies, curriculum or instructional processes.
2. System-giving information related to procedures and policies of the school district.
3. Resource-collecting, distributing or locating resources for use by the new teacher.
4. Emotional-offering new teachers personal support through considerate listening and sharing experiences.
5. Managerial - managing and organizing the school day.
6. Parental - giving help or suggestions related to working with parents.
7. Disciplinary - giving guidance and ideas related to managing students.

The areas above pertain to all teachers across America. However, agricultural education teachers face additional problems within their first year of teaching. Numerous research studies have examined the problems of beginning agricultural education teachers (Edwards & Briers, 1999; Findlay, 1992; Garton & Chung, 1996; Hachmiester, 1981; Joerger & Boettcher, 2000; Johnson, Lindhart & Stewart, 1989; Mudnt & Conners, 1999; Nesbitt & Mudnt, 1993; Shippy, 1981). Specifically, professional development within the first year of teaching agricultural education is of great importance. Washburn, King, Garton and Harbstreit (2001) reported areas of professional development needed by beginning teachers in Kansas. In this study, beginning teachers referred to those educators with five years or less experience teaching agricultural education. The following areas were identified by beginning teachers in agricultural education:

- Writing grant proposals for external funding
- Preparing proficiency and degree applications
- Recruiting and retaining quality students
- Designing and modifying curriculum and course offerings to attract high quality students
- Modifying the curriculum to meet the changes in technology
- Developing SAE opportunities for students
- Building the image of agriculture programs and courses
- Computer applications in agriculture
- Agricultural mechanics project construction.

In many states, professional development needs of beginning agricultural education teachers are addressed through induction programs.

One area that provides assistance to first year teachers is Higher Education. Goodlad (1994) addressed the need for partnerships between school districts and higher education institutions. He stated, "We are not likely to have good schools without a continuing supply of excellent teachers. Nor are we likely to have excellent teachers unless they are immersed in exemplary schools for significant portions of their induction into teaching" (p. 1).

Wood (1973) identified job satisfaction as the condition of contentment with one's work and environment, denoting a positive attitude. Teacher morale is a crucial element for beginning teachers. Morale is defined as the professional interest and enthusiasm a person displays towards the achievement of individual and group goals in a given job situation (Bentley & Rempel, 1980). High morale is characterized by interest and enthusiasm for the job, whereas a teacher with low morale may contain feelings of dissatisfaction and frustration. Both Debertin and Priebe (1984) along with Grady (1985) found that experienced agricultural education teachers have higher levels of morale or job satisfaction when compared to beginning agricultural teachers.

How do beginning agricultural education teachers gain experience? One aspect is to expose the beginning teacher with experienced teachers. This mentorship experience is widely used, but often not closely examined.

The Mentoring Experience

What is mentoring? The literature pertaining to mentoring provides a variety of definitions for the term mentor. Merriam (1983) notes that mentoring appears to mean one thing to developmental psychologists, another thing to business people, and a third to those in academic settings. It is stated that the term “mentor” means wisdom from the story of Mentor, Odysseus and Telemachus from Homer’s epic *The Odyssey*. According to the story, during the Trojan War, Odysseus entrusted his son Telemachus to the care of Mentor, who would be the child’s surrogate father, teacher, role model, counselor, and advisor while Odysseus was away at war. So from mythology we understand a mentor to be one with the leadership qualities and wisdom as well as skills and knowledge to be shared with others (Tauer, 1995).

Many studies have been conducted regarding mentorship experience in corporate America. In a 1998 business study, Noe adopted the definition of Kram (1985) and stated that a mentor is an experienced productive manager who relates well to a less-experienced employee and facilitates his or her personal development for the benefit of the individual and the organization. Zey (1984) described a mentor as a person who takes a personal interest in another person’s career, guides that person, and sponsors him for a job. Others have defined a mentor as an individual who facilitates career advancement by teaching, coaching, counseling, sponsoring, functioning as a role model, and making important introductions to influential organizational leaders (Guy, 1992; Hale, 1992; Kram & Isabella, 1985; Welch, 1990).

According to McIntyre and Hagger, (1996) mentoring is a multi-faceted concept incorporating personal support and the more rigorous notion of professional development

leading to enhanced competence. They also note that mentoring is now well established in some schools but there is little clarity about the nature of the relationship. Several different concepts have been advanced in the literature, including counseling and coaching. These notions have gained some support from the empirical evidence but no dominant model has emerged (McIntyre & Hagger, 1996). As we start to look at mentorship in education we must understand mentoring to be a complex, interactive process occurring between individuals within the program at different levels of experience and expertise. Through this process, outcomes of respect, professionalism, collegiality, and role fulfillment will hopefully be realized (Field & Field, 1994).

Several studies explored the role of supportive relationships in the successful career development of individuals. Therefore, terms such as sponsors, guides, role models, and mentors acquired greater popularity (Barnier, 1981). Collins and Scott (1978) emphasized that everyone who advances to top-level positions has a mentor. Hale (1992) concluded that individuals usually advance in their careers more rapidly when they are mentored.

Educational and corporate administrators have focused much attention on mentoring relationships (Wildman, Magliaro, Niles & Niles, 1992; Weaver & Stanulis, 1996). However, there are still many unresolved issues pertaining to the term mentor and the value of mentoring relationships (Auster, 1984; Braun, 1990; Collins, 1983; Murray & Owen, 1991). Collins (1983) claimed that many authors have conducted research pertaining to mentoring but have failed to define mentoring. Instead, they claimed that everybody knows what mentoring is. Statements of this nature contribute to the confusion of mentoring and the value of the mentoring relationships.

Despite the controversy regarding the concept of mentoring, several researchers have defined mentor as an individual who forms a interpersonal relationship with another individual for the purpose of providing beneficial career and psychosocial support (Bower, 1993; Hale, 1992; Kanter, 1983; LeBlanc, 1993). A mentor may also be defined as a more experienced person who assists another person with his or her career development by providing specific strategies, special opportunities, and resources (Dreher & Ash, 1990; Lankard, 1995; Murray & Owen, 1991; Odell, 1986, Odell & Ferraro, 1992).

In summary, many definitions of mentors exist with a broad range. Fagan (1986) simply stated a mentor is “an experienced adult who befriends and guides a less experienced person” (p. 6). Levinson et al. (1978) noted the above was “a person who is ordinarily several years older, a person of greater experience and seniority in the world the young man is entering. This person acts as a teacher, sponsor, counselor, developer of skills and intellect, host, guide, exemplar, and one who supports and facilitates the realization of the young man’s dream” (p. 98). The type of mentoring relationship that exists between mentors and mentees is the heart of the supportive process within the organization (Freedman & Jafee, 1993; White-Hood, 1993).

Benefits to the Mentee

Kram (1985) claimed that mentors provide moral support and acquaint mentees with values and missions of their organizations. Mentors often assist mentees with career advancement by helping them to acquire positions equal to their own. In some situations, connections made for mentees by mentors advance their mentees’ career success beyond their own. Several researchers have established a link between mentoring and job

success, job satisfaction, rate of career advancement, and increased self-esteem (Bower, 1993; Hale, 1992; Riley & Wrench, 1985; Rogers, 1986).

Benefits to the Mentor

The benefits do not end with the mentee. Several mentors have greatly valued their experiences in such partnerships with a new teacher, citing the challenge to reflect and question their own teaching practices and philosophy. To many mentors, it provides a breath of fresh air. It may be a stimulus to sharpen their skills and improve their professional images by mentoring less experienced individuals (Welch, 1990). When applied in the classroom, working in pairs can enhance student learning (Williams, 1994). The mentor has the opportunity to demonstrate leadership bringing a sense of satisfaction. This action may rejuvenate the veteran teacher, thus an exchanging of new ideas and strategies occur.

Erikson (1980) noted that many middle-aged mentors have the desire to make a professional contribution to the next generation by helping them develop their careers. Many believe it is in fact their moral obligation. This commitment is usually self-motivated, rather than organizational directed. As time passes, the initial sense of obligation to help the rookie ideally moves into a sense of pride in the accomplishments of the mentee.

In some situations, mentors receive job satisfaction as a result of assisting young co-workers who are similar to them when they started their professional careers (Green, 1990a). By helping these people, the mentors are afforded opportunities to relive their professional lives through their mentees. Many mentors who participate in mentoring

relationships perceive that their mentees are their encouragers, their added strength on the job, and their supporters (Lambert, 1995). However, it must be mentioned that not always does the relationship prove to be a positive one (Wunsch, 1994).

Other motivators also exist to attract mentors into organized mentoring situations. Dependent on the model of the mentoring program used, there often is a monetary benefit for the mentor. At the present time in formalized mentoring programs, some state level Departments of Education are financially supporting the establishment of mentoring programs by awarding grants. These may be used to pay mentors for their time and energy as well as provide for professional training. Some districts also provide mentors with an abbreviated teaching load to provide time to support the new teacher. These benefits do result in costs, often incurred by the school district.

Benefits to the Students

Students are the ultimate recipients of benefits from a mentoring program since students are the primary victims when new teachers fail (Ryan, 1986). Helping beginning teachers learn to cope with the demands of their students is a critical challenge facing schools. Many strategies are possible, including providing each novice teacher with a mentor and reducing the student load for beginning teachers. Supporting the efforts of beginning teachers who have the capabilities to be good teachers if they can overcome initial problems would reduce the number of children who are taught by a series of novices (Murnane, Singer, Willett, Kemple & Olson, 1991).

A mentoring program improves instruction, classroom management and networking among experienced teachers and new teachers throughout the building and school system. This helps break down the isolation teachers often experience.

Adherence to school rules and regulations and positive attitudes by the new teacher all benefits the students. In addition, there is often a certain esprit de corps that develops. This spirit can be contagious and fosters innovations and enthusiasm and has positive effects on the student body (Heller & Sindelar, 1991).

Organizational Factors that Influence Mentoring

The benefits of a mentoring relationship stretch beyond the mentor, mentee and students. The organizational culture is thought to benefit and be improved significantly. Kozlowski and Ostroff (1987) found mentors provide mentees with organizational information about norms, procedures, and policies that allow employees to have a clearer understanding of the organizational environment, helping them to fit in more quickly. In addition, Kram (1985) found mentoring relationships reduce turnover, because employees who have a mentor are more likely to advance within the organization, leading them to feel closer to it, therefore ultimately decreasing their desire to leave. Areas most frequently identified are: reduction in entry-level shock for newcomers (Kram, 1985; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Murray & Owen, 1991; Zey, 1991), facilitation of advancement (Kram, 1985; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Zaleznik, 1977) and reduction in staff turnover (Levinson, Darrow, Klein, Levinson, & McKee, 1978; Kram 1985; Zey 1991).

Authors have stated that the organizational climate is important to mentoring. An atmosphere providing managers and staff at different career stages frequent opportunities to interact, and using resources such as organizational members who have interpersonal skills is needed. An important aspect is establishing a culture and norm that encourages

mentoring (Carden, 1990; Hunt & Michael, 1983; Kram, 1985; Murray & Owen, 1991; Noe, 1988; Zey, 1991).

Types of Mentoring Programs

One important element that differentiates mentoring experiences is the type of mentoring. Formal or informal mentoring relationships have been linked to increased morale in the workplace due to the improved lines of communication among management and employees. Considerable interest has been expressed in the formal mentoring of new teachers as a part of the teacher's educational process (Egan, 1986; George, 1982; Gray & Gray, 1985). Some authors have suggested that good teaching is indeed just good mentoring (Duloz, 1990; Taylor, 1992; Zey, 1991).

The accumulated benefits coupled with legislation have encouraged some researchers to investigate the formalization of assigned mentoring relationships (Alleman, 1991; Chao, Walz & Gardner, 1992; Fagen, 1986; Klauss, 1981; Murray & Owen, 1991; Zey, 1991). Both in education (Brown & DeCoster, 1982; Redmond, 1990) and in business (Kram, 1985; Murray, 1991; Zey, 1991), the key factors that have been identified are the organizational climate, appropriate pairing or matching procedures, and careful training and monitoring of the relationship. Formal mentoring programs involving pairing mentors with mentees often involve more limited definitions of mentoring. This is because assigning the intense emotional involvement described by most researchers of informal or spontaneous mentoring is not possible (Alleman, 1989; Kram, 1985; Levinson, Darrow, Klein, Levinson, & McKee, 1976; Merriam, 1983).

Mentoring programs can be organized into three distinct ways: (1) formal, organization chooses mentor, (2) formal, mentee chooses mentor, or (3) informal.

Formal Organization Chooses (FOC) mentorship programs involve the organization implementing a mentorship program and pairing mentors with mentees. FPC programs involve the organization sponsoring a mentorship program, while allowing the mentee to choose a mentor whom he or she would like to work with. Informal mentorship programs involve the mentee choosing to work with a mentor without any input from the organization.

The differences between types of mentorship programs are most evident in the initial stages of the program. Informal mentorship programs allow for much more choice in the selection of a mentor since they grow out of informal relationships between senior and junior members of the organization. The relationship may begin as a result of work or non-work circumstances, and grows when a mentor finds a mentee whom he/she is interested in developing. Informal mentorship experiences generally produce relationships where the mentor can closely identify with the mentee and has a strong desire to put forth additional effort. Further, the mentor and mentee both have a feeling of having a choice in forming the relationship (Chao, Waltz & Gardner, 1992). It should be noted that new teachers often find mentors on their own, drawn toward others with similar values and professional goals. This form of informal mentoring programs are most often very successful since the selection process and matching a novice teacher and mentor happens without coercion or mandates and usually culminates in friendships.

On the other hand, formal mentor relationships may form for less personal reasons. In all formal mentor relationships, the mentee is required to have a mentor; therefore, the relationship is less likely to develop due to a random meeting between two people who happen to have similar interests (Chao, Waltz & Gardner, 1992). Formal

mentorships, in which the organization chooses the mentor, generally do not allow the mentee any input in choosing the mentor. They can develop due to random assignment of mentors, committee assignment or through the organizations attempt to match mentors and mentees based on similar interests (Chao, Walz & Gardner, 1992; Teeper, 1995). While these assignments can produce excellent matches in terms of interests and skills, by definition the mentor and mentee had little or no choice in the relationship.

Formal relationships where the mentee chooses the mentor fall in between the other two types of mentoring. In this type of mentorship, the mentoring relationship is forced upon the two participants; however, an element of choice still exists because the participants determine the actual pairing. To date, few studies have been identified in the literature on this type of mentoring. It is expected that within the formal relationship, the mentee chooses the mentor and thus falls between informal and formal mentoring.

Chao (1991) examined differences between informal and formal mentorships. Mentees in formal mentorships reported higher levels of career-related support, organizational socialization, and intrinsic job satisfaction. Chao concluded, however, that the key to a successful mentorship is not whether the relationship is formal or informal, but the extent that the mentor truly reaches a mentee about all aspects of the job and organization.

Some of the most important differences between types of mentorship involve the ease of forming the relationship, level of choice the participants' experience, the amount of psychosocial and career functions the mentor provides, and the degree of shared goals and values the different types of relationships encourage.

Mentoring and Career Development

Kram (1985) summarized mentoring functions into two broad categories: career and psychosocial functions. Career functions are those aspects of a relationship that enhanced “learning the ropes” and preparing for advancement in an organization. Examples include sponsorship, exposure and visibility coaching, protection, and providing challenging assignments. In business, these functions serve to aid advancement up the hierarchy of the organization. The other type is psychosocial. Functions enhance a sense of competence, clarity of identity, and effectiveness in a professional role. Affecting each individual on a personal level, psychosocial functions develop self-worth within the organization and the employee. Examples of psychosocial functions identified are role modeling, counseling, friendship and acceptance, and confirmation.

According to Kram (1985), when a relationship provides both career and psychosocial functions “it best approximates the prototype of a mentor relationship” (p. 42). The range of specific functions varies from one relationship to another. However, mentors use their organizational influence to provide opportunity for the mentee to gain exposure and visibility in the organization. They also coach and protect their mentees. Zey (1984) identifies the most intense and useful function of mentorship is sponsorship. Sponsorship is where the mentor puts his or her reputation on the line by actively promoting the protégé and giving him or her more responsibilities. Sponsorship is extremely important to organizational success (Kanter, 1977).

Studies by Levinson et al (1978), Erikson (1980), Hale (1992), Kram (1985), and Lambert (1995) suggested that mentors are crucial to successful career development. In

fact, a major function of the mentoring relationship is to facilitate a person's career growth and success. Although Levinson (1978) advocated that a mentor is fundamental to all aspects of one's development, other researchers and theorists viewed the primary benefits of mentoring as those affecting performance in the workplace (Zey, 1984; Kram, 1985; Kanter, 1977).

When mentoring relationships are established for the purpose of helping less experienced individuals develop their careers, one-to-one mentoring is most beneficial (Murray & Owen, 1991). Zey (1984) concluded that to successfully develop their careers, mentees should be mentored by someone who has held the same job within the same organization. Establishing career goals is an important aspect of the mentoring process and should be shared with the mentor.

Flaxman (1990) claimed that when mentees successfully develop their careers, they are usually more inclined to become motivated and remain in the organization, thus reducing turnover. Other benefits associated with successful career development of mentees include discovering unknown talents, increasing work productivity, encouraging positive behavior change, enhancing shared values, and providing a willingness to work as a team. Alleman (1982) and Zey (1984) claimed that employees who participate in mentoring relationships and work toward career development perform better on the job and their overall productivity ratings are higher than those employees who do not wish to be mentored.

Career development may be just as important and valuable to problem employees as it is to high potential employees. It is possible for unproductive employees to pursue supporters and role models who are willing to assist them by bringing about small

successes that may lead to big behavioral changes and career development (Groder, 1980). As a result of being coached or advised by more experienced individuals, low and high performing mentees can acquire the necessary skills to move up the career ladder. Too much time spent in unsuitable positions may lead to frustration, stress, job burnout, and loss of independent-minded employees who may prefer to integrate their own values and ambitions with those of the organization. Formal or informal mentoring relationships established in the workplace could prevent situations of this nature. When employees have access to mentoring programs but perceive that they are performing jobs in which they feel trapped, mentors may benefit them.

Mentoring and Psychosocial Development

Mentoring facilitates professional development and contributes to career success, but it also has been linked with maximum job satisfaction (Vance, 1982). Often when employees are dissatisfied on the job it is due to burnout. According to Maslach and Jackson (1981) burnout is defined as a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do “people work” of some kind. The quality of job performance can be immensely compromised by feelings of burnout. In other words, burnout may cause the organization to lose human potential of employees to prevent burnout whether they are mentees or mentors. Numerous researchers cite job satisfaction as an invaluable product of a mentor connection (Guy, 1992; Hale, 1992; Levinson, 1978; Vance 1982; Zalezik, 1977). As the mentorship experience leads to job satisfaction, Bullen and Flamholtz (1985), Moore (1982), and Rogers (1986) found an association between job satisfaction and turnover.

Mentors, as well as mentees, fulfill emotional and psychological needs as a result of participating in mentoring relationships (Lambert, 1995). Most of the time, pride is instilled in mentors who support mentees as they mature professionally and advance in their careers. In some situations, mentors receive public recognition and praise due to the effectiveness of establishing mentoring relationships (Murray & Owen, 1991). Many of these mentors are respected for the valuable roles they assume while helping to develop new or less experienced employees. Mentees normally admire their mentors; therefore the mentees may establish permanent personal relationships with mentors based on trust and respect.

The Downside of Mentoring

Generally, mentoring relationships constitute totally positive experiences in much of the theoretical and general literature pertaining to mentoring. However, a few researchers have reported findings that suggest mentoring relationships are unglowing or negative experiences for some mentees (Braun, 1990; Rose & Larwood, 1998). Halcomb (1980) claimed that the mentor-mentee relationship could have pitfalls in the corporate world. These pitfalls may greatly affect both the mentor and mentee.

In Braun's 1990 study focusing on mentoring, he reported that 20% of the men and 13% of the women revealed that they were involved in mentoring relationships that did not have positive endings. These men and women reported the following negative consequences of being assisted by mentors: (a) betrayal, (b) mentor's loss of power which resulted in diminished career possibilities for mentees, (c) mentor's destructive personalities, (d) dependency and over dependency issues, (e) traditional views of

mentors clashing with mentees' new found roles, (f) exploitative relationships, (g) encountering the queen bee syndrome, and (h) gender difficulties.

Some issues associated with areas of concern for mentors include pressure to assume responsibilities as mentors by either mentees or organizations that have established mentoring programs, and mentees or organizations that have established mentoring programs, and mentees that lack skills such as the ability to plan or perform work tasks satisfactorily. In some cases, mentees may not take coaching and feedback seriously; or mentors may lack sufficient time to work with the mentee. Another factor is that rewards for mentors may not be present, therefore lowering motivation for the mentor to assist the mentee. Several authors indicated that mentors resent mentees who are ambitious and feel they may be a threat to them at the next higher level of advancement (Braun, 1990; Welch, 1990). Finally, some individuals will not enter mentoring relationships as mentors without being rewarded or compensated in some way (Murray & Owen, 1991).

George and Kummerow (1981) asserted that complications and problems arise because mentees may become overly dependent on mentors for assistance. In addition, mentors may also become condescending or domineering toward their mentees. Halatin and Knots (1982) suggested that mentees might want to discontinue mentoring relationships when mentor's assistance is no longer needed. They also claimed that generally the mentee is guilty of excessive dependency on mentors, but it is possible that mentors can become overly dependent on mentees. Kelly (1984) claimed that dependency on mentors could lead to social isolation if other network ties are weakened. Colleagues, friends, and supervisors who perform roles are significant sources of

assistance and often are overlooked. The contributions of these individuals should be considered as important to career development and advancement as the contributions of unfamiliar mentors (Kelly, 1984; Shaporo & Farrow, 1988).

In some situations, co-workers of mentees who were not selected, or who did not wish to participate in mentoring relationships, may resent mentees who were selected. Kasten (1986) suggested that jealousy and resentment of these individuals who are not a part of the mentoring relationship could readily create tensions among peers, with supervisors, as well as spouses. Some colleagues may not approve of such relationships because they often assume that the mentees who are participating in mentoring relationships have acquired an advantage over them.

Braun (1990) further described ways that gender may negatively impact mentoring relationships. These include men have more access to mentors than women, men mentor men more frequently than they do women, and most women lack female role models because of the shortage of female mentors. He also found that men did not seem to regard gender as an issue in influencing their mentoring relationships. However, this was not the situation for women.

Murray and Owen (1991) noted that organizations with facilitated mentoring programs must consider the negative impact of mentoring. The success of the facilitated mentoring programs depends largely upon the strong commitment of the organization in developing and promoting the employees within. The lack of strong support for facilitated mentoring programs by administrators will result in an unsuccessful effort. Often administrators are not aware of this process, as the programs and mentorship relationships may be difficult to describe. Facilitated programs are often expensive to

operate and require buy in from all participants to be successful. Finally, Murray and Owen (1991) pointed out that some mentees establish mentoring relationships with specific mentors because they have high expectations of career development and advancement. However, they learn that the instant magic they expected results in disappointment.

Many authors indicated that the positive aspects of mentoring far outweigh many potential difficulties associated with mentoring relationships (Bower, 1993; Guy, 1992; Hale, 1992; LeBlanc, 1993; Welch, 1990). Some negative aspects of mentoring cited in the literature included betrayal, mentor's loss of power resulting in diminished career opportunities for the mentee, harsh treatment by the mentor, dependency and over dependency issues, traditional views of mentors clashing with mentees' new found and creative roles, exploitative relationships, and possible gender based difficulties (Braun, 1990; Little, 1990; Myers & Humphreys, 1985). In most situations, mentoring relationships are positive experiences for both mentees and mentors. Bredeson (1991) recommended mentoring relationships for less experienced individuals who are concerned about professional and career growth.

Accountability in Education

Assessment and accountability have played prominent roles in many of the educational reform movements. Performance standards and accountability is prevalent and an issue impacting education at all levels. States have historically used accountability policies as a way of monitoring and regulating education in their communities. Traditionally, state accountability policies were designed to ensure a

minimum level of educational inputs, course offering and programs for students with special needs, and proper use of educational resources. During the standards-based reform of the 1990s, accountability systems are expected to promote academic achievement as well as monitor the condition of education in school districts and states.

Student Accountability

On January 30, 2001 President George W. Bush transmitted a report to Congress calling for a Nationwide Education Reform. The report entitled, “No Child Left Behind” established his determination to improve America’s educational system. In this report, President Bush expressed that in 2001, “We have a genuine national crisis. More and more, we are divided into two nations. One that reads, and one that doesn’t. One that dreams, and one that doesn’t” (House Document 107-34, 2001). Steps to merge this division includes: increasing accountability for student performance, focusing on what works, reducing bureaucracy, increasing flexibility, and empowering parents. “The federal government must be wise enough to give states and school districts more authority and freedom. And it must be strong enough to require proven performance in return” (p. 9).

Teacher Accountability

In his report to Congress, “No Child Left Behind,” President Bush specifically examined the area of improving teacher quality. A goal established is for all students to be taught by quality teachers. To accomplish this goal, “states and localities will be given flexibility in the use of federal funds so that they may focus more on improving teacher quality” (p. 10). More freedom will be given to schools at the local level. In

exchange, states will be expected to ensure that children are taught by effective teachers. Another goal established by House Document 107-34 is to improve teacher quality to have funding that works. “High standards for professional development will be set to ensure that federal funds promote research-based, effective practice in the classroom” (p. 10).

The Administration’s proposal for preparing, training, and recruiting teachers is based upon the basic principle that “teacher excellence is vital to achieving improvement in student achievement” (p. 17). To accomplish this, states and local school districts will have greater flexibility for effective professional development. With this flexibility for professional development, in return states and districts must establish high standards. Accountability in the areas of teacher improvement will result in better teachers in the classroom, therefore resulting in better students and greater levels of learning occurring. Student learning best measures the quality of a teacher’s ability to educate.

The last area to improve teacher quality is strengthening Math and Science Education. Partnerships for states to work with institutions of higher education to improve Math and Science Education” (p. 11). By strengthening teacher quality in these academic areas, students will receive a higher quality education directly. Penick (1985) suggested that a rationale for science teaching must include carefully formulated goals and a well justified set of behaviors to attain those goals. This will develop teachers who are at the highest level of the continuum of teaching skills, attitudes, and knowledge. Dass (1999) further states in order to prepare science teachers who have rationales which they are able to defend, the entire science teacher education program must be designed around the rationales, including teaching and learning goals.

Excellence in teaching happens as accountability for teaching and learning takes place. In addition to funding professional development, states may “promote innovative programs such as reforming teacher certification, or licensure requirements, alternative certification...and mentoring programs” (p. 18). Induction programs, especially the role of mentoring in education has a large impact on teaching excellence.

As education is moving towards accountability induction programs should reflect this mission. The purposes, goals and steps towards the development of teachers should reflect the greater issue of accountability.

Induction Programs for Beginning Teachers

The concept of induction with regard to teachers is decades old, while popularization of the term induction is relatively new. Studies dating from 1905 discussed new teacher socialization, professionalism, effectiveness, and instructional improvement (Odenweller, 1936). In 1948, the American Association of Colleges of Teacher Education (AACTE), the primary organization in the field, took a formal position on support for new teachers. Then, in the 1950s and 1960s, induction began to be equated with entry into a school as a beginning teacher, although these efforts were few and informally implemented (Elias, 1980b; Shaplin, 1962). During the 1970s and early 1980s, three influences converged to focus on the need for more formal systematic induction processes: educational research, political mandates, and educators’ call for reform (Lawson, 1992). In particular, studies on such areas as teacher cognition, effectiveness, and socialization alerted legislators and educators to seriously consider the

difficulties that new teachers face and the methods to retain these teachers into the profession.

In response to these concerns, states began mandating induction programs for new teachers in the early 1980s. Oklahoma (1980) and Florida (1981) were the first. Then between 1981 and 1992, the number of states enacting programs increased significantly. In 1992, Selan and Darling-Hammond reported six states had enacted programs by 1984; 12 states by 1988; 18 states by 1990; and a total of 45 states and the District of Columbia by 1992. Today, almost all fifty states have mandated induction programs in existence.

The beginning teacher induction movement was a significant change for teacher education in the 1980s as a result of educational reform efforts. According to Ishler (1988), “This movement is considered by some to be the most important change in teacher training since the advent of student teaching because it provides the bridge from pre-service to in-service staff development” (p. 2).

Lawson defines induction as “the influence exerted on recruits by a profession’s admission, preparation, and initiation systems, usually involving special status passages that mark the path to full acceptance and membership” (p. 163). The intended goal is the professional development and socialization of an individual, involving such critical aspects as the profession’s language, norms, mission, knowledge, and ideology.

In terms of the teaching profession, induction has been defined as “a transitional period in teacher education, between the pre-service preparation and continuing professional development, during which assistance may be provided and/or assessment may be applied to beginning teachers” (Huling-Austin, Odell, Ishler, Kay & Edelfelt, 1989, p. 3). Lawson (1990) views induction as formal and systematic “preplanned,

structured, and short-term assistance programs offered in schools for beginning teachers” (p. 163). According to Odell (1987), such programs should enhance beginning teachers’ development by addressing and supporting teachers’ individual concerns “during their transition from student teacher to instructional leader in the classroom” (p. 69).

During the past 15 years, researchers have examined different teacher induction programs that have been developed (Huling-Austin, 1992; Johnston & Kay, 1987; Odell, 1990a, Odell, 1990b). The overall findings have shown that these programs have provided some assistance to beginning teachers in a number of areas, such as instruction and socialization, as well as assessed their performance. However, studies show variances in the programs’ purposes and designs. Sclan and Darling-Hammond (1992) found that early programs emphasized assessment, generally for certification. The assistance provided was directed toward mastery of prescribed skills. However, programs established later stressed assistance and assessment as related to a developmental process.

Model Induction Programs

Generally, induction programs follow either a deficit or developmental model (Kester & Marockie, 1987). In a deficit model, induction focuses on the knowledge base, skills, and competencies that the beginning teachers lack. The purpose is to provide support in these areas, thus filling a void created by a new teacher. For example, the deficit model program may be narrowly focused on prescribed teacher behaviors (Sclan & Darling-Hammond, 1992).

In contrast, a developmental model recognizes that professional growth occurs over time, and the purpose is to provide appropriate support at appropriate times. A developmental model is based on the premise that each professional entering a system has a set of skills and, as a result of the induction program; these skills are extended, modified, and refined to meet the needs of the profession and the uniqueness of the school system. Developmental model programs may also be more broadly focused on meeting the needs of individual teachers and their teaching context (Ishler, 1988).

A common goal of both models is “to provide a structured and supportive entry into the teaching profession for beginning teachers” (Odell, 1987, p. 69). In addition, the responsibility for providing support is generally shared by such groups as experienced teachers, school administrators, institutions of higher education, school boards, state departments of education, and teacher organizations (Johnston & Kay, 1987). However, the design and practices of programs based on these models generally vary. Early induction programs generally followed a deficit model, while later programs follow a developmental model.

The Oklahoma Residency Program

In the early 1980s, programs were developed to serve as a vehicle for connecting theory and practice for beginning teachers. Since its inception, resident teacher programs have created “new ways for colleges and school systems to work together around instructional reform, creating greater common ground and leveraging improvements in both settings” (National Commission on Teaching and America’s Future, 1996, p. 80).

Resident teacher programs (also referred to as teacher induction programs) represent “one of the major innovations supporting ... improvements in teacher education” (p. 78).

In 1980, Oklahoma mandated an induction program for all first year teachers, the Oklahoma Entry-Year Assistance Program. The original bill, House Bill 1706 (HB 1706), was introduced in January 1980, establishing both teacher preparation criteria and the Entry-Year Assistance Program. The stated intent of the bill was “to establish qualifications of teachers in the common schools of this state through licensing and certification requirements” (HB 1706, Section 4). These qualifications were established to ensure the education of Oklahoma’s children by teachers of demonstrated ability. This law requires the licensed teacher to participate in the Oklahoma Residency Program during his or her initial year of teaching. The district that the teacher is employed should be an accredited school. The first year teacher is under the guidance and assistance of a residency committee to qualify for his or her Oklahoma teaching certificate. This applies to all students completing an approved teacher education program or receiving alternative certification after February 1, 1982.

The program has remained essentially the same throughout its twenty-two year history. Today, all first year teachers in Oklahoma participate in the Oklahoma Residency Program. The induction program is made up of the first year teacher (today referred to as resident teacher) and three residency committee members. Members consist of a teacher educator representative from higher education and the first year teacher’s graduating school. Also, an administrator and a mentor teacher from the school district where the resident teacher is employed serve as committee members within the Oklahoma Residency Program.

Many studies during the last 22 years have specifically examined the Oklahoma Residency Program, particularly the role of the support committee (Barbee, 1985; Barrera, 1991; Crawford, McBee and Watson, 1985; Combs and Koetting, 1986; Elsner, 1984; Everett, 1995; Friske, Godley, Klug & Wilson, 1985; Godley, Wilson & Klug, 1989a; Godley, Wilson & Klug, 1989b; Stern, 1985; Stern & Wisley, 1985). Each study reflected a generally positive view of the overall program as well as the participation of the committee members. Findings from other studies (Crawford, McBee & Watson, 1985; Elsner, 1984; Everett, 1985; Friske, Combs & Koetting, 1986; Godley, Klug & Wilson, 1985; Martin, 1986; Stern & Arney, 1987; Todd, 1990) noted some variations in the overall program value as well as the value of committee members from the viewpoint of the resident teacher; however, these variations were not investigated further.

The Administrator's Role

Most studies examining induction programs identify the mentor teacher as being central to the success of the first year teacher's induction into the teaching profession (Combs, 1985). However, the role of the administrator as a committee member is not as well defined as those of other members (Godley, Wilson & Klug, 1989b).

Shulman and Bernhard (1990) indicated functions of the administrator as a member of the residency committee included: supervising mentors, assigning buddies to beginning teachers, providing substitutes when the mentor teacher and the beginning teachers needed release time, making a referral to mentors when beginning teachers are experiencing difficulty, and participating in monthly meetings with beginning teachers and their mentors. Another view of the administrator's roles and responsibilities was

reported in Caruso's 1990 study of four Connecticut schools. Seven specific administrative roles in the induction process were monitor/coordinator, trainer, enabler, cheerleader/recruiter, evaluator, backseat observer, and mentor.

Stern and Wisley (1985) examined the residency committees in Kansas and Oklahoma. Both Kansas and Oklahoma first year teachers found that teachers ranked their administrator's support and assistance in the same order: professionalism, human relations, teaching and assessment, and classroom management (Stern & Wisley, 1985).

In a study of Oklahoma administrators and their perceptions of roles they play in the Oklahoma Residency Program, Godley, Wilson and Klug (1989) reported similar findings. The administrators viewed their role as a resource person, support person, and problem solver for the first year teacher. More than half of the administrators indicated their indirect involvement with the induction process through scheduling, staffing, communicating, coordinating, reporting, and directing. The majority of the administrators recognized the importance of choosing the appropriate mentor teacher (Godley, Wilson & Klug, 1989b). Stern (1985) identified the administrator as the committee member most responsible for keeping the meetings on task. He also indicated that the first year teachers indicated that the administrator's greatest contribution was coordination of logistics.

In Oklahoma, the administrator has the obligation to mentor the resident teacher by supervision in the Oklahoma Residency Program and also conduct a district wide evaluation system. This makes the administrator's role more complicated. In Godley, Wilson and Klug's (1989b) study, 58% of the administrators noted the role of evaluator in assessing the progress of the first year teacher both formally and informally. The

Oklahoma Residency Program regulations and guidelines specified that there was to be a distinction made in the evaluation for district use and the evaluation for certification (Oklahoma State Board of Education, 1984). The regulations clearly specify that all official action of the induction committee must be transacted with all committee members present including the first year teacher. In this setting the administrator is a team member and shares his or her evaluation and recommendations with other team members. In determining the first year teacher's certification, he or she has no more authority than the other committee members in the program.

The Higher Education Representative's Role

The role of the higher education representative in the induction process varies according to the individual program. While the role has included supervision practices, the representative is not a part of the daily context of the beginning teacher's school (Johnson & Kay, 1987). Godley, Wilson and Klug (1989a) studied the perceived roles of higher education representatives from Southwestern Oklahoma State University. Roles identified included: problem solver, evaluator of the first year teacher's skills, a socializing influence, and facilitator in the committee process. A 53% majority indicated they provided support and bolstered the beginning teacher's self-concept, helping the first year teacher to adjust to a new place, colleagues, and routines.

Although the higher education representatives all mentioned the benefits of working with the program, they also mentioned some of the problems with the process. Time constraints imposed by travel to the school district and finding an appropriate time to conduct discussions with the first year teacher during the day was of concern by the higher education representative (Godley, Wilson & Klug, 1989a). However, all the

higher education representatives indicated that the opportunity to work with young teachers was worth the additional effort. (Godley, Wilson & Klug, 1989a).

The Mentor Teacher's Role

Bova and Phillips (1984) identified mentoring, or the establishment of a personal relationship for the professional, as the most critical component of an induction program. In terms of teacher induction, an experienced teacher generally fills the role of mentor. This person can provide classroom assistance in terms of instruction, resources, and assessment, as well as provide an orientation to the school context and climate. The first year teacher does benefit by quickly becoming acclimated to the school environment, establishment of professional competence, and introduction to teaching as a continually developing process.

The role of the mentor teacher was examined by Gehrke and Kay (1994) when interviewing first year teachers. Roles identified in order of importance to the first year teacher were: teacher, confidant, role model, developer of talents, sponsor, door opener, and protector.

In the Oklahoma Residency Program, the role of the mentor teacher is similar to those in other studies. Godley, Wilson and Klug (1989a) found the mentor teacher to have the role of resource personnel. Roles identified in order of importance to the first year teacher were: support person, problem solver, evaluator, and provider of work place socialization.

Summary of Literature Review

This chapter provided an overview of the literature available for the problems of beginning teachers, specifically problems of beginning agricultural education teachers, accountability in education, the mentoring experience, induction programs, and the Oklahoma Residency Program.

New teachers, especially those in agricultural education, face many problems when beginning their teaching career. Assistance programs, most commonly referred to as induction programs, are in place at the state level for all teachers, and additional induction programs are designed for agricultural education teachers. In 1981, as part of a two-part bill, Oklahoma was the first state to mandate an induction program for all teachers. Today, the Oklahoma Residency Program is still in place, with little changes in its twenty-two years.

As induction programs were incorporated the shift of emphasis went from certification and evaluative to a developmental process for the teacher. Mentoring within induction programs played a much larger role. Various aspects of mentoring exist for the new teacher. The literature revealed mentoring within education and corporate business. The purposes and philosophical reasons were examined in detail.

Chapter III

METHODOLOGY

The purpose of this chapter is to describe the methods and procedures used to conduct this study. Chapter III contains a description of the research methodology, population, and an overview of the Oklahoma Residency Program. The instruments used, which include the telephone survey and mentor identification instrument, are also described. The processes for accomplishing the objectives of the study through administration and statistical analysis are presented as well.

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 search. The Oklahoma State University Office of University Research Services and the Institutional Review Board (IRB) conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with aforementioned policy, this study received proper review and was granted permission to proceed. The Institutional Review Board assigned the number of IRB: AG0210 to this study evaluating the mentorship experiences of first year agricultural education teachers. A copy of the IRB approval form appears in Appendix E.

After consultation with members of the researcher's dissertation committee, modifications were made regarding instrumentation used in the study. The Institutional Review Board approved the modifications and the Modification Approval Form also appears in Appendix E.

Objectives of the Study

The objectives were:

1. Describe the personal characteristics of resident agricultural education teachers and the residency committee members appointed to mentor first year agricultural education teachers.
2. Determine the perceptions of the residency committee members concerning mentoring the resident agricultural education teacher.
3. Describe the mentor relationships that exist between the resident agricultural education teacher and his or her committee members.
4. Compare perceptions among committee members of the Oklahoma Residency Program.
5. Compare perceptions about the Oklahoma Residency Committee Program to those perceptions of participants in other previous research studies conducted in 1985 and 1991.
6. Determine if the participants in the Oklahoma Residency Program favor the continuance of the program.
7. Identify other additional mentors used by first year agricultural education teachers.

Research Methodology

The design of this study was a descriptive survey of a population. One aspect of this study was a replicated research methodology of research studies conducted by Barbee (1985) and Barrera (1991). Objective Five was to compare current data to previous studies, will be met using these studies: thus allowing for an aspect of a longitudinal study to be used. Best (1970) stated:

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 mentor teachers, administrators, higher education representatives, and the resident agricultural education teachers within the Oklahoma Residency Program.

Population of the Study

To accomplish the purpose of this study, agricultural education teachers who were in the Oklahoma Residency Program for the academic years of 1999-2000 and 2000-2001 and their committee members were surveyed. For the two-year reporting period, a total of 37 resident teachers in agricultural education were employed within the state of Oklahoma. To provide assistance and guidance to the resident agricultural education teachers there were 37 mentor teachers who were assigned by their principals, 37 administrators who were hired by their local boards of education, and 13 teacher

educators representing the higher education institutions of the resident teacher's institution. For this study, the institutions included Oklahoma State University (OSU), Northeastern State University (NSU), and Oklahoma Panhandle State University (OPSU). In total, 148 committee members and first year teachers were involved in the Oklahoma Residency Program as it relates to the agricultural education teacher's first year of teaching. Of the total population of 148 participants, 144 responded to the telephone interview, thus yielding a 97.30% response rate.

Follow-up attempts were made to contact the remaining subjects. The non-respondents were each administrators, and could not be reached because of career change. Therefore, 100% of the resident teachers, 100% of the mentor teachers, 100% of the higher education representatives, and 89.29% of the administrators within the population were respondents in this study. The percentage of the total respondents within each type of committee member is the following: resident teacher (26.70%), mentor teacher (26.70%), higher education representative (26.70%), and administrator (22.92%). These percentages are represented in Figure 1.

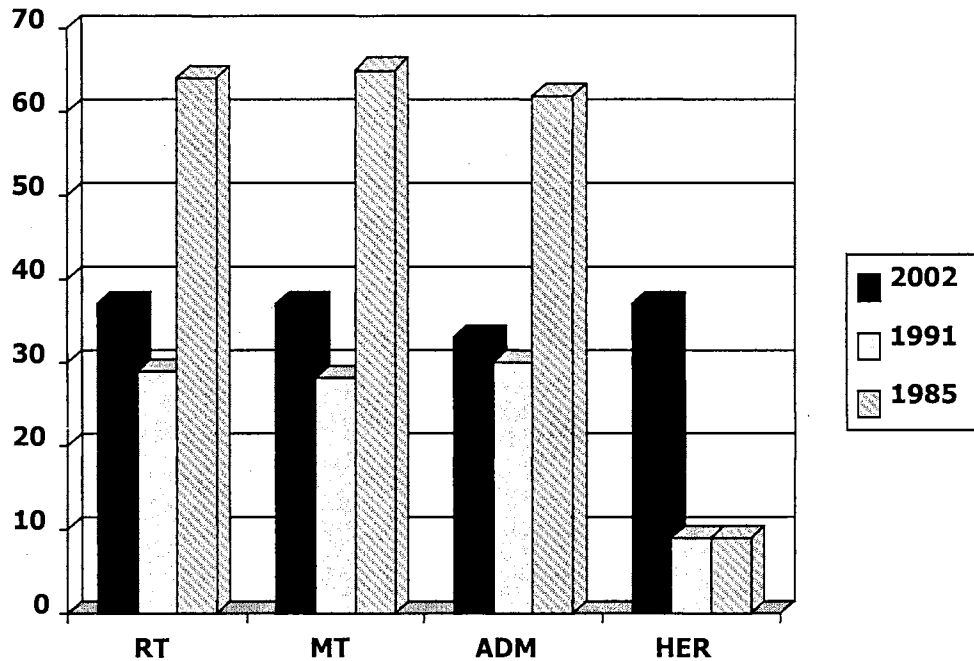


Figure 1. Frequency of committee members.

The frame of participants in the Oklahoma Residency Program was obtained from several sources. The Oklahoma Department of Career and Technology Education provided identification of all first year teachers in agricultural education for the academic years 1999-2000 and 2000-2001. The Oklahoma State Department of Education further added to the development and accuracy of the frame by providing committee members' name and school district for each resident agricultural education teacher.

Instrumentation

Through a review of the literature and meetings with the dissertation advisory committee, two specific survey instruments were used to meet the objectives of the study. The telephone instrument, modified from the Barbee (1985) and Barrera (1991) studies,

contained general questions seeking quantitative information in order to determine the perceptions of the resident agricultural education teachers and the residency committee members within the Oklahoma Residency Program. Numerous questions from the research instrument used in the Barbee (1985) and Barrera (1991) studies were modified to ensure that an accurate comparison could be accomplished for this study.

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 of 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 the mail questionnaire
3. an infinitely large population or 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 portion of the study was collected by telephone interview.

The Barbee (1985) instrument contained a list of general questions that were relevant to determining the perception of the Oklahoma Residency Program in agricultural education. These questions were derived from interviews with agricultural education teachers who participated in the Oklahoma Residency Program, along with their committee members. Members of Barbee's (1985) graduate committee also provide input with the development of the survey.

After development of Barbee's initial instrument, faculty members of the Department of Agricultural Education 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 education faculty, a pilot study consisted of a telephone interview with two resident teachers, two higher education representatives, two administrators, and two mentor teachers 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. Barrera (1991) used the same instrument and procedures to ensure validity and reliability within the two studies.

Present Study

The Oklahoma Residency Program instrument used within this research study included portions of the instrument used in the Barbee (1985) and Barrera (1991) research studies. Questions specifying personal information and mentorship components of the program were selected from Barbee's (1985) instrument with additional areas developed by the researcher.

The instrument contained seven questions designed to obtain personal information from the respondents. All respondents were asked four questions regarding the following areas: gender of committee members, teaching experience in public schools of committee members, certification areas of committee members, and the educational level of committee members. Two questions, specifically directed towards administrators, dealt with the number of years for administrative experience and type of administrative experience. Two questions were directed specifically toward university teacher educators serving as the higher education representative within the Oklahoma Residency Program. These questions identified number of years teaching secondary agricultural education and number of years spent in teaching in higher education.

To ensure the validity and reliability of the instrument, a panel of experts was used. Members of the graduate committee, other faculty members, and graduate students in the Department of Agricultural Education, Communications and 4-H Youth Development analyzed the instrument for content validity. Because the instrument was used as a telephone survey, face validity was not examined. A pilot study was also conducted to ensure validity and reliability of the instrument. The pilot group was a random sample of resident agricultural education teachers and the mentor teachers, administrators and higher education representatives assigned to the residency committee for the 1998-99 academic school year.

To gain accurate responses for the identification of other mentors for first year agricultural teachers, an additional instrument was developed. A review of the literature provided the researcher a list of problems all teachers have their first year. When examining problems specific to agricultural education teachers, many areas and topics were found. The instrument included five areas: classroom instruction, program management, SAE and the FFA. For each area, problems teachers encounter were given, and the agricultural education teacher was asked to identify a name and position of a person who provided assistance within each area.

Face and content validity was established using a panel of experts. The panel included faculty and graduate students of the Department of Agricultural Education, Communications and 4-H Development. The instrument was pilot tested with resident agricultural education teachers from the 1998-99 academic school year to establish the validity and reliability within the instrument. The panel of experts and members of the pilot group made suggestions to the instrument and changes were made regarding the format and wording of specific problems.

Data Collection Procedures

Previous Studies

Barbee (1985) evaluated all aspects of the Oklahoma Residency Program. Barrera (1991) replicated his study and compared perceptions of resident agricultural education teachers and committee members from 1985 to 1991. Minimal changes to

Barbee (1985) procedures were changed for Barrera's 1991 study. A replicate instrument was used to ensure accurate responses with validity and reliability of the instrument.

The Present Study

In effort to ensure accuracy of data collection, procedural practices of this study were strictly adhered to that of the Barbee (1985) and Barrera (1991) research.

Deviations, minimal in nature were purposely introduced in efforts to enhance the research study and achieve a greater response rate.

Prior to the actual telephone interview, telephone calls were made to the resident agricultural education teacher and the committee members to set an appointment for the telephone interview. This allowed participants to prepare for the interview, and gather his or her thoughts regarding their mentorship experiences and participation in the Oklahoma Residency Program. Between the initial telephone call and the appointment for the survey, resident agricultural education teachers were either faxed or e-mailed a mentor identification instrument. This instrument asked resident teachers to identify mentors who provided assistance to them with problem areas beginning agricultural education teachers often experience. Areas included: classroom instruction, Supervised Agricultural Experience Program (SAEP), program management, and FFA. After the instrument had been returned, the resident agricultural education teacher was called for the telephone survey at his or her designated appointment time.

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 February 6 and March 11, 2002. A specific appointment time was scheduled collaboratively with the participant and the researcher. The purpose of contacting these individuals at this particular time was to ensure a more relaxed response, free of time constraints or other influences. Of the 148 persons serving as participants in the Oklahoma Residency Program for 1999-2000 and 2000-2001, 144 persons were contacted during the allotted time. Therefore the telephone instrument used for this study resulted in a 97.30% response rate. Figure 2 shows a description of the percentage of total respondents for the Oklahoma Residency Program telephone instrument.

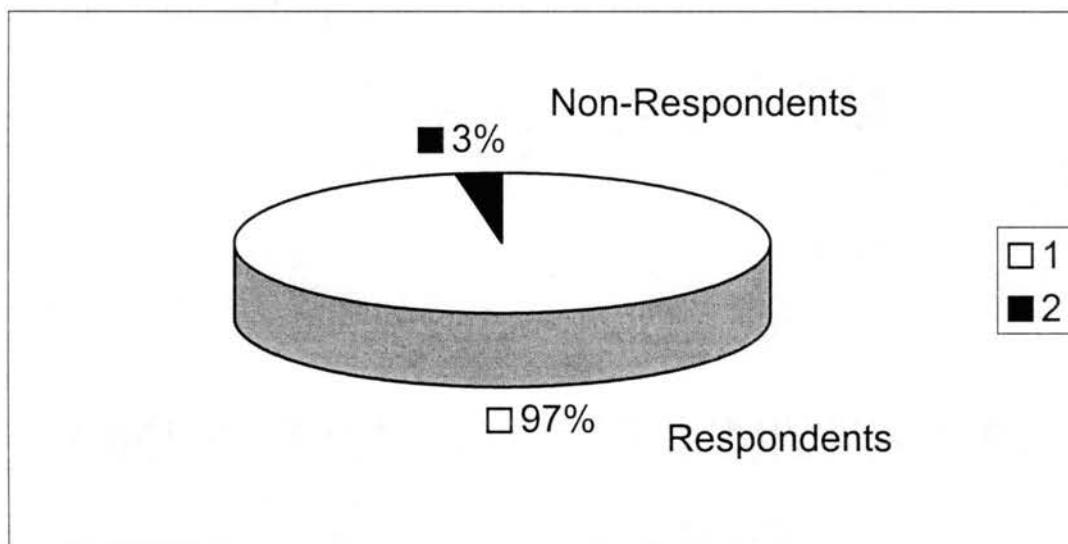


Figure 2. Response rate for the Oklahoma Residency Program instrument.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS), version 10.0. The information received from the instrument was coded and entered into the computer using the SPSS software. Data generated by the instrument were both descriptive and comparative.

Descriptive statistics were used for reporting demographic information for the resident agricultural education teachers and their committee members. All respondents provided data regarding type of committee member, total number of years in education, number of years of teaching in secondary education, level of education, certification area, and gender. Other questions specific to each committee member type were asked to all committee members within that type. Additional demographic data the administrator provided were the number of years served as an administrator and the type of administrative experience within the time frame of this study. Specific demographic data pertinent to the higher education representative was also analyzed. The higher education representative provided additional information by identifying the number years teaching in higher education and the number of years taught secondary agricultural education. The SPSS software package was used to calculate frequencies, percentages and central tendencies for all the variables. Frequencies and percentages were used to develop a profile of the resident agricultural education teacher and the residency committee members.

To analyze the data collected from this research study to the other previous studies conducted by Barbee (1985) and Barrera (1991), Microsoft Excel was used. Chi-square was computed for all data regarding the resident agricultural education teacher and

the committee member perceptions of the Oklahoma Residency Program. Shavelson (1996) stated the purpose of a chi-square test is “to determine whether the two variable in the design are independent of one another” (p. 563).

To meet Objective Seven, to identify other additional mentors used by resident agricultural education teachers, an additional instrument was developed by the researcher. This instrument provided the first year teachers the opportunity to identify a name and position of a person who assisted them for each problems identified in the literature. Frequencies and percentages for each problem area identified were reported based on information provided by the first year agricultural education teachers.

Non-Response Error

An analysis and comparison of respondents to non-respondents was made in this study. For the mentor identification instrument, five (31.25%) of the non-respondents were contacted and completed the instrument. No differences between the respondents and non-respondents were found, therefore the results may be generalized to the entire population studied in this research.

For the telephone instrument regarding perceptions of mentoring in the Oklahoma Residency Program, no analysis for non-respondents could be made. Contact of 144 of the 148 participants resulted in a 97.30% response rate. Four administrators could not be located, therefore as non-respondents they could not also be located.

Summary of Research Procedure

The study to evaluate the first year agricultural education teachers was conducted in the Spring 2002 Semester. A census of participants in the Oklahoma Residency Program for the 1999-2000 and 2000-2001 academic school years served as the population for the study. Data were collected through a mentor identification instrument and telephone interviews conducted by the researcher. The instrument examining the Oklahoma Residency Program was developed by Barbee (1985) and members of his graduate committee, and was used in his 1985 study. In 1991, Barrera used Barbee's instrument for a replication of the research study. For organization and clarity on part of the researcher, the telephone questionnaire was separated into four independent instruments specifically targeted for each type of committee member. In total, 37 committees were examined resulting in a total of 148 persons. Of the 148 committee members and resident teachers, 144 respondents resulted from the 37 committees. Therefore, this study had a 97.3% response rate. Resident agricultural education teachers within the time frame of this study completed an additional instrument identifying other additional mentors they received assistance from during their first year of teaching. Thirty-seven teachers were faxed or electronically mailed the instrument to identify various areas and specific responsibilities of the agricultural education teacher. Of the 37 resident agricultural education teachers, 21 responded with a response rate of 51.6%. Figure 3 shows the response rate for the mentor identification instrument for first year agricultural education teachers.

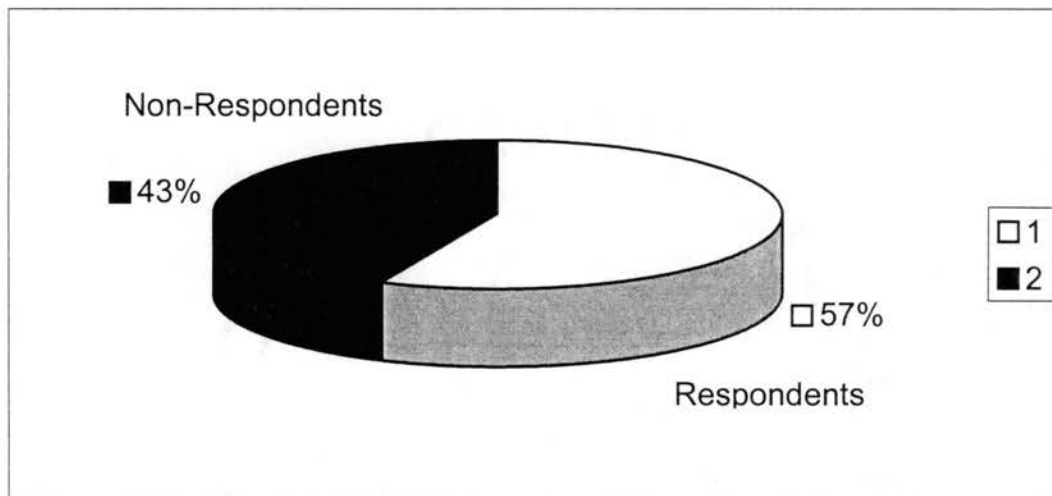


Figure 3. Response rate for the Mentor Identification instrument.

Both completed instruments were coded with a number representing the respondent prior to being entered into the computer. Data were analyzed using the updated 10.0 version of the Statistical Package for Social Sciences (SPSS). The findings are presented and discussed in Chapter IV.

Chapter IV

FINDINGS

The purpose of this chapter is to provide a discussion of the findings derived from completing the objectives of this study. Chapter IV is divided into the following sections: (1) Introduction, (2) Purpose, (3) Objectives of the Study, (4) Background of the Population, and (5) Findings.

Purpose

The primary purpose is to present findings of the study related to evaluation of the Oklahoma Residency Program with emphasis in mentoring first year agricultural education teachers. The secondary purpose of this chapter is to compare the findings of the research effort to the Barbee (1985) and Barrera (1991) research.

Objectives

From the purpose of the study, the following objectives were developed:

1. Describe the personal characteristics of resident teachers in agricultural education and the residency committee members appointed to mentor first year agricultural education teachers.

2. Determine the perceptions of residency committee members concerning mentoring the resident agricultural education teacher.
3. Describe the mentor relationships that exist between the resident agricultural education teacher and his or her committee members.
4. Compare perceptions among committee members of the Oklahoma Residency Program.
5. Compare perceptions of committee members about the Oklahoma Residency Program to those perceptions of participants in previous research studies conducted in 1985 and 1991.
6. Determine if the participants in the Oklahoma Residency Program favor continuance of the program.
7. Identify other additional mentors used by first year agricultural education teachers.

Population

The population (N=148) of this study included first year teachers in agricultural education, mentor teachers, administrators, and higher education representatives appointed to serve on the Oklahoma Residency Program. Of the total population (N=148), 144 first-year teachers and residency committee members cooperated by responding to the telephone instrument. The telephone interview instrument was identical to the instrument used in Barbee's 1985 and Barrera's 1991 research. The 144 respondents constituted 97.3% of the total population. A second instrument was

developed by the researcher to identify other mentors used by first year agricultural education teachers in Oklahoma. Of the resident teacher population (N=37), 19 first year teachers responded, giving a response rate of 51.4% for the second instrument.

Findings

Findings for this study are presented according to each objective. Objective Five is woven throughout all objectives as it is designed to compare results of this study to those in previous studies conducted in 1985 and 1991. Data are reported in frequency distributions and percentages for objectives 1, 2, 4, and 6. Throughout the study, Chi-square was used to determine significant differences between the three research studies conducted through time as stated in objective 5. Statistical differences were based on data from Barbee's (1985), Barrera's (1991), and this research study. Data provided for objective 3 was derived from the last question of the telephone instrument.

Objective 1: Personal Characteristics of Respondents

The first objective was to determine the personal characteristics of respondents. Table 1 shows the gender of the committee members, thus establishing frequencies and percentages of the resident teacher, mentor teacher, administrator, and higher education representative. Participants were largely male, comprising 84.0% of the total population. Twenty-three females serving as mentor teachers, higher education representatives, administrators, and resident agricultural education teachers made up 16.0% of the total population. Mentor teachers were the committee type with the greatest percentage of females, with 29.7% of all mentor teachers being female. The largest percentage of

males were represented in the higher education (89.2%) and resident teacher groups (89.2%) within agricultural education.

Table 1

Gender Comparison of Participants in the Oklahoma Residency Program

Gender	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)	
	n	%	n	%	n	%	n	%	N	%
Male	26	70.3	29	87.9	33	89.2	33	89.2	121	84.0
Female	<u>11</u>	<u>29.7</u>	<u>4</u>	<u>12.1</u>	<u>4</u>	<u>10.8</u>	<u>4</u>	<u>10.8</u>	<u>23</u>	<u>16.0</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100

Respondent's total years in education, whether in teaching, administration, or higher education is shown in Table 2. The resident agricultural education teachers had the least experience in education with 37 respondents teaching within the range of "0-5 years" at the time of this study. A large percentage of mentor teachers (73.0%), administrators (87.9%), and higher education representatives (87.1%) were in the "Over 15 Years" category. Those with the least amount of experience were mentor teachers (10.8%) and higher education representatives (10.8%) in the "0-5 Years" experience category. Table 3 shows the central tendencies used for respondents' number of years in education.

Table 2

Comparison of Respondents' Range of Total Years in Education

Years	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)	
	n	%	n	%	N	%	N	%	N	%
0-5	4	10.8	--	--	4	10.8	37	100.0	41	28.5
6-10	--	--	3	9.1	1	2.7	--	--	8	5.6
11-15	6	16.2	1	3.0	2	5.4	--	--	9	6.3
Over 15	<u>27</u>	<u>73.0</u>	<u>29</u>	<u>87.9</u>	<u>30</u>	<u>87.1</u>	<u>--</u>	<u>--</u>	<u>86</u>	<u>59.7</u>
Total	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0

Table 3

Central Tendency for Number of Years in Education

N=144	Mean	Std. Dev.	Median	Mode	Minimum	Maximum
Number of Years in Education	16.78	0.923	18.00	3.00	1.5	39.0

The data regarding committee members' number of years teaching experience in public schools are presented in Table 4. Of the 144 respondents, 43 (29.9%) indicated they had zero to five years of experience, with the equal amount of 43 (29.9%) also indicating they had six to ten years of experience. Sixteen respondents (11.1%) had 11-15 years teaching experience, whereas 42 (29.2%) indicated over 15 years of experience in public schools. When compared to the research conducted by Barrera (1991) and Barbee (1985), there was a large significant difference between the three study populations ($\chi^2=70.74$, $df=8$, $p=OSL>0.001$).

In this study, as with the Barbee (1985) and Barrera (1991) research, certification areas referred to those areas where the resident teacher, mentor teacher, administrator, and higher education representatives were certified to teach. The certification areas by profession are presented in Table 5. One hundred and one (70%) respondents held certification in secondary vocational education. Of these respondents, 38 (57.6%) held certification specific to agricultural education. The remaining 18 (12.5%) respondents held certification in industrial arts and family and consumer sciences. Forty-three (29.9%) of the respondents held certification in academic areas within secondary education. No respondents held certification in areas of elementary education.

Table 4

Comparison of Respondents' Years of Teaching Experience in Public Schools

Years of Experience	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
0-5	--	--	4	12.1	34	91.9	37	100	43	29.8	41	42.7	74	36.1
6-10	4	10.8	7	21.2	2	5.4	--	--	43	29.8	15	15.6	42	20.5
11-15	6	16.2	8	24.2	1	2.7	--	--	16	11.1	8	8.3	30	14.6
Over 15	<u>27</u>	<u>73.0</u>	<u>14</u>	<u>42.4</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>42</u>	<u>29.2</u>	<u>32</u>	<u>33.3</u>	<u>59</u>	<u>28.8</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0

$\chi^2=70.74$ $df=8$ $p=OSL>0.001$ significant

Table 5

Comparison of Certification Areas by Response Group

Certification Areas*	Mentor Teacher (n=37)		Administrator (n=33)		Higher Education Representative (n=37)		Resident Teacher (n=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Elementary	--	--	--	--	--	--	--	--	--	--	2	2.4	2	0.9
Secondary Academic	13	35.1	29	87.9	1	2.7	--	--	43	29.9	35	41.2	71	34.6
Secondary Vocational	14	37.8	3	9.1	1	2.7	--	--	18	12.5	10	11.8	35	17.1
Agricultural Education	<u>10</u>	<u>27.0</u>	<u>1</u>	<u>3.0</u>	<u>35</u>	<u>94.6</u>	<u>37</u>	<u>100</u>	<u>83</u>	<u>57.6</u>	<u>38</u>	<u>44.7</u>	<u>97</u>	<u>47.3</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	85	100.0	205	100.0

$\chi^2=9.43$ $df=6$ $p=0.250 > OSL > 0.100$ not significant

Specific to certification areas of mentor teacher's, secondary vocational areas, other than agricultural education, was the largest area with 14 (37.8%) respondents, followed by secondary academic with 43 (29.9%). Ten (27.0%) respondents certified in agricultural education served as mentor teachers to the resident agricultural education teacher.

Regarding administrators, 29 (87.9%) indicated certification in secondary education in an academic area, while only 3 (9.1%) specified a vocational area other than agricultural education. One administrator (3.0%) held certification in agricultural education.

Of the 37 higher education representatives, 35 (94.6%) held certification in agricultural education. However, one respondent (2.7%) held certification in a secondary academic area, and one (2.7%) held certification in a secondary vocational area outside of agricultural education. When compared to the Barrera (1991) and Barbee (1985) research, there was no significant difference in certification areas of committee members between the three study populations ($\chi^2=9.43$, $df=6$, $p=0.250 > OSL > 0.100$).

The frequency and percentages for the educational levels of committee members are presented in Table 6. The educational level is determined by the highest degree earned by the respondent. Of the 144 respondents, 62 (43.1%) completed a bachelor's degree. The doctorate degree was the next largest group of respondents with 34 (23.6%). Twenty-six (18.1%) reported holding a master's degree, and 22 (15.3%) held a master's plus 15 semester hours.

Table 6

Comparison of Respondents' Level of Education

Certification Areas*	Mentor Teacher (n=37)		Administrator (n=33)		Higher Education Representative (n=37)		Resident Teacher (n=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Bachelors	25	67.6	1	3.0	--	--	36	97.3	62	43.1	42	43.8	105	51.2
Masters	12	32.4	13	39.4	--	--	1	2.7	26	18.1	17	17.7	16	7.8
Masters plus 15 hours	--	--	18	54.5	4	10.8	--	--	22	15.3	28	29.2	71	34.6
Doctorate	--	--	--	<u>3.0</u>	<u>33</u>	<u>89.2</u>	--	--	<u>34</u>	<u>23.6</u>	<u>9</u>	<u>9.4</u>	<u>13</u>	<u>6.3</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0

 $\chi^2=42.88$

df=6

p=OSL>0.001

significant

Resident agricultural education teachers holding a bachelor's degree was the largest reported group with 36 (97.3%) respondents. Administrators comprised the largest group at the master's level with 18 (54.5%). Administrators also had the largest group at master's plus 15 semester hours with 13 (39.4%). Higher education representatives represented the largest profession within the doctorate educational level. Thirty-three (89.2%) of the higher education representatives had a doctorate degree, and four (10.8%) had an educational level of master's plus 15 semester hours. When compared to the Barbee (1985) and Barrera (1991) studies, there was a significant difference. In 2002, fewer participants had a bachelor's degree, and master's plus 15 hours. However, more committee members had a master's degree and doctorate degree ($\chi^2=48.88$, $df=6$, $p=OSL>0.001$).

A comparison of the distribution by years of experience for administrators is reported in Table 7. Eleven (33.3%) respondents reported having 6-10 years of experience as an administrator. Nine (27.3%) had 11-15 years of experience in administration, whereas approximately one-fourth of the administrators, (24.2%) had 0-5 years of administrative experience. Five (15.2%) administrators reported having more than 15 years of administrative experience. When compared to the previous studies, no significant difference was found ($\chi^2=5.74$, $df=6$, $p=0.50>OSL>0.30$). Also, within the studies completed by Barbee (1985), Barrera (1991), and this study, the largest group within years of experience as administrators was 6-10 years.

Table 7

Comparison of Distribution of Administrators by Years of Experience as Administrators

Experience	Frequency Distribution		Barrera's 1991 Research Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	N	%	N	%	N	%
0-5 years	8	24.2	8	27.6	18	29.0
6-10 years	11	33.3	10	34.5	22	35.5
11-15 years	9	27.3	4	13.8	6	9.7
Over 15 years	<u>5</u>	<u>15.2</u>	<u>7</u>	<u>24.1</u>	<u>16</u>	<u>25.8</u>
Totals	33	100.0	29	100.0	62	100.0

$\chi^2=5.74$ $df=6$ $p=0.50>OSL>0.30$ not significant

Central tendencies describing the administrators are shown in Table 8. Mean, median, and mode for this specific committee type is provided. Administrators had an average of nearly 23 years of experience as an educator, however the range was 28 years.

High school principals made up 84.8% of the administrators serving on residency committees for agricultural education resident teachers. The second most frequent type of administrator was the assistant high school principal (9.1%). Only one superintendent and one middle school principal served on resident teacher committees.

Table 9 provides a summary of the data collected about higher education representatives who served on the resident teacher committees investigated. Higher

Table 8

Central Tendency for Administrators

Administrator	Mean	Mode	Median	Std. Dev.	Variance	Range	Minimum	Maximum
Number Years in Education	22.97	18	22	7.082	50.155	28.0	6	34
Number Years Teaching	13.48	13	13	6.13	37.63	26	4	30
Number Years Administrative Experience	9.67	3	9	6.50	42.23	31	2	33

Table 9

Central Tendency for Higher Education Representatives

N=37	Mean	Mode	Median	Std. Dev.	Variance	Range	Minimum	Maximum
Number Years in Education	21.73	18.0	17.0	9.918	98.369	34	5	39
Number Years Teaching Ag Ed	4.08	4	4	2.22	4.91	13	0	13
Number Years in Higher Education	16.49	12	13.00	8.83	77.98	30	3	33

education representatives had a range of 34 years spent in education, with an average of nearly 22 years. Teacher educators, serving as higher education representatives, taught secondary agricultural education for an average of four years. They also had an average of more than 16 years teaching at the higher education level.

Table 10 shows the number and percentage of teacher educators' experience teaching secondary agricultural education and teaching at the university level. The vast

Table 10

Comparison of Higher Education Representatives by Years of Experience as an Agricultural Education Teacher and Teacher Educator

Years of Experience	As an Agricultural Teacher (N=37)				Barrera's 1991 Research				Barbee's 1985 Research			
	As an Agricultural Teacher (N=37)		As a Teacher Educator (N=37)		As a Agricultural Education Teacher (N=9)		As a Teacher Educator (N=9)		As a Agricultural Education Teacher (N=14)		As a Teacher Educator (N=14)	
	N	%	N	%	N	%	N	%	N	%	N	%
None	2	5.4	--	--	--	--	--	--	4	28.6	5	35.7
1-5	32	86.5	6	16.2	5	55.6	2	22.2	5	35.7	3	21.4
6-10	2	5.4	--	--	3	33.3	1	11.1	4	28.6	--	--
11-15	1	2.7	16	43.2	1	11.1	2	22.2	--	--	3	21.4
Over 15	--	--	<u>15</u>	<u>40.5</u>	--	--	<u>4</u>	<u>44.4</u>	<u>1</u>	<u>7.1</u>	<u>3</u>	<u>21.4</u>
Totals	37	100.0	37	100.0	9	100.0	9	100.0	14	100.0	14	100.0
Years of experience as an agricultural education teacher					x ² =22.00		df=8		p=0.01>OSL>0.001		not significant	
Years of experience as a teacher educator				x ² =25.40		df=8		p=0.01>OSL>0.001		not significant		

majority (86.5%) of the teacher educators taught secondary agricultural education 1-5 years. However, two (5.4%) higher education representatives had no experience teaching agricultural education at the secondary level. Two higher education representatives (5.4%) taught secondary agricultural education 6-10 years, and one teacher educator taught agriculture at the high school for 11-15 years. Of the 37 respondents serving as higher education representatives, 16 (43.2%) and 15 (40.5%) taught 11-15 years and over 15 years as teacher educators at the university level, respectively. Only six (16.2%) had 1-5 years experience in higher education. When compared to the Barrera (1991) and Barbee (1985) research studies, there was a significant difference in the number of years experience the higher education representative had as an agricultural education teacher ($\chi^2=22.00$, $df=8$, $p=0.01 > OSL > 0.001$). A significant difference was also found when comparing the three studies on the number of years of experience as a teacher educator ($\chi^2=25.40$, $df=8$, $p=0.01 > OSL > 0.001$).

Objective 2: Perceptions of Mentoring Within the Oklahoma Residency Program

The second objective of this study was to determine the residency committee members' perceptions of mentoring the resident agricultural education teacher in the Oklahoma Residency Program.

Table 11 presents a comparison of the residency committee member perceptions as reported for the following question, "As a committee member of the Oklahoma Residency Program, do you feel you provided the needed assistance to the resident agricultural education teacher?" Resident teachers were not asked to respond to this question. The number of respondents for this item was 108. Ninety-six respondents

Table 11

Comparison of Committee Members' Perceptions of Mentoring Assistance to the Resident Agricultural Education Teacher*

Responses	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Definitely Yes	24	64.9	23	69.7	9	24.3	--	--	57	52.8	26	38.8	71	50.4
Probably Yes	13	35.1	9	27.3	17	45.9	--	--	39	36.1	41	61.1	65	46.1
Uncertain	--	--	1	3.0	5	13.5	--	--	6	5.6	--	--	2	1.4
Probably Not	--	--	--	--	3	8.1	--	--	3	2.8	--	--	3	2.1
Definitely Not	--	--	--	--	<u>3</u>	<u>8.1</u>	--	--	<u>3</u>	<u>2.8</u>	--	--	--	--
Totals	37	34.3	33	30.6	37	34.3	--	--	108	100.0	67	100.0	141	100.0

*Resident Agricultural Education Teachers were not asked to respond (N=108, N=67, N=141).

 $\chi^2=21.28$ df=8 p=0.01>OSL>0.001 significant

(88.9%) reported that they had indeed provided the needed assistance to the resident agricultural education teacher. Six committee members (5.6%) indicated they were uncertain of having provided assistance. Also, six (5.6%) of the committee members reported that they probably did not (3, 2.8%) or definitely did not (3, 2.8%) provide mentoring to the first year agricultural education teacher. It should be noted that of the six individuals who indicated that they were uncertain about providing assistance, five were higher education representatives. Furthermore, all six who said they did not provide assistance were teacher educators.

Compared to the Barbee (1985) and Barrera (1991) research, this study was similar to Barbee's where five committee members indicated they did not provide assistance to the resident teacher. In Barrera's study (1991), all 67 of the committee members indicated they provided mentoring through this program. When statistically compared with the previous studies, the difference was significant ($\chi^2=21.28$, $df=8$, $p=0.01 > OSL > 0.001$).

Resident agricultural education teachers were asked a similar question to attain their viewpoint on whose mentoring provided the needed assistance from among their assigned residency committee members. Table 12 shows the perceptions of the 37 resident teachers. Twenty (54.1%) of the resident teachers responded "definitely yes" as to the amount of assistance provided. Thirteen (35.1%) indicated "probably yes." Therefore, 89.2% of the resident agricultural education teachers perceive they gained the needed mentoring assistance through the Oklahoma Residency Program. However, four (10.8%) indicated they were uncertain or did not receive assistance from the assigned residency committee members. When establishing the significant differences between

the three research studies, the results were not significant ($\chi^2=4.78$, $df=8$, $p=0.80>OSL>0.70$).

Table 12

Comparison of Resident Agricultural Education Teachers' Perceptions of Mentoring Received from their Residency Committee

Response	Frequency Distribution		Barrera's 1991 Research Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	N	%	N	%	N	%
Definitely yes	20	54.1	21	72.4	34	53.2
Probably yes	13	35.1	6	20.7	23	35.9
Uncertain	2	5.4	1	3.4	2	3.1
Probably not	1	2.7	1	3.4	2	3.1
Definitely not	<u>1</u>	<u>2.7</u>	==	==	<u>3</u>	<u>4.7</u>
Totals	37	100.0	29	100.0	61	100.0

$\chi^2=4.78$ $df=8$ $p=0.80>OSL>.70$ not significant

Table 13 only solicited responses from those resident teachers in agricultural education who indicated they did not receive assistance from their committee members. Although four resident teachers identified they did not receive assistance, only three respondents chose to indicate a reason why they did not receive mentoring from their committee. Respondents indicated why they did not received mentoring and they included: higher education representative unavailable most of the time (33.33%), higher

Table 13

Comparison of Reasons the Resident Agricultural Education Teacher Did Not Receive Mentoring from their Residency Committee*

Reasons	Frequency Distribution		Barrera's 1991 Research Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	N	%	N	%	N	%
Mentor Teacher unavailable most of the time	--	--	--	--	--	--
Mentor Teacher appeared to be unconcerned and did not provide guidance	-	--	--	--	4	6.5
HER unavailable most of the time	1	33.3	--	--	--	--
HER appeared to be unconcerned and did not offer the needed guidance	1	33.3	1	3.4	--	--
Administrator unavailable most of the time	--	--	1	3.4	--	--
Administrator appeared to be unconcerned and did not offer the needed guidance	--	--	--	--	4	6.3
Other	1	33.3	--	--	--	--

* Only Resident Agricultural Education Teachers were asked to respond (N=37).

$\chi^2=19.97$ $df=12$ $p=0.10 > OSL > 0.05$ not significant

education representative appeared to be unconcerned and did not offer assistance (33.33%), and committee members were available however, it was just a state mandated process (33.33%). Resident agricultural education teachers were only asked to respond to this question and each teacher could provide more than one response.

Thirty-seven resident teachers in agricultural education were asked: "Who do you feel provided the most assistance throughout your residency year?". Their responses are reported in Table 14. Eighteen (50%) resident teachers identified the mentor teacher as the person who provided the most assistance. Both the higher education representative (6, 16.7%) and an experienced teacher other than the assigned mentor teacher (6, 16.7%) were identified as being influential mentors their first year of teaching. Administrators were also identified as the most influential by five of the 37 resident agricultural education teachers (13.9%). In comparing the research conducted in 1985 and 1991, trends emerged. Since the beginning of the Oklahoma Residency Program, the mentor teacher has become identified as the individual who provides the most assistance to the beginning teacher. The higher education representative has decreased in frequency (21 to 6) and percentages (32.81 to 16.7) from 1985 to 2002. Statistically comparing the studies, a significant difference was found ($\chi^2=22.38$, $df=10$, $p=0.02 > OSL > 0.01$).

In Table 15, a comparison of the number of times residency committee members were asked for assistance is presented. Resident teachers were asked, "Approximately, how many times did you ask your committee members for assistance?". Residency committee members received a similar question, "Approximately how many times did this resident agricultural education teacher ask for your assistance?". Therefore,

Table 14

Comparison of Individuals Providing the Most Assistance During their First Year as Perceived by Resident Agricultural Education

Teachers*

Response	Frequency Distribution		Barrera's 1991 Research Frequency Distribution		Barbee's 1985 Research Frequency Distribution	
	N	%	N	%	N	%
Mentor Teacher	18	50.0	10	34.5	22	34.4
Administrator	5	13.9	10	34.5	7	11.0
Higher Ed Representative	6	16.7	8	27.6	21	32.8
Experienced teacher other than MT	6	16.7	1	3.5	4	6.3
Other	<u>1</u>	<u>2.7</u>	=	=	<u>10</u>	<u>15.6</u>
Totals	37	100.0	29	100.0	64	100.0

*Only Resident Teachers in Agricultural Education were asked to respond (N=37).

 $\chi^2=22.38$ $df=10$ $p=0.02 > OSL > 0.01$ significant

Table 15

Comparison of Times Residency Committee Members Were Asked for Assistance by Resident Agricultural Education Teachers

Times	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Never	1	2.7	--	--	16	43.2	1	2.7	18	12.5	7	7.3	19	9.2
1-5	8	21.6	9	27.3	18	48.6	20	54.1	55	38.2	20	20.8	59	28.8
6-10	6	16.2	11	33.3	1	2.7	6	16.2	24	16.7	26	27.1	30	14.6
11-15	3	8.1	5	15.2	1	2.7	2	5.4	11	7.6	10	10.4	23	11.2
More than 15	<u>19</u>	<u>51.4</u>	<u>8</u>	<u>24.2</u>	<u>1</u>	<u>2.7</u>	<u>8</u>	<u>21.6</u>	<u>36</u>	<u>25.0</u>	<u>33</u>	<u>34.4</u>	<u>74</u>	<u>36.1</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0

$\chi^2=16.30$

df=8

p=0.05>OSL>0.02 significant

perceptions can be compared to both the resident agricultural education teacher and the committee members.

When questioned about how often they asked for assistance, 20 (54.1%) resident agricultural education teachers responded 1-5 times. Eighteen (48.6%) higher education representatives reported that the resident teacher asked for assistance 1-5 times. Sixteen (43.2%) higher education representatives indicated that the resident agricultural education teacher never asked the higher education representative for assistance. Forty-four percent, or 19 mentor teachers, said the resident teachers asked them for assistance more than 15 times. Overall, 55 of the 144 respondents indicated that the resident teacher asked for assistance 1-5 times. Exactly one-fourth of the respondents, (36) perceived that the resident teacher asked for assistance 6-10 times. However, 18 (12.5%) of all respondents admitted that they were never asked or did not ask for assistance. The number of times members of the residency committee were asked was significantly different in 2002 as compared to studies conducted in 1985 and 1991 ($\chi^2=6.30$, $df=2$, $p=0.05 > OSL > 0.02$). The trend established the number of times the resident agricultural education teacher never asked for assistance, or asked only 1-5 times increased from the 1985 to 1991 to 2002.

Resident agricultural education teachers were asked "Did the mentor teacher spend the required 72 hours of his/her time, above observation and committee time, in providing assistance to you as a resident teacher", to specifically identify the mentor teacher's role in providing assistance. Table 16 shows data for this question. Twenty-nine (78.4%) resident teachers answered yes. Eight (21.6%) resident agricultural education teachers indicated the mentor teacher did not spend the required amount of

Table 16

Time Spent by the Mentor Teacher in Providing Assistance as Perceived by Resident Agricultural Education Teachers

Responses	Totals		Barrera's 1991 Research		Barbee's 1985 Research	
	N	%	N	%	N	%
Yes	29	78.4	22	81.5	38	59.4
No	<u>8</u>	<u>21.6</u>	<u>5</u>	<u>18.5</u>	<u>26</u>	<u>40.6</u>
Totals	37	100.0	27	100.0	64	100.0

$x^2=6.31$ $df=2$ $p=0.02>OSL>0.05$ significant

time mentoring the resident teacher in agricultural education. In comparison to the Barrera (1991) and Barbee (1985) research, the 2002 study improved from Barbee's study completed in 1985. However, the frequency and percentages declined from 1991 to 2002. When comparing the research studies over time, there was a statistically significant difference ($x^2=6.03$, $df=2$, $p=0.02>OSL>0.05$). In relationship to the Barbee (1985) research, more time was spent providing assistance. When compared to Barrera (1991), today's resident agricultural education teachers believed less mentor teachers provided assistance than in the past.

Table 17 shows data regarding the question "Do you believe the committee members provided opportunity for the agricultural education teacher to adjust and

Table 17

Comparison of Respondents' Perceptions of Committee Members' Providing the Opportunity for the Resident Agricultural Education Teachers to Adjust and Improve

Responses	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Definitely yes	24	64.9	24	72.7	18	48.6	23	62.2	89	61.8	69	71.9	159	77.6
Probably yes	12	32.4	8	24.2	13	35.1	11	29.7	44	30.6	26	27.1	41	20.0
Uncertain	1	2.7	1	3.0	3	8.1	1	2.7	6	4.2	1	1.0	2	1.0
Probably not	--	--	--	--	2	5.4	2	5.4	4	2.8	--	--	3	1.5
Definitely not	--	--	--	--	<u>1</u>	<u>2.7</u>	--	--	<u>1</u>	<u>0.7</u>	--	--	--	--
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0

$\chi^2=16.74$ df=8 p=0.05>OSL>0.02 significant

improve as the year progressed?”. Of the 144 respondents, 89 (61.8%) answered “definitely yes” an additional 44 (30.6%) replied “probably yes.” Therefore, 92.4% believed the committee members allowed opportunity for the resident teacher to adjust their teaching and improve throughout the academic year. It should be noted that 6 (4.2%) respondents were either uncertain, probably were not, or definitely were not allowed the opportunity to adjust and improve. In the uncertain category, all committee types were present. In comparison to the previous research in 1985 and 1991, the data was found to be statistically significantly different ($\chi^2=16.74$, $df=8$, $p=0.01 > OSL > 0.001$). Fewer respondents believed the program to be important than in previous studies. More respondents also believed the Oklahoma Residency Program to be less important than those respondents in 1985 and 1991.

Objective 3: Mentorship Between the Resident Teacher and Committee Members

The third objective was to describe the mentor relationships between the resident agricultural education teacher and his or her residency committee members. All participants of the study were asked to provide any additional comments regarding their mentorship experience that occurred between the resident teacher and his or her committee members. Comments from the open-ended question on the telephone instrument were categorized according to their committee member type. Categories for both positive and negative aspects of the Oklahoma Residency Program were developed for each committee member type.

The following themes emerged from responses given by the resident agricultural education teachers. Quotes from each of the categories derived from the open-ended question are in Appendix D.

Positive Points

- Mentor teacher provided assistance
- Higher education representative was of assistance
- Administrator provided assistance

Areas for Improvement

- Mentor teacher did not offer assistance
- Committee members do not completely understand the agricultural education program
- Higher education representative doesn't understand agricultural education programs
- Program is more evaluation than mentoring
- Just a process to go through

The mentor teachers' role is to provide mentorship to the resident teacher in agricultural education. These mentor teachers were asked to describe their mentorship experience with the agricultural education teacher. The following categories were taken from their responses. In Appendix D, direct quotes for each category are provided.

Positive Points

- Success depends on people on the committee
- Program is needed for beginning teachers
- Areas are similar-can provide assistance to the resident agricultural education teacher

Areas of Improvement

- Higher education representative
- No assistance provided regarding technical agriculture or agricultural education
- Time to provide assistance was difficult

The administrator described many mentorship experiences from his/her viewpoint. The following are themes taken from their responses. Actual quotes are found in Appendix D.

Positive Points

- Program effectiveness deals specifically with personality of participants
- Oklahoma Residency Program is a valuable tool to help teachers
- Higher Education Representative was impressive
- Mentor Teacher did a good job
- The Oklahoma Residency Program is a tool for improvement rather than for evaluation

Areas for Improvement

- Mentor teacher is not aware of technical aspects of agricultural education
- More involvement with mentor teachers at local level

Higher education representatives from the graduating institution of the resident agricultural education teacher were also asked to describe their experience mentoring the resident teacher and working with members of the Oklahoma Residency Program. Their perceptions have been categorized into “Positive Points” and “Areas for Improvement.” Actual quotes are located in Appendix D.

Positive Points

- Higher education representative provides support

Areas for Improvement

- A rush to get the process finished
- Uneven assistance given from higher education representatives
- Improvements need to be made in the system

Objective 4: Perceptions Regarding the Oklahoma Residency Program

The fourth objective compared perceptions among committee members regarding the Oklahoma Residency Program. Perceptions for each group and totals are identified in Table 18. All mentor teachers (100%) and administrators (100%) perceived the program

Table 18

Comparisons of Respondents' Perceived Level of Importance of the Oklahoma Residency Program Regarding Resident Agricultural Education Teachers' First Year of Teaching

Levels of Importance	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Very important	32	86.5	26	78.8	11	29.7	15	40.5	84	58.3	76	79.2	116	59.6
Important	5	13.5	7	21.2	15	40.5	14	37.8	41	28.5	10	10.4	66	39.0
Less than important	--	--	--	--	7	18.9	5	13.5	12	8.3	9	9.4	17	8.3
Unimportant	=	=	=	=	4	10.8	3	8.1	7	4.9	1	1.0	6	2.9
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0

$\chi^2=20.85$ df=6 p=0.01>OSL>0.001 significant

to be either very important or important. Very important was perceived greater than important within both groups. Fifteen (40.5%) resident agricultural education teachers also perceived the program to be very important. Twenty-one percent of the resident teachers believed it was less than important or unimportant. Of the higher education representatives, 15 (40.5%) viewed the program to be important. This is the only group that perceived the Oklahoma Residency Program to be important, rather than very important. Also, 11 (29.7%) higher education representatives identified the Oklahoma Residency Program to be less than important or unimportant.

Only those participants who responded that the program was very important or important were asked reasons why they believe the program was important. Therefore, only 117 participants responded to this question. Responses are shown in Table 19. Forty-two (33.1%) of the committee members perceived the greatest reason the program is important is that it creates a feeling of security on the part of the resident agricultural education teacher. The second reason identified was that the program provides assistance to improve classroom management. Twenty-eight (22.0%) of the respondents believed it provided information to the resident teacher on his or her strengths and weaknesses. Of the 117 respondents, 13 (10.2%) perceived this to be the primary reason the program was important. Four (3.1%) respondents perceived other reasons to be of importance to the program. They included the following from mentor teachers: program provides support and information; keeps the first year teaching from getting too frustrated; the program provides the opportunity for the teacher to discuss routine matters of the school day with another teacher; and the program provides the first year teacher a mentor to discuss issues such as dealing with parents and administrators.

Table 19

Comparison of Reasons the Oklahoma Residency Program is Important for the Resident Agricultural Education Teacher

Reasons	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Provides assistance -- classroom management	10	27.0	17	51.5	6	21.4	7	24.1	40	31.5	14	14.6	45	22.0
Creates feeling of security for RT	12	32.4	10	30.3	9	32.1	11	37.9	42	33.1	27	28.1	70	34.2
Provides opportunity - teaching methods	7	18.9	2	6.1	2	7.1	2	6.9	13	10.2	19	19.8	14	6.8
Provides information -- RT strengths and weaknesses	7	18.9	3	9.1	9	32.1	9	31.0	28	22.0	26	27.1	15	7.3
Provides for consultation	--	--	--	--	--	--	--	--	--	--	10	10.4	71	34.6
Other	1	2.7	1	3.0	2	7.1	--	--	4	3.1	--	--	--	--

*N varies because not all respondents chose to respond to the questions (N=127).

$\chi^2=101.85$ df=10 p=OSL>0.001 significant

Table 20

As respondents perceived reasons that the Oklahoma Residency Program was important, there were also reasons why respondents believed the program was not important to the first year agricultural education teacher. Table 20 shows perceptions from respondents. Six (35.3%) respondents perceived the program to be “unimportant” or having a lack of importance. Reasons given concerning why the Oklahoma Residency Program was not important included: the resident teacher believed it was just a process they had to go through; the program was a frivolous form of accountability; and the program did not help beginning teachers with issues of teaching agricultural education. Specifically, the issues cited were: career development events, shows, and leadership activities. Another problem identified was that the program does not provide the opportunity to examine and learn about things that could go wrong while teaching agricultural education. Another respondent added that the program doesn’t focus on those resident teachers who are alternatively certified and face issues different from the traditional resident agricultural education teacher.

All participants were asked to identify their perceptions of the strengths and weakness for the Oklahoma Residency Program. Tables 21 and 22 show the perceptions of the participants. Fifty-one percent (74) of the respondents stated the assistance from the mentor teacher is the greatest strength of the program. When analyzed by committee member type, all groups identified the mentor teacher as the greatest strength. The percentages for each committee type were: administrator, 69.7%; mentor teacher, 54.1%; higher education representative, 43.2%; and resident teacher, 40.5%.

The participants felt the guidance given from the committee to help the resident agricultural education teacher make decisions was the next most important (15.3%)

Table 20

Comparison of Reasons the Oklahoma Residency Program is Not Important Regarding the Resident Agricultural Education Teachers' First Year of Teaching*

Reasons	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Doesn't provide help to improve classroom management	--	--	--	--	--	--	--	--	--	--	1	1.0		1.5
Creates apprehension for RT	--	--	--	--	3	33.3	--	--	3	17.6	3	3.1	5	2.4
Too much time in reference to other activities	--	--	--	--	1	11.1	1	12.5	2	11.8	6	6.3	5	2.4
Lack of importance viewed by RT	--	--	--	--	2	22.2	4	50.0	6	35.3	1	1.0	6	2.9
Lack of importance viewed by RC	--	--	--	--	2	22.2	--	--	2	11.8	2	2.1	5	2.4
Other	--	--	--	--	1	11.1	3	37.5	4	23.5	12	6.3	12	5.9

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

$\chi^2=11.72$ $df=10$ $p=0.50 > OSL > 0.30$ not significant

Table 21

Comparison of Respondents' Perceptions of Major Strengths of the Oklahoma Residency Program

Major Strengths	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research* (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Assistance from MT	20	54.1	23	69.7	16	43.2	15	40.5	74	51.4	14	18.4	36	17.6
Assistance from HER	--	--	--	--	3	8.1	9	24.3	12	8.3	5	6.8	11	5.4
Assistance from Administrator	2	5.4	5	15.2	4	10.8	4	10.8	15	10.4	1	1.4	2	1.0
Guidance in making decisions	7	18.9	3	9.1	7	18.9	5	13.5	22	15.3	17	23.0	35	17.1
Moral support offered by RC	8	21.6	1	3.0	6	16.2	4	10.8	19	13.2	23	31.1	32	15.6
Do not perceive any strengths	--	--	--	--	1	2.7	--	--	1	0.7	1	1.4	8	3.9
Other	--	--	<u>1</u>	<u>3.0</u>	--	--	--	--	<u>1</u>	<u>0.7</u>	<u>13</u>	<u>17.6</u>	<u>81</u>	<u>39.5</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100	74	100.0	205	100.0

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

$\chi^2=153.89$ df=12 p=OSL>0.001 significant

Table 22

Comparison of Respondents' Perceptions of Major Problems of the Oklahoma Residency Program

Major Problems	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research* (N=96)		Barbee's 1985 Research (N=205)	
	N	%	n	%	n	%	n	%	N	%	N	%	N	%
Do not perceive any problems	12	32.4	17	51.5	11	29.7	13	35.1	53	36.8	36	40.5	65	31.8
Insufficient assistance from MT	2	5.4	1	3.0	3	8.1	--	--	6	4.2	7	7.9	4	2.0
Insufficient assistance from HER	--	--	--	--	--	--	--	--	--	--	5	5.6	9	4.4
Insufficient assistance from Administrator	8	21.6	1	3.0	2	5.4	5	13.5	16	11.11	--	--	2	1.0
Overall assistance was insufficient	--	--	--	--	2	5.4	--	--	2	1.4	--	--	16	7.8
RC's more evaluative than instructional improvement	8	21.6	3	9.1	11	29.7	10	27.0	32	22.2	4	4.5	3	1.5
Lack of MT/A understanding of AE	5	13.5	6	18.2	4	10.8	9	24.3	24	16.7	2	2.3	16	7.8
Other	<u>2</u>	<u>5.4</u>	<u>5</u>	<u>15.2</u>	<u>4</u>	<u>10.8</u>	--	--	<u>11</u>	<u>7.6</u>	<u>35</u>	<u>39.3</u>	<u>90</u>	<u>43.9</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	89	100.0	205	100.0

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

$\chi^2=492.79$ $df=14$ $p=OSL>0.001$ significant

benefit. However, resident teachers viewed the order of importance differently than the rest. They perceived the mentoring given from higher education representatives as being the second most important strength. One respondent (0.7%) did not perceive any strengths of the program.

Assessing the Oklahoma Residency Program's impact on mentoring, respondents were asked to identify possible weaknesses. Thirty-six percent responded that they did not perceive any problems with the program. However, 32 respondents (22%) perceived that the residency committee's function appears more for evaluation than for instructional improvement.

Objective 5: Comparison of Perceptions to those in Previous Research Studies

Comparisons for Objective Five are intermingled within the other objectives. This allows for a complete and accurate comparison for each area to occur. Table 24 summarizes the areas of significance and non significance.

Table 24

Comparison of the Research Studies

Areas Not of Significant Difference	Areas Significantly Different
Certification Areas	Number of Years Teaching in Public Schools
Distribution of Administration	Level of Education
Reason Oklahoma Residency Program is Not Important	Higher Education Representative Experience as Ag Ed Teacher
Resident teachers Perceptions of Mentoring from Committee Members	Higher Education Representative Years of Experience as Teacher Educator
	Major Strengths of the ORP
	Major Problems of the ORP
	Time Spent by Mentor Teacher
	Individual Provided Most Assistance
	Importance of the Oklahoma Residency Program
	Reasons why the Oklahoma Residency Program is Important
	Times Committee Members were asked for Assistance
	Perceptions of Committee Members Provided to Adjust and Improve
	Favor of Continuance of the Oklahoma Residency Program

Objective 6: Continuance of the Oklahoma Residency Program

Objective Six of this research study was to determine if the members of the residency committee favor the continuance of the Oklahoma Residency Program. Participants were asked one question specific to this objective: "Do you favor the continuance of the Oklahoma Residency Program?". Respondents were asked to choose one answer ranging from "strongly favor" to "strongly oppose." Data resulting from this question are presented in Table 23.

Table 23

Comparison of Respondents' Favor of Continuance for the Oklahoma Residency Program

Responses	Mentor Teacher (N=37)		Administrator (N=33)		Higher Education Representative (N=37)		Resident Teacher (N=37)		Totals (N=144)		Barrera's 1991 Research (N=96)		Barbee's 1985 Research (N=205)	
	n	%	n	%	n	%	n	%	N	%	N	%	N	%
Strongly favor	27	73.0	25	75.8	16	43.2	16	43.2	84	58.3	76	79.1	117	57.0
Tend to favor	10	27.0	6	18.2	11	29.7	13	35.1	40	27.8	15	15.6	64	31.2
Uncertain	--	--	1	3.0	7	18.9	6	16.2	14	9.7	2	2.1	4	2.0
Tend to oppose	--	--	1	3.0	--	--	2	5.4	3	2.1	2	2.1	12	5.9
Strongly oppose	--	--	--	<u>3.0</u>	<u>3</u>	<u>8.1</u>	--	--	<u>3</u>	<u>2.1</u>	<u>1</u>	<u>1.04</u>	<u>8</u>	<u>3.9</u>
Totals	37	25.7	33	22.9	37	25.7	37	25.7	144	100.0	96	100.0	205	100.0
x ² =31.03		df=8	p=OSL>0.001				significant							

From the 144 persons involved in the program for the two academic years, 84 (58.3%) stated they would strongly favor the continuance of the Oklahoma Residency Program. All groups identified the greatest frequency and percentage in the category of strongly favor. Of the 144 respondents, 124 (86.1%) had a positive view of the Oklahoma Residency Program. However, 20 (13.8%) were either uncertain or opposed to continuing the program. Of the 20 respondents who were uncertain or opposed, ten served as higher education representatives on the committee. It should also be noted, that the three higher education representatives strongly opposed the continuance of the Oklahoma Residency Program. Resident teachers also have some uncertainty, with six respondents (16.2%) in this category. Two (5.4%) of the resident agricultural education teachers also indicated they tended to oppose the continuance of the Oklahoma Residency Program.

Objective 7: Other Additional Mentors of Resident Agricultural Education Teachers

Objective Seven identified other additional mentors used by first year agricultural education teachers. Problems first year agricultural education teachers encountered were identified by a review of literature conducted by the researcher. The mentoring identification instrument was developed, examined by a panel of experts, and pilot tested to establish validity and reliability of the instrument. Resident teachers were asked to identify a name and position of a person who assisted them with the specific problem identified for each area.

Findings related to this objective are identified below. Four areas in which the agricultural education teacher is responsible for were identified. These areas were: classroom instruction, SAE, program management, and the FFA organization.

Specific problems addressed in the classroom instruction area were: classroom discipline, student motivation, dealing with students' individual differences, assessment of students' work, interaction with parents, organizing work, obtaining sufficient instructional materials, dealing with students' personal problems, heavy course loads, inadequate preparation time, and getting along with colleagues. Findings identifying frequency and percentage specifically for each problem are analyzed and presented in this section.

Table 25 shows mentors who assisted them with classroom discipline. The most commonly used person was the high school principal, selected by six (28.6%) of the respondents. Four respondents (19.1%) reported that no one helped them in this area; they learned it on their own. Other mentors included the mentor teacher who was an agricultural education teacher (14.3%), other agricultural education teachers (14.3%),

Table 25

Mentors Assisted with Classroom Discipline

Area I: Classroom Instruction		
Problem A: Classroom Discipline		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
High School Principal	6	28.57
None-Learned on own	4	19.05
Mentor Teacher-Ag Education	3	14.29
Other Ag Education Teachers	3	14.29
Cooperating Ag Ed Teacher	2	9.52
Other Teacher in School District	2	9.52
Program Specialist-Career Tech	1	4.76
Totals	21	100.00

cooperating teacher from the resident teachers' student teaching experience (9.5%), another teacher within the school district (9.5%); and a program specialist from the Department of Career and Technology Education (4.8%).

The second problem identified was motivating students to learn. As shown in Table 26, the most common response for mentors in this area was that no assistance was provided. Five respondents (23.8%) reported that they learned this skill on their own. Other persons serving as mentors were other agriculture teachers, committee members of the Oklahoma Residency Program, and spouse of the beginning agricultural education teacher (4.8%).

The next problem focused on dealing with students' individual differences. Twenty-three percent (5) of the respondents reported no one mentored them in this area. Respondents reported, the special education teacher at the school as the most common mentor. Two administrators (9.5%), two mentor teachers in the areas of agricultural education (9.5%), a mentor teacher in a vocational area (4.8%), and one mentor teacher in an academic area (4.8%), serving as mentors within the Oklahoma Residency Program,

Table 26

Mentors Assisted with Student Interaction and Motivation

Area I: Classroom Instruction Problem B: Student Motivation		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	5	23.81
Other Ag Education Teachers	4	19.05
Mentor Teacher-Ag Teacher	3	14.29
Higher Education Rep.-OSU	3	14.29
High School Principal	2	9.52
Other Teacher in School District	2	9.52
Mentor Teacher-other subject area	1	4.76
Spouse	1	4.76
Totals	21	100.00

were mentioned as persons who assisted the first-year teacher in this area. These data are summarized in Table 27.

Table 27

Mentors Assisted in Dealing with Students' Individual Differences

Area I: Classroom Instruction		
Problem C: Dealing With Students' Individual Differences		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	5	23.81
Special Education Teacher	4	19.05
Other Teacher in School District	3	14.29
Mentor Teacher-Ag Education	2	9.52
High School Principal	2	9.52
Cooperating Ag Education Teacher	1	4.76
Mentor Teacher-Vocational area	1	4.76
Mentor Teacher-other subject area	1	4.76
OSU	1	4.76
High School Guidance Counselor	<u>1</u>	<u>4.76</u>
Totals	21	100.00

First year teachers were asked about their mentoring related to assessment of students' work. As shown in Table 28, six (28.6%) first year agricultural education teachers reported other agricultural education teachers were looked to in providing expertise. Mentor teachers in various areas (14.3%, 9.5%, 4.8%), high school principals (19.1%), and a cooperating teacher from his or her student teaching experience (4.8%) were all called upon to assist in this area.

Table 28

Mentors Assisted with the Assessment of Students' Work

Area I: Classroom Instruction		
Problem D: Assessment of Students' Work		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	6	28.57
High School Principal	4	19.05
Mentor Teacher-Ag Teacher	3	14.29
Mentor Teacher-Vocational Area	2	9.52
Other Ag Education Teachers	2	9.52
Cooperating Ag Education Teacher	1	4.76
Mentor Teacher-other subject area	1	4.76
OSU	1	4.76
None-Learned on my own	<u>1</u>	<u>4.76</u>
Totals	21	100.00

Table 29 presents those who mentored beginning teachers in the area of working with parents. Again, the most reported mentor (6, 28.6%) was other agricultural education teachers not formally assigned. Four of the respondents (19.1%) indicated they did not have assistance in this area. Other mentors identified were members of the administration, with the principal and superintendent each identified once. Community members, school board members, and a retired teacher in the community were also mentioned as mentors.

In the area of organizing work, (Table 30) all three members of the Oklahoma Residency Committee were identified as mentors. In particular, the three mentor teachers who were teaching partners in the agricultural education program comprised 14.3%. Resident agricultural education teachers identified the superintendent and other agricultural education teachers. However, 33.3% of the respondents indicated that no one assisted them in this matter; they learned it on their own.

Table 29

Mentors Assisted with Parental Interaction

Area I: Classroom Instruction Problem E: Interaction With Parents		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	6	28.57
None-Learned on own	4	19.05
Cooperating Ag Education Teacher	2	9.52
Higher Education Rep-OSU	2	9.52
Mentor Teacher-Ag Education Teacher	1	4.76
Retired Ag Teacher in the Community	1	4.76
Principal	1	4.76
Superintendent	1	4.76
School Board Member	1	4.76
Community Member/Pres. FFA Alumni	1	4.76
Program Specialist-Career Tech	1	4.76
Totals	21	100.00

Table 30

Mentors Assisted with Organization of Work

Area I: Classroom Instruction Problem F: Organizing Work		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	7	33.33
Mentor Teacher-Ag Education Teacher	3	14.29
Other Ag Education Teachers	3	14.29
Program Specialist-Career Tech	2	9.52
Higher Education Rep-OSU	2	9.52
Superintendent	1	4.76
High School Principal	1	4.76
Other Teacher in School District	1	4.76
Spouse	1	4.76
Totals	21	100.00

As shown in Table 31, six first-year agricultural education teachers stated that the process of attaining instructional materials was learned on their own. Four mentors, who each were identified by three respondents, were: mentor teacher in agricultural education

(14.3%), other agricultural education teachers (14.3%), district supervisor (14.3%), and teacher educators (14.3%). The administrator and higher education representative were each identified by 4.8 percent of the first year teachers.

Table 31

Mentors Assisted with Obtaining Sufficient Instructional Materials

Area I: Classroom Instruction		
Problem G: Obtaining Sufficient Instructional Materials		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on my own	6	28.57
Mentor Teacher-Ag Education Teacher	3	14.29
Other Ag Education Teacher	3	14.29
Program Specialist-Career Tech	3	14.29
Teacher Educator-OSU	3	14.29
Higher Education Representative-OSU	1	4.76
Principal	1	4.76
Other Teacher in School District	1	4.76
Totals	21	100.00

Resident agricultural education teachers were asked to identify mentors who provided assistance in the area of learning how to deal with students and their personal problems. Table 32 displays the findings. Five (23.8%) of the resident teachers identified the high school guidance counselor as the person providing assistance in this area. However, five (23.8%) also responded that no one assisted them. One resident teacher (4.8%) identified his/her mother as a mentor in this area.

Table 32

Mentors Assisted in Dealing with Students' Personal Problems

Area I: Classroom Instruction		
Problem H: Dealing With Students' Personal Problems		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
High School Counselor	5	23.81
None-Learned on my own	5	23.81
Mentor Teacher-Ag Education Teacher	2	9.52
Other Teacher in School District	2	9.52
High School Principal	2	9.52
Mentor Teacher-Other Subject Area	1	4.76
Other Ag Education Teacher	1	4.76
High School Secretary	1	4.76
Mother of Resident Teacher	1	4.76
Program Specialist-Career Tech	1	4.76
Totals	21	100.00

Table 33 shows the data generated from the question "Who assisted you regarding the heavy course loads?". Seven (33.3%) resident teachers in agricultural education responded that no one provided assistance. Other agricultural education teachers were mentioned by four (19.1%) respondents. When the mentor teacher assigned was an agricultural education teacher, three (14.3%) resident teachers indicated their mentor teacher provided assistance. However, that was only in the cases where the mentor teacher was also the teaching partner in agricultural education. Other responses included two high school principals (9.5%) and two other teachers in the school district (9.5%). A teacher educator, program specialist, and a cooperating teacher from the student teaching experience were each identified once with 4.8% of the population.

Table 33

Mentors Assisted with Heavy Course Loads

Area I: Classroom Instruction Problem I: Heavy Course Loads		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on my own	7	33.33
Other Ag Education Teacher	4	19.05
Mentor Teacher-Ag Education Teacher	3	14.29
High School Principal	2	9.52
Other Teacher in School District	2	9.52
Teacher Educator-OSU	1	4.76
Program Specialist	1	4.76
Cooperating Ag Education Teacher	1	4.76
Totals	21	100.00

Mentors who provided assistance in the area of inadequate preparation time for the first-year agricultural education teachers are shown in Table 34. In five (23.8%) cases, other agricultural education teachers provided the new teacher assistance in this area. There were also five resident teachers who responded that they had to deal with this problem on their own. Two members of the Oklahoma Residency Program were identified as providing assistance in this area: three principals (14.3%) and three (14.3%) mentor teachers who also were agricultural education teachers.

Table 34

Mentors Assisted with Inadequate Preparation Time

Area I: Classroom Instruction Problem J: Inadequate Preparation Time		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	5	23.81
None-Learned on my own	5	23.81
Mentor Teacher-Ag Education Teacher	3	14.29
High School Principal	3	14.29
Other Teacher in School District	2	9.52
Teacher Educator-OSU	2	9.52
Mentor Teacher-Vocational Area	1	4.76
Totals	21	100.00

Table 35 shows the data reported in the area of “Getting Along With Colleagues.” The most frequent response was the high school principal at five responses (23.8%). A teacher within the school district was identified three times (14.3%). However, three (14.3%) of the respondents believed they learned this skill on their own. Other mentors were also identified, such as mentor teachers (9.5%), one program specialist (4.8%), and all three committee types in the Oklahoma Residency Program.

Table 35

Mentors Assisted in Getting Along with Colleagues

Area I: Classroom Instruction Problem K: Getting Along With Colleagues		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
High School Principal	5	23.8
None-Learned on my own	3	14.3
Teacher in the school district	3	14.3
Cooperating Ag Education Teacher	2	9.5
Mentor Teacher in other subject area	2	9.5
Mentor Teacher in Ag Education	2	9.5
Program Specialist-Career Tech	1	4.8
Superintendent	1	4.8
Higher Education Representative-OSU	1	4.8
Was never a problem	1	4.8
Totals	21	100.0

Supervised Agricultural Experience Program

When asked to identify mentors who assisted in the selection of students' projects, six (28.6%) resident teachers indicated they learned how to select projects from an experienced agricultural education teacher. Five (23.8%) stated no one provided assistance; they had to learn this on their own. Parents of students were identified four times (19.0%). Two program specialists (9.5%) were identified as mentors. A student at

Oklahoma State University, a former director of the 4-H Foundation, and a school board member each were mentioned once (4.8%). Table 36 shows data related to this area.

Table 36

Mentors Assisted with Selection of Projects

Area II: Supervised Agricultural Experience (SAE)		
Problem A: Selection of Projects		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	6	28.57
None-Learned on own	5	23.81
Parent	4	19.05
Program Specialist-Career Tech	2	9.52
OSU Student	1	4.76
Former Director of 4-H Foundation	1	4.76
School Board Member	1	4.76
Mentor Teacher-Ag Education Teacher	1	4.76
Totals	21	100.00

Responses given by resident agricultural education teachers in the area of developing SAE Opportunities for students is shown in Table 37. Other agricultural education teachers ranked highest, identified by 38.1% of the respondents. However, the second most frequent response, at six (28.6%), was no mentor was used. Teacher educators were important in this area, whether they served on a residency committee or not. A parents club was said to have provided support and assistance to one resident agricultural education teacher (4.8%).

When needing help with supervision of students SAE projects, other agricultural education teachers were looked to by 9 (42.9%) teachers. Again, the second most frequent response reported was the resident teacher learned it on his or her own (23.8%). Table 38 shows the data for this area.

Table 37

Mentor Assisted in Developing SAE Opportunities for Students

Area II: Supervised Agricultural Experience (SAE)		
Problem B: Developing SAE Opportunities for Students		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	8	38.10
None-Learned on own	6	28.57
Teacher Educator-OSU	2	9.52
Mentor Teacher-Ag Education Rep	2	9.52
Higher Education Rep.-OSU	1	4.76
Parents Club	1	4.76
Program Specialist-Career Tech	1	4.76
Totals	21	100.0

Table 38

Mentors Assisted with Supervision of Projects

Area II: Supervised Agricultural Experience (SAE)		
Problem C: Supervision of Projects		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	9	42.87
None-Learned on own	5	23.81
Mentor Teacher-Ag Education Teacher	2	9.52
Ag Education/Family (dad, uncle)	2	9.52
Program Specialist-Career Tech	2	9.52
Higher Education Representative-OSU	1	4.76
Totals	21	100.0

Ten (47.6%) of the respondents indicated that another agricultural education teacher provided assistance for the responsibility of livestock show procedures. Four (19.1%) of the resident teachers indicated they learned about livestock show procedures on their own. The responses are displayed in Table 39. Other mentors mentioned were fair board members, parents, and a member of the soil conservation service.

Table 39

Mentors Assisted with Livestock Show Procedures

Area II: Supervised Agricultural Experience (SAE)		
Problem D: Livestock Show Procedures		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	10	47.62
None-Learned on own	4	19.05
Mentor Teacher-Ag Ed Teacher	2	9.54
Program Specialist-Career Tech	1	4.76
Former HS Ag Teacher	1	4.76
Fair Board Member	1	4.76
Parent	1	4.76
Soil Conservation Service	<u>1</u>	<u>4.76</u>
Totals	21	100.0

Program Management

Areas investigated relating to program management included: recruiting and retaining quality students, offering a variety of courses to attract students, modifying curriculum to meet changes in technology, building an image of an agriculture program and courses, using computer applications in agriculture, and agricultural mechanics project construction.

Table 40 shows the data generated from the area of recruiting and retaining quality students. Of the resident teachers asked, eight (38.1%) responded that no one helped them in this area. Other agricultural teachers (19.1%) provided assistance to four first year teachers. Program specialists (14.3%) and mentor teachers (14.3%) each were identified three times.

Table 40

Mentors Assisted with Recruiting and Retaining Quality Students

Area III: Program Management		
Problem A: Recruiting and Retaining Quality Students		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	8	38.10
Other Ag Education Teachers	4	19.05
Program Specialist-Career Tech	3	14.29
Mentor Teacher-Ag Ed Teacher	3	14.29
High School Guidance Counselor	1	4.76
High School Principal	1	4.76
Cooperating Ag Education Teacher	1	4.76
Totals	21	100.0

Seven (33.3%) resident teachers responded that no one provided assistance in the area of offering a variety of courses. Five (23.8%) identified other teachers of agricultural education as mentors. As shown in Table 41, other mentors included the high school principal, counselor, mentor teachers in agricultural education, program specialists, teacher educators, and other teachers within the school district.

Table 41

Mentors Assisted with Offering a Variety of Courses

Area III: Program Management		
Problem B: Offering a Variety of Courses to Attract Students		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	7	33.33
Other Ag Education Teachers	5	23.81
High School Principal	3	14.29
High School Counselor	2	9.52
Mentor Teacher-Ag Education Teacher	1	4.76
Other Teacher in School District	1	4.76
Program Specialist-Career Tech	1	4.76
Teacher Educator-OSU	1	4.76
Totals	21	100.0

Mentors in the area of modifying the curriculum to meet changes in technology are shown in Table 42. One-third (7) of the respondents reported having no mentor in this area. Program specialists were identified five times (23.8%). More detail for this area is presented in Table 42.

Table 42

Mentors Assisted in Modifying the Curriculum to Meet Changes in Technology

Area III: Program Management		
Problem C: Modifying the Curriculum to Meet Changes in Technology		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
None-Learned on own	7	33.33
Program Specialist-Career Tech	5	23.81
Other Ag Education Teachers	3	14.29
Teacher Educator-OSU	2	9.52
Mentor Teacher-Ag Ed Teacher	1	4.76
High School Principal	1	4.76
Computer Lab Technician	1	4.76
High School Guidance Counselor	1	4.76
Totals	21	100.0

Table 43 shows the mentors pertaining to building the image of agricultural programs and courses. The most frequent response was four other agricultural education teachers (19.1%) and four individuals (19.1%) noted that no mentor assisted them in this area. The higher education representative and parents of students were mentioned three times (14.3%), each for providing mentorship for this topic. More mentors are identified in Table 43.

Table 43

Mentors Assisted in Building the Image of Agriculture Programs and Courses

Area III: Program Management		
Problem D: Building the Image of Agriculture Program and Courses		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	4	19.05
None-Learned on own	4	19.05
Higher Education Representative-OSU	3	14.29
Parents	3	14.29
Program Specialist-Career Tech	2	9.52
Ag Teacher/Family member	2	9.52
Mentor Teacher-Ag Education Teacher	1	4.76
Other Teacher in School District	1	4.76
Blue and Gold Sausage Company	<u>1</u>	<u>4.76</u>
Totals	21	100.0

Six (28.6%) first year teachers acknowledged the program specialists at the Department of Career and Technology Education as key persons to assist them in the area of computer applications. Five teachers (23.8%) replied they did not have assistance in this aspect of teaching agricultural education. A computer specialist in the school district assisted two first year teachers. Other mentors are identified in Table 44.

Table 44

Mentors Assisted with Computer Applications

Area III: Program Management		
Problem E: Computer Applications in Agriculture		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Program Specialist-Career Tech	6	28.57
None-Learned on own	5	23.81
Other Ag Education Teachers	3	14.29
High School Computer Specialist	2	9.52
Teacher Educator-OSU	2	9.52
Mentor Teacher-Ag Education Teacher	1	4.76
Superintendent	1	4.76
Cooperating Ag Education Teacher	<u>1</u>	<u>4.76</u>
Totals	21	100.0

Data for mentors providing assistance for agricultural mechanics construction are identified in Table 45. Over half of the respondents (53.4%) indicated an agricultural education teacher was a mentor. Six (28.5%) stated they received no assistance regarding project construction. Mentor teachers who were agricultural education teachers or who taught in a vocational area were also of assistance.

Table 45

Mentors Assisted with Agricultural Mechanics Project Construction

Area III: Program Management		
Problem F: Ag Mechanics Project Construction		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	11	53.38
None-Learned on own	6	28.54
Mentor Teacher-Ag Education Teacher	2	9.52
Mentor Teacher-Vocational Teacher	1	4.76
Former Ag Teacher/Father	1	4.76
Parent	1	4.16
Totals	21	100.0

FFA

The final area examined was responsibilities related to the FFA organization. Areas investigated included: preparing proficiency awards and degree applications, planning activities of the local chapter, officer elections, fundraising issues, and planning trips and conferences.

Mentors who provided assistance in the area of preparing proficiency awards and State FFA Degree applications are shown in Table 46. Nine teachers (42.9%) indicated that other agricultural education teachers/FFA advisors provided support and guidance. Program specialists were identified five times (23.8%), and five respondents noted they learned how to complete the awards and applications on their own. One respondent even

Table 46

Mentors Assisted with Preparation of Proficiency Awards and Degree Applications

Area IV: FFA		
Problem A: Preparing Proficiency Awards and Degree Applications		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	9	42.87
Program Specialist-Career Tech	5	23.81
None-Learned on own (nightmare)	5	23.81
Mentor Teacher-Ag Education Teacher	<u>2</u>	<u>9.52</u>
Totals	21	100.0

went on to add that this experience was a “nightmare.” Two (9.52%) mentor teachers who taught agricultural education were also reported as to providing mentorship in this area.

When asked about mentorship related to planning chapter activities, eight first year teachers indicated they received the most assistance from another agricultural education teacher (38.1%). Five (23.8%) believed they learned how to plan chapter activities on their own. Two (9.5%) teachers indicated they learned about this aspect of the FFA from the chapter officers, and one (4.8%) stated that the parents provided great assistance. These data are presented in Table 47.

Table 48 displays mentors used in the area of conducting local officer elections. Twelve (57.1%) first-year teachers reported that they received assistance from another agricultural education teacher. Five (23.8%) reported that they learned this concept on their own while other mentors included the mentor teacher in agricultural education, program specialists, and chapter officers.

Table 47

Mentors Assisted with Planning of Chapter Activities

Area IV: FFA		
Problem B: Planning Chapter Activities		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	8	38.10
None-Learned on own	5	23.81
Mentor Teacher-Ag Education Teacher	2	9.52
Chapter Officers	2	9.52
Program Specialist-Career Tech	1	4.76
OSU	1	4.76
Cooperating Ag Education Teacher	1	4.76
Parents	1	4.76
Totals	21	100.00

Table 48

Mentors Assisting with Local Officer Elections

Area IV: FFA		
Problem C: Officer Elections		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teacher	12	57.14
None-Learned on my own	5	2.81
Mentor Teacher-Ag Education Teacher	2	9.52
Program Specialist-Career Tech	1	4.76
Chapter Officers	1	4.76
Totals	21	100.0

Thirty-eight percent (8) of the resident agricultural education teachers identified another teacher in agriculture as providing assistance for fundraisers. The Blue and Gold Sausage Company, parents, and chapter members were each identified once (4.76%) as mentors in this area. Frequencies and percentages of these data are presented in Table 49.

Table 49

Mentors Assisted with Fundraising Issues

Area IV: FFA		
Problem D: Fundraisers		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	8	38.10
None-Learned on own	5	23.81
Mentor Teacher-Ag Education Teacher	2	9.52
Program Specialist-Career Tech	1	4.76
OSU	1	4.76
High School Principal	1	4.76
Blue and Gold Sausage	1	4.76
Parents	1	4.76
Chapter Members	<u>1</u>	<u>4.76</u>
Totals	21	100.0

When beginning teachers identify who helped them with planning trips and conferences during the first year of teaching, 8 (38.1%) indicated another agricultural education teacher in the profession. Those identified included mentor teachers, either in agricultural education (4.8%) or vocational education (4.8%), parents (9.5%), program specialists (9.52%), and the high school principal (9.52%). Table 50 shows more information regarding mentors in the area of trips and conferences.

Table 50

Mentors Assisted in Planning Trips and Conferences

Area IV: FFA		
Problem D: Trips and Conferences		
<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Other Ag Education Teachers	8	38.10
None-Learned on own	5	23.81
Program Specialist-Career Tech	2	9.52
Parents	2	9.52
High School Principal	2	9.52
Mentor Teacher-Ag Education Teacher	1	4.76
Mentor Teacher-Vocational Education	<u>1</u>	<u>4.76</u>
Totals	21	100.0

A summary of the most frequent mentors in providing assistance for first year teachers is shown in Table 51. Mentors most frequently used are other agricultural education teachers in the profession. Resident agricultural education teachers also stated they did not have a mentor with certain problems they experienced during their first year of teaching.

Table 51

Mentors of Resident Agricultural Education Teachers

Problem	Mentor Identified Most Frequently	Mentor Identified Second Most Frequently
Classroom Discipline	High School Principal	None-learned on own
Student Motivation	None-learned on own	Other Ag Education Teachers
Students' Differences	None-learned on own	Special Education Teacher
Assessment of Students' Work	Other Ag Ed Teachers	High School Principal
Interaction with Parents	None-learned on own	Cooperating Ag Ed Teacher
Organizing Work	None-learned on own	Mentor Teacher-Ag Education
Obtaining Instructional Materials	None-learned on own	Mentor Teacher-Ag Education
Dealing with Students' Personal Problems	None-learned on own	Mentor Teacher-Ag Education
Heavy Course Loads	None-learned on own	Other Ag Education Teachers
Preparation Time	Other Ag Ed Teachers	None-learned on own
Getting along w/ Colleagues	High School Principal	None-learned on own
Selection of Projects	Other Ag Ed Teachers	None-learned on own
SAE Opportunities	Other Ag Ed Teachers	None-learned on own
Supervision of Projects	Other Ag Ed Teachers	None-learned on own
Livestock Show Procedures	Other Ag Ed Teachers	None-learned on own
Recruit/Retain Students	None-learned on own	Other Ag Education Teachers
Offering Variety of Courses	None-learned on own	Other Ag Education Teachers
Modifying the Curriculum	None-learned on own	Program Specialists
Building the Image	Other Ag Ed Teachers	None-learned on own
Computer Applications	Program Specialists	None-learned on own
Ag Mechanics Project	Other Ag Ed Teacher	None-learned on own
Preparing Proficiency Award	Other Ag Ed Teacher	Program Specialist
Planning Chapter Activities	Other Ag Ed Teachers	None-learned on own
Officer Elections	Other Ag Ed Teachers	None-learned on own
Fundraisers	Other Ag Ed Teachers	None-learned on own
Trips and Conferences	Other Ag Ed Teachers	None-learned on own

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study problem, purpose, objectives, methodology, and major findings of the study. Conclusions and recommendations and implications are also included based on the analysis and summarization of the data collected through the instruments.

Summary

Statement of the Problem

In almost every state in America, induction programs are established to provide mentoring to beginning agricultural education teachers. Does the Oklahoma Residency Program provide a quality mentorship experience for first year agricultural education teachers?

Purpose of the Study

The purpose of this study was to evaluate the Oklahoma Residency Program with emphasis in mentoring first year agricultural education teachers.

Objectives

The objectives of this study were to:

1. Describe the personal characteristics of resident teachers in agricultural education and the residency committee members appointed to mentor first year teachers in agricultural education.
2. Determine the perceptions of residency committee members concerning mentoring the resident agricultural education teacher.
3. Describe mentor relationships that exist between the resident agricultural education teacher and his or her committee members.
4. Compare perceptions among committee members of the Oklahoma Residency Program.
5. Compare perceptions of committee members about the Oklahoma Residency Program to those perceptions of participants in previous research studies conducted in 1985 and 1991.
6. Determine if the participants in the Oklahoma Residency Program favor continuance of the program.
7. Identify other additional mentors used by first year agricultural education teachers.

Major Findings of the Study

Personal Characteristics of Participants

Objective one was to describe the personal characteristics of resident teachers and those members appointed to mentor first year agricultural education teachers. The selected variables included gender, years in education, years teaching in public schools, type of administrative experience, number of years served as administrator, and number of years teaching agricultural education in higher education. Profiles of resident teachers and committee members were summarized in Table 52.

Table 52

Participant Profile of the Oklahoma Residency Program

	Resident Teacher (n=37)	Mentor Teacher (n=33)	Administrator (n=37)	Higher Education Representative (n=37)
Gender	Male (89.2%)	Male (70.3%)	Male (89.2%)	Male (89.2%)
Educational Level	Bachelors (97.3%)	Bachelors (67.6%)	Masters + 15 (54.5%)	Doctorate (89.2%)
Certification Area	Agricultural Education (100%)	Secondary Vocational (37.8%)	Secondary Academic (87.9%)	Agricultural Education (94.6%)
Total Years in Education	0-5 (100%)	Over 15 (73.0%)	Over 15 (87.9%)	Over 15 (87.9%)
Total Years Teaching	0-5 (100%)	Over 15 (73.0%)	Over 15 (42.4%)	0-5 (87.9%)
Years in Higher Education	--	--	--	11-15 (43.2%)
Years in Administration	--	--	6-10 (33.3%)	--
Type of Administrative Experience	--	--	High School Principal	--

Perceptions of Mentoring in the Oklahoma Residency Program

Objective two was to determine the perceptions of residency committee members concerning mentoring the resident teacher in agricultural education through the Oklahoma Residency Program. These findings related to this objective include:

1. Committee members and resident teachers perceived mentoring did occur through the Oklahoma Residency Program.
2. Of all the committee members, resident teachers perceived the greatest assistance came from their mentor teacher.
3. Mentor teachers perceived they did not provide technical or agricultural education assistance to the resident teacher.
4. Respondents of the Oklahoma Residency program perceived the resident teacher asked for assistance 1-5 times during his or her first year of teaching agricultural education.

Describe Mentorship Experiences of Resident Teachers

The third objective described the mentor relationships that existed between the resident agricultural education teacher and his or her committee members. Data from the open-ended questions were categorized into themes for each committee type. Table 53 shows the committee type and categories derived from the data collected within each type.

Table 53

Descriptive Categories for Mentoring Experiences

	Positive Points	Areas for Improvement
Resident Teacher (N=37)	Mentor Teacher was great assistance Higher Ed Representative was great assistance Administrator was great assistance	MT provided no assistance Committee members do not understand the program Higher Education Representative does not understand More evaluation than mentoring Just a process to go through
Administrator (N=33)	Personality of the RT Higher Ed Rep–impressive Mentor Teacher–good job Used ORP as a tool for teacher improvement	Higher Education Representative More involvement with mentor teachers at local level
Mentor Teacher (N=37)	Success is dependent on people on the committee Program is needed for beginning teachers Areas are similar-mentoring	Higher Education Representative Could not provide assistance regarding technical ag or specifics in ag education to RT Time to provide assistance was difficult
Higher Education Representative (N=37)	Higher Education Representative provides support that other may not be able to provide	Seems to be a rush to get it finished Uneven assistance give from Higher Education Rep. Improvements need to be made in the system

Perceptions Regarding the Oklahoma Residency Program

Objective four was to compare perceptions among committee members regarding the Oklahoma Residency Program and its impact on the resident teachers' first year of teaching agricultural education. The findings to this objective are summarized below.

1. Committee members perceived the Oklahoma Residency Program to be important.
2. Participants viewed the Oklahoma Residency Program created a feeling of security for the resident teacher.

3. Although a majority of participants perceived no problems with the Oklahoma Residency Program, many felt the committee's function is more evaluative than mentoring.
4. Resident teachers perceived higher education representatives provided more assistance when the higher education representative was familiar with the resident teacher, Oklahoma agriculture, and agricultural education programs.

Comparison of the Present Research to Barbee (1985) and Barrera (1991) Research

Many aspects of the Oklahoma Residency Program were compared to Barbee (1985) and Barrera (1991) research studies. The significance of the differences were determined using Chi Square for the 1985, 1991, and the present study. Figure 4 shows the differences within the three studies.

Statistically No Significant Difference
 Certification Areas
 Distribution of Administration
 Reason ORP is not important
 RT perceptions of mentoring from CM

Statistically Significant Difference
 Years Teaching in Public Schools
 Level of Education
 HER-Experience as ag ed teacher
 HER-Experience as teacher educator
 Major Strengths of the ORP
 Major Problems of the ORP
 Time Spent by Mentor Teacher
 Individual Provided Most Assistance
 Importance of the ORP
 Reasons Why ORP is Important
 Times RC were asked for assistance
 Perceptions CM adjust and improve
 Favor of continuance of ORP

Figure 4. Similarities and differences between the research studies.

Other Additional Mentors of Resident Agricultural Education Teachers

Objective seven identified mentors used by first year agricultural education teachers. Table 54 summarizes the mentors most frequently used during the agricultural education instructors first year of teaching.

Table 54

Additional Mentors Used By Resident Agricultural Education Teachers

Problem	Mentor Most Frequently Selected	Mentor Second Most Frequently Selected
Classroom Discipline	High School Principal	None-learned on own
Student Motivation	None-learned on own	Other Ag Ed Teachers
Students' Differences	None-learned on own	Special Education Teacher
Assessment of Students' Work	Other Ag Education Teachers	High School Principal
Interaction with Parents	None-learned on own	Cooperating Ag Ed Teacher
Organizing Work	None-learned on own	Mentor Teacher-Ag Education
Obtaining Instructional Materials	None-learned on own	Mentor Teacher-Ag Education
Dealing with Students' Personal Problems	None-learned on own	Mentor Teacher-Ag Education
Heavy Course Loads	None-learned on own	Other Ag Ed Teachers
Inadequate Preparation Time	Other Ag Ed Teachers	None-learned on own
Getting along with Colleagues	High School Principal	None-learned on my own
Selection of Projects	Other Ag Ed Teachers	None-learned on my own
Developing SAE Opportunities	Other Ag Ed Teachers	None-learned on my own
Supervision of Projects	Other Ag Ed Teachers	None-learned on my own
Livestock Show Procedures	Other Ag Ed Teachers	None-learned on my own
Recruit/Retain Students	None-learned on own	Other Ag Ed Teachers
Offering Variety of Courses	None-learned on own	Other Ag Ed Teachers
Modifying the Curriculum	None-learned on own	Program Specialist
Building the Image	Other Ag Ed Teachers	None-learned on own
Computer Applications	Program Specialist	None-learned on own
Ag Mechanics Project	Other Ag Ed Teachers	None-learned on own
Preparing proficiency award	Other Ag Ed Teachers	Program Specialist
Planning Chapter Activities	Other Ag Ed Teachers	None-learned on own
Officer Elections	Other Ag Ed Teachers	None-learned on own
Fundraisers	Other Ag Ed Teachers	None-learned on own
Trips and Conferences	Other Ag Ed Teachers	None-learned on own

From this objective the following findings are highlighted:

1. Fellow agricultural education teachers were the most frequent mentors used by first year agricultural education teachers.
2. The second most frequent response given by resident agricultural education teachers was no one provided mentoring in this area.
3. Program specialists with the Department of Career and Technology Education, teacher educators, other teachers in the school district, and high school principals were identified as mentors for first year agricultural education teachers.

Conclusions

Based on the findings of this study the following conclusions were made:

1. Resident teachers are male and hold a bachelor's degree and certification in agricultural education.
2. Mentor teachers are well experienced teachers, hold a bachelor's degree with certification in secondary education, and are male.
3. Administrators are male, have a high level of education with certification in secondary academic areas and have many years of experience serving as a high school principal.
4. Higher education representatives are male, highly educated in agricultural education and have many years in higher education.
5. Committee members in the Oklahoma Residency Program typically have many years of experience in education.

6. Few administrators and mentor teachers have an agricultural education background.
7. Resident teachers perceive they receive mentoring from their residency committee.
8. Resident teachers in agricultural education rarely asks their committee members for assistance in their first year of teaching.
9. Of all the residential teacher committee members, the mentor teacher provides the greatest assistance to the resident teacher.
10. Mentor teachers believe they do not assist resident teachers in technical agriculture or agricultural education areas.
11. Participants believe the function of the Oklahoma Residency program is more evaluative than mentoring.
12. Higher education representatives should be familiar with the resident teacher, Oklahoma agriculture, and agricultural education programs.
13. The Oklahoma Residency Program helps to create a feeling of security for the resident teacher.
14. This study was similar to the previous studies in 1985 and 1991 in the areas of certification, distribution of administration, the resident teachers perceptions of mentoring received from their committee members and the reason why the Oklahoma Residency Program is not important.
15. This study was different than the previous studies in 1985 and 1991 in the following areas: level of education of committee members, number of years teaching in public schools of committee members, the higher education

representatives number of years experience as an agricultural education teacher, the higher education representatives number of years as a teacher educator, major strengths of the ORP, major problems of the ORP, time spent by the mentor teacher, individual provided the most assistance, importance of the ORP, reasons why the ORP is important, times residency committee were asked for assistance, perceptions committee members provided for improvement, and the favor of continuance of the Oklahoma Residency Program.

16. The Oklahoma Residency Program should continue.
17. Fellow agricultural education teachers provide mentorship to new teachers in agriculture.
18. First year agricultural education teachers experience many of the problems within their first year without assistance from a mentor.

Recommendations

1. The residency committee for agricultural education teachers should be expanded to include a mentor agricultural education teacher and an agricultural education program specialist from the Department of Career and Technology Education.
2. Collaboration between the State Department of Education, Department of Career and Technology Education, and the University Teacher Education programs should be encouraged to develop a more comprehensive a mentoring program specific to agricultural education teachers.

3. Because of the trust factor, higher education representatives appointed should be only those teacher educators who play an active role in the pre-service teacher education program.
4. Committee members should make a special effort to make additional contact with resident teachers beyond the mandatory meetings and observations.
5. Resident teachers must ask their committee members for assistance when needed.
6. Program specialists, teacher educators, and other experienced teachers should continue to informally mentor first year agricultural education teachers.

Recommendations for Research

1. Additional research should be conducted to further assess the mentorship experiences of first year agricultural education teachers.
2. A longitudinal study should be conducted to measure these participants' perceptions of the Oklahoma Residency Program throughout their career.
3. Evaluate experienced agricultural education teachers about their views of serving as mentors for beginning agricultural education teachers.
4. Evaluate first year agricultural education teachers regarding reasons they do not seek mentoring assistance.
5. Additional research should be conducted to evaluate and compare the mentoring experience of first year agricultural education teachers who received alternative certification to those agricultural education teachers who received traditional certification.

6. Additional research should be conducted to examine mentor relationships within the Oklahoma Residency Program specific to other areas such as music, family and consumer sciences, business education, industrial arts, etc.

Implications

This research described the Oklahoma Residency Program and the mentoring of first year agricultural education teachers. This study also provided a profile of the committee members including the resident teacher, mentor teacher, administrator, and the higher education representative.

As the program was closely examined, participants responded that many resident agricultural education teachers in the program only asked their committee members for assistance one to five times. This is different than previous studies examining the Oklahoma Residency Program for agricultural education teachers. If we are to continue to help teachers grow and develop within the profession, we must provide opportunities for mentorship to develop for the resident teacher. Also formally assigned mentors in this program or informally chosen mentors currently established need to provide more opportunities for assistance to be given. Failure to provide the needed assistance could make the survival of first year much more difficult.

Participants believe mentoring does occur within the Oklahoma Residency Program. However, if resident teachers and the committee members believe less assistance is asked for and received, is the mentorship experience really happening?

This study also addressed the issue of identifying those mentors who provided assistance with problems typical first year teachers encounter. Fellow agricultural education teachers were most frequently identified, with no mentor assistance given as the second most frequent. This might indicate the Oklahoma Residency Program is not meeting the needs of first year teachers, specifically those teachers in agricultural education.

As agricultural education profession becomes more accountable for students learning, teachers must be developed through mentoring. Presently the Oklahoma Residency Program exists to provide assistance to the first year teacher through assigned committee members. The purpose of the program is to provide guidance and assistance, and educational leaders must continually examine the Oklahoma Residency Program.

BIBLIOGRAPHY

- Abell, S. K., Dillion, D. R., Hopkins, C. J., McInerney, W. D., & O'Brien, D. G. (1995). Somebody to count on: Mentor/intern relationships in a beginning teacher internship program. *Teaching & Teacher Education, 11*(2), 173-188.
- Alleman, E. (1982). *Mentoring relationships in organizations: Behaviors, personality characteristics and interpersonal perceptions*. Unpublished doctoral dissertation, University of Akron, Akron, OH.
- Alleman, E. (1991). *Managing mentoring relationships in organizations*. Paper presented at the College Industry Education Conference, San Diego, CA.
- Anderson, T. J., Barrick, R. K., & Hughes, M. (1992). Responsibilities of teacher education for vocational teacher professional development programs. *Journal of Agricultural Education, 33*(2), 43-50.
- Auster, D. (1984). Mentors and protégés: Power-dependent dyads. *Sociological Inquiry, 54*(2), 142-153.
- Barbee, J. R. (1985). *Vocational agriculture entry-year teachers' and entry-year assistance committee members' perceptions of the Oklahoma entry-year assistance program (H.B. 1706)*. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Barbee, J. & Findley, E., (1986). Vocational agriculture entry-year teachers' and entry-year assistance committee members' perceptions of the Oklahoma entry-year

- assistance program (HB1706). *Proceedings of the Oklahoma Education Research Symposium III: Implications for H.B. 1706 and beyond*, 3, 2-13.
- Barnier, L. A. (1981). A study of the mentoring relationship: An analysis of its relation to career and adult development in higher education and business (Doctoral Dissertation, Idaho State University, 1981). *Dissertation Abstracts International*, 42, 3012-3013.
- Barrera, M. A. (1991). *Beginning agricultural education teachers' and entry-year assistance committee members' perceptions of the Oklahoma entry-year assistance program*. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Barrera, M. E., & Findley, E. (1992). Entry-year agricultural education teachers and entry-year assistance committee members' perceptions of the Oklahoma entry-year assistance program. *Proceedings of the National Agricultural Research Meeting*, 19, 178-184.
- Barrick, R. K., & Doerfert, D. L. (1989). Assessing performance and planning inservice needs of first-year vocational agriculture teachers. *Proceedings of the 16th Annual National Agricultural Education Research Meeting*, 16, 10-14.
- Best, J. (1970). *Research in Education* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Birkenholz, R. J., & Harbstreet, S. (1987). Analysis of the inservice needs of beginning vocational agriculture teachers. *Journal of the American Association of Teacher Educators in Agriculture*, 28(1), 31-50.
- Bova, B. & Phillips, R. (1984). Mentoring as a learning experience for adults. *Journal of Teacher Education*, 35(3), 16-19.

- Bower, F. (1993). Women and mentoring in higher education. In P. Turner (Ed.), *Cracking the wall: Women in higher education administration* (pp. 89-97). Washington, DC: The College and University Personnel Association.
- Braun, R. (1990). The downside of mentoring. In L. Welch (Ed.), *Women in higher education: Changes and challenges*. New York: Praeger.
- Bredeson, P. V. (1991). A profile of perspective principals: School leaders for the next century. *Education*, 111(4), 510-515.
- Brown, R. D. & DeCoster, D. A. (1982). *Mentoring transcript systems for promoting student growth*. San Francisco: Jossey Bass.
- Bullen, A., & Flamholtz, D. (1985). A theoretical and empirical investigation of job satisfaction and intended turnover in the large CPA firm. *Accounting Organizations and Society*, 10(3), 287-302.
- Camp, W. G., & Heath, B. (1988). *On becoming a teacher: Vocational education and the induction process*. Berkeley, CA: National Center for Research in Vocational Education. (NCRVE Monograph No. 018).
- Camp, W. G., & Heath, B. (1991). *A national survey of the experiences of beginning vocational teachers*. Berkeley CA: National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED332040)
- Carden, A. (1990). Mentoring and adult career development: The evolution of a theory. *Counseling Psychologist*, 18(2), 275-297.
- Caruso, J. (1990). *Supervisory roles and responsibilities of principals to teacher leaders and novice teachers in four Connecticut schools: A close-up look*. Boston, MA:

- Paper presented at the Annual Meeting of American Educational Research Association. (ERIC Document Reproduction Service No. ED321389)
- Chao, G. T. (1992). *A comparison of informal mentoring relationships and formal mentorship programs* (Report No. HE-024-609). East Lansing: Michigan State University. (ERIC Document Reproduction Service No. ED333784)
- Chao, G. T., Walz, P. M., & Gardner, P. D. (1992). Formal and informal relationships: A comparison on mentoring functions and contrast with non-mentored peers. *Personnel Psychology, 45*(3), 619-636.
- Chapman, D. W. (1984). Teacher retention: The test of a model. *American Educational Research Journal, 21*(3), 645-658.
- Claycomb, D. M., & Petty, G. C. (1983). A three year longitudinal study of the perceived needs for assistance as ranked by vocational agriculture instructors. *Journal of the American Association of Teacher Educators in Agriculture, 24*(4), 28-33.
- Cohen, N. H. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar, FL: Krieger Publishing Company.
- Collins, E., & Scott, P. (1978). Everyone who makes it has a mentor. *Harvard Business Review, 56*(4), 89-101.
- Collins, N. W. (1983). *Professional women and their mentors: A practical guide to mentoring for the woman who wants to get ahead*. Englewood Cliffs, NJ: Prentice-Hall.

- Combs, M. (1985). Teacher consultants: how do they impact upon beginning teachers? *Proceedings of the Oklahoma Research Symposium II: Implications for HB1706*, 2, 39-41.
- Crawford, J., McBee, M., & Watson, P. (1985). Evaluation of the entry-year assistance committee program. *Proceedings of the Oklahoma Education Research Symposium II: Implications for H.B. 1706*, 2, 25-31.
- Daloz, K. (1990). Mentorship. In M. W. Galbraith (Ed.), *Adult Learning Methods* (pp. 205-224). Malabar, FL: Krieger Publishing Co.,
- Dalton, G. W., Thompson, P. H., & Price, R. L. (1977). The four stages of professional careers: A new look at performance by professionals. *Organizational Dynamics*, 6, 19-42.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51(3), 166-173.
- Dass, P. M. (1999). *Preparing "professional" science teachers: Critical goals* (Report No. SE-063-789). (ERIC Document Reproduction Service No. ED443684)
- Debertin, R., & Priebe, D. (1984). Morale among North Dakota vocational agriculture teachers. *Proceedings of the 38th Annual Research Conference in Agricultural Education*, Central Region, Chicago.
- DeBolt, G. P. (1992). *Teacher induction and mentoring: School-based collaborative programs*. New York: SUNY Press.
- DePaul, A. (2000). *Survival guide for new teachers: How new teachers can work effectively with veteran teachers, parents, principals and teacher educators*. Washington, DC: USDE Office of Educational Research and Improvement,

- Educational Research Information Center. (ERIC Document Reproduction No. ED442791)
- Dollase, R. H. (1992). *Voices of beginning teachers: Visions and realities*. New York: Teachers College Press.
- Dreher, G. F., & Ash, R. A. (1990). A comparative study of mentoring among men and women in managerial, professional, and technical positions. *Journal of Applied Psychology, 75*(5), 539-546.
- Edwards, M. C., & Briers, G. E. (1999). Assessing the in-service needs of entry-phase agriculture teachers in Texas: A discrepancy model verses direct assessment. *Journal of Agricultural Education, 40*(3), 40-49.
- Egan, J. B. (1986). Characteristics of mentor teachers' mentor-protege relationship. In W. A. Gray & M. M. Gray (Eds.), *Proceedings of the First International Conference on Mentoring, 1*, 55-62.
- Elias, P. (1980). *Study of induction programs for beginning teachers. Vol. II. The problems of beginning teachers. A digest of helping programs*. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED257779)
- Elias, P. (1980). *Study of induction programs for beginning teachers. Vol. III. Helping beginning teachers through the first year: A review of literature*. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED257780)
- Elsner, K. (1984). *First year evaluation results from Oklahoma's entry-year assistance committees*. (Report No. SP-024-144). New Orleans, LA: Paper presentation at

- the 64th Annual Meeting of the Association of Teacher Educators. (ERIC Document Reproduction Service No. ED242706)
- Erikson, E. (1980). *Adulthood*. New York: Norton.
- Everett, R. (1985). *A study of Oklahoma entry year assistance program and attitudes toward new teacher induction*. Unpublished doctoral dissertation, University of Oklahoma, Norman.
- Fagan, M. M. (1986). Do formal mentoring programs really mentor? In W. A. Gray & M. M. Gray (Eds.), *Proceedings of the First International Conference on Mentoring, 1*, 45-47.
- Fagan, M. M., & Walter, G. (1982). Mentoring among teachers. *Journal of Educational Research, 76*(2), 113-118.
- Feiman-Nemser, S. (1996). *Teacher Mentoring: A critical review* (Report No. EDO-SP-95-2). Washington DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED397060)
- Feiman-Nemser, S., & Floden, R. E. (1986). The cultures of teaching. In M. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed.). (pp. 505-526). New York: Macmillan Publishing Company.
- Field, B., & Field, T. (1994). *Teachers as mentors: A practical guide*. London: Falmer Press.
- Findlay, H. J. (1992). Where do secondary vocational agriculture teachers acquire professional agricultural education competencies? *Journal of Agricultural Education, 33*(2), 28-33.

- Finley, E. & Key, J. (1983). *Superiority of the telephone survey technique*. Paper presented at the Southern Research Conference in Agricultural Education, Atlanta, GA.
- Flaxman, E. (1990). *Good mentoring*. New York: One PLUS One.
- Flowers, J. & Peeples, J. D. (1988). Assessment of the morale of beginning vocational agricultural teachers in Illinois. *Journal of the American Association of Teacher Educators in Agriculture, 29(2)*, 2-6, 13.
- Freedman, M. & Jaffee, N. (1993). Elder mentors: Giving schools a hand. *NASSP Bulletin, 76*, 23-28.
- Friske, J. S., Combs, M., & Koetting, R. (1986). Perceptions of higher education representatives concerning their role and function in the entry-year assistance program. *Proceedings of the Oklahoma Education Research Symposium III: Implications for H.B. 1706 and beyond*, 33-35.
- Galvez-Hjornevik, C. (1986). Mentoring among teachers: A review of literature. *Journal of Teacher Education, 37(1)*, 6-11.
- Garton, B. L. & Chung, N. (1996). The in-service needs of beginning teachers of agriculture perceived by beginning teachers, teacher educators, and state supervisors. *Journal of Agricultural Education, 37(3)*, 52-58.
- Garton, B. L. & Chung, N. (1997). An assessment of the in-service needs of beginning teachers of agriculture using two assessment models. *Journal of Agricultural Education, 38(3)*, 51-58.
- Gehrke, N. J. & Kay, R. S. (1994). The socialization of beginning teachers through mentor-protégé relationships. *Journal of Teacher Education, 35(3)*, 21-24.

- George, A. (1982). A history of social work field instruction: Apprenticeship to instruction. In B. Sheafor & L. Jenkins (Eds.), *Quality field instruction in social work* (pp. 37-59). New York: Longman.
- George, P., & Kummerow, J. (1981). Mentoring for career women. *Training HRD*, 44-49.
- Glickman, C. D. (1990). *Supervision of instruction: a developmental approach*. (Rev. ed.). Boston: Allyn and Bacon.
- Godley, L. B., Klug, B., & Wilson, D. R. (1985). Initial problems of beginning teachers from the perspective of the higher education representative. *Proceedings of the Oklahoma Research Symposium II: Implications for H.B. 1706*, 2, 11-18.
- Godley, L. B., Wilson, D. R., & Klug, B. J. (1989). Administrators Role: an impact on teacher quality. *Proceedings of the Oklahoma Educational Research Symposium IV: Implications for HB 1706*, 4, 61-63.
- Godley, L. B., Wilson, D. R., & Klug, B. J. (1989). *The role of administrators in teacher induction: Impact on teacher quality* (Report No. SP-031-287). Washington, DC: United States Department of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED309152)
- Goertz, M. E. (2000). *Local accountability: The role of the district and school in monitoring policy, practice and achievement*. Consortium for Policy Research in Education, Philadelphia, PA. (ERIC document Reproduction Service No. ED445032)

- Goodlad, J. I. (1994). *Educational renewal: Better teachers, better schools*. San Francisco: Jossey-Bass.
- Grady, T. L. (1985). Job satisfaction of vocational agriculture teachers in Louisiana. *Journal of Agricultural Education, 26*, 70-78.
- Grady, T. L. (1985). The relationship between job satisfaction and teacher performance of vocational teachers in Louisiana. (Doctoral dissertation, Louisiana State University, 1984). *Dissertation Abstracts International, 45*, 875A.
- Gray, W. A., & Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. *Educational Leadership, 43*(3), 37-43.
- Green, M. (1990). The workplace as a learning environment. *Liberal Education, 76*(1), 6.
- Green, M. (1990). Investing in Leadership. *Liberal Education, 76*(1), 6-13.
- Groder, M. G. (1980). Everything you want to know about mentors. *Boardroom Reports, 10*, 5.
- Guy, M. (1992). *Women and men of the states: Public administrators at the state level*. New York: M.E. Sharp, Inc.
- Hachmeister, M. H. (1981). Meeting the needs of first and second year teachers. *Proceedings of the 1981 Central States Seminar in Agricultural Education*, Chicago.
- Halatin, T., & Knotts, R. (1982). Becoming a mentor: Are the risks worth the rewards? *Supervisory Management, 27*(2), 27-29.
- Hale, M. (1992). Mentoring. In M. Guy (Ed.), *Women and men of the states: Public administrators at the state level* (pp.89-108). New York: M.E. Sharp, Inc.

- Halford, J. M. (1998). Easing the way for new teachers. *Educational Leadership*, 55(5), 33-36.
- Halcomb, R. (1980). Mentors and the successful woman. *Across the Board*, 17(2), 13-17.
- Hartman, M. (1989). *How to find and keep good teachers* (Report No. 100). Manhattan, Kansas: Learning Resources Network (LERN).
- Heath-Camp, B. & Camp, W. G. (1990). Induction experiences and needs of beginning vocational teachers without teacher education backgrounds. *Occupational Education Forum*, 19(1), 6-16.
- Heath-Camp, B., & Camp, W. G. (1992). Assistance needed and received by beginning vocational teachers. *Journal of Vocational Research*, 17(1), 35-51.
- Heath-Camp, B., Camp, W. G., Adams-Casmus, E., Talbert, B. A., & Barber, J. D. (1992). *On becoming a teacher: An examination of the induction of beginning vocational teachers in America's schools*. NCRVE Publication NO. MDS-018. Berkley, California: NH Center for Research and Vocational Education.
- Heller, M. P., & Sindelar, N. W. (1991). *Developing an effective teacher mentor program*. Bloomington, IN: Phi Delta Kappa Education Foundation.
- Henderson, J. L., & Nieto, R. D. (1991). Morale levels of first year agricultural education teachers in Ohio. *Journal of Agricultural Education*, 32(1), 54-58.
- Henry, M. A. (1988). Multiple support: A successful model for inducting first-year teachers. *Teacher Educator*, 74(2), 7-12.

- Hillison, J. (1977). The concerns of agricultural education pre-service students and first year teachers. *Journal of the American Association of Teacher Educators in Agriculture, 18*(3), 33-39.
- Hoffman, J. V., Edwards, S. A., O'Neal, S., Barnes, S., & Pantissen, M. (1986). A study of state mandated beginning teacher programs. *Journal of Teacher Education, 37*(1), 16-21.
- House Document 107-34. (2001). *No child left behind*. Washington, DC: U.S. Government Printing Office.
- Huffman, G., & Leak, S. (1986). Beginning teachers' perceptions of mentors. *Journal of Teacher Education, 37*(1), 22-25.
- Huling-Austin, L. (1987). *Teacher induction to a new beginning: A monograph*. Reston, VA: National commission on the induction process, Association of Teacher Educators.
- Huling-Austin, L. (1987). *Assessing the impact of teacher induction programs: Implications for program development*. Austin, TX: Texas University Research and Development Center for Teacher Education.
- Huling-Austin, L. (1988). A synthesis of research on teacher induction programs and practices. *Centering Teacher Education, 6*(1), 19-28.
- Huling-Austin, L., Odell, S., Ishler, P., Kay, R. S., & Edelfelt, R. A. (1989). *Assisting the beginning teacher*. Reston, VA: Association of Teacher Educators.
- Huling-Austin, L. (1990). Teacher induction programs and internships. In W.R. Houston (Ed.), *Handbook of Research in Teacher Education*. New York: McMillian.

- Huling-Austin, L. (1992). Research on learning to teach: Implications for teacher induction and mentoring programs. *Journal of Teacher Education*, 43(3), 173-180.
- Hunt, D.M., & Michael, C. (1983). Mentorship: A career training and development tool. *Academy of Management Review*, 8(3), 475-485.
- Ishler, P. (1988). *A report on successful teacher induction programs: The whys, whats, and wherefores for Texas*. (Report No. SP-030-732). Dallas, TX: Paper presented at the Annual Texas Conference on Teacher Education. (ERIC Document Reproduction Services No. ED301562)
- Ishler, P., & Edelfelt, R. A. (1989). Impact of beginning teacher assistance programs. In L. Huling-Austin, S. J. Odell, P. Ishler, R. S. Kay, & R. A. Edelfelt (Eds.), *Assisting the beginning teacher* (pp. 47-78). Reston, VA: Association of Teacher Educators.
- Joerger, R., & Boettcher, G. (2000). A description of the nature and impact of teaching events and forms of beginning teacher assistance as experienced by Minnesota agricultural education teachers. *Journal of Agricultural Education*, 41(4), 104-115.
- Johnson, D., Lindhart, R., & Stewart, R. (1989). Priorities of First and Second Year Teachers of Agriculture in Missouri. *Journal of Agricultural Education*, 30, 55-61.
- Johnston, J. M., & Kay, R. (1987). The role of institutions of higher education in professional teacher induction. In D.M. Brooks, (Ed.), *Teacher induction: A new beginning* (pp.45-60). Reston, VA: Association of Teacher Educators.

- Kanter, R. M. (1983). *The change masters: Innovations for productivity in the American corporation*. New York: Simon and Schuster.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.
- Kaplan, L. & Edelfet, R. A. (1996). *Teachers for the new millennium*. Thousand Oaks, CA: Corwin Press, Inc.
- Kasten, B. R. (1986). Separate strengths: Of men and women manage conflict and competition. In L. Moore (Ed.), *Not as far as you think: The realities of working women* (pp. 121-134). Lexington, MA: DC Health.
- Kelly, K. E. (1984). Initiating a relationship with a mentor in student affairs. *NASPA Journal*, 21(3), 49-54.
- Kester, R., & Marockie, M. (1987). Local induction programs. In D.M. Brooks, (Ed.), *Teacher induction: A new beginning* (pp. 45-60). Reston, VA: Association of Teacher Educators.
- King, K. L. (1984). *An assessment of Oklahoma's entry-year assistance program: A report to the legislature*. Oklahoma Commission on Educational Planning and Assessment, White Paper No. 3. Oklahoma City: Oklahoma State Legislature.
- King, K. L. (1989). *The essential role of higher education in the entry-year assistance program*. Paper presented to the Oklahoma State Regents for Higher Education, Oklahoma City.
- Klauss, R. (1981). Formalized mentor relationships for management and executive development programs in the federal government. *Public Administration Review*, 41(5), 489-496.

- Kozlowski, S., & Ostroff, C. (1987). *The role of mentoring in early socialization experiences of organizational newcomers*. Presented at the 2nd Annual Conference of the Society of Industrial and Organizational Psychology.
- Kram, K. E. (1985). *Mentoring at work*. Glenview, IL: Scott Foresman and Company.
- Kram, K. E & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Review*, 28(1), 110-132.
- Lambert, L. (1995). New directions in the preparation of educational leaders. *Thurst for Educational Leadership*, 24(5), 6-9.
- Lankard, B. A. (1995). *Career Development in generation X. Myths and realities* (Report No. CE-070-190). Washington DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED388801)
- Lankard, B. A. (1996). *Role of mentoring in career education*. Eric Clearinghouse on Adult, Career, and Vocational Education. Retrieved October 5, 2001, from <http://ericacvbe.org/docs/tia00043.htm>
- Lawson, H. A. (1990). The mentor phenomenon and the social organization of teaching. In C.B. Cazden (Ed.), *Review of Research in Education* (pp. 297-352). Washington, DC: American Educational Research Association.
- LeBlanc, D. S. (1993). Barriers to women's advancement into higher education administration. In P. Turner (Ed.), *Cracking the wall: Women in higher education administration* (pp. 39-49). Washington DC: The College and University Personnel Association.

- Levinson, D., Darrow, C., Klein, E., Levinson, M., & McKee, B. (1978). *The seasons of a man's life*. New York: Ballantine Books.
- Levy, J. (1987). *A study of teachers in Virginia*. Paper presented at the World Assembly of the International Council of Education for Teaching. Eindhoven, Netherlands. (ERIC Document Reproduction Service No. ED187799)
- Little, J. W. (1990). The mentor phenomenon and the social organization of teaching. *Review of Research in Education, 16*, 297-351.
- Maeroff, G. I., Callen, P. M., & Usdan, M. D. (2001). *The learning connection: New partnerships between schools and colleges*. New York: Teachers College Press.
- Martin, D. (1986). An analysis of members' perceptions of roles of the House Bill 1706 entry-year assistance committee. *Proceedings of the Oklahoma Education Research Symposium III: implications for H.B. 1706 and beyond*, 28-32.
- Maryland State Department of Education. (1987). *Perspectives on teacher induction: A review of the literature and promising program models* (Report No. SP-029-638). Baltimore, MD: Maryland State Department of Education. (ERIC Document Reproduction Service No. ED288857)
- Maslach, C., & Jackson, S. (1981). The measurement of burnout. *Journal of Occupational Health, 2*, 99-113.
- McIntyre, D., & Haggard, H. (1996). *Mentors in schools: Developing the profession of teaching*. London: David Fulton Publishers.
- Moore, K. M. (1982). The role of mentors in developing leaders. *Academic Educational Records, 63*(1), 22-28.

- Merriam, S. B. (1982). *Adult education: Foundations of practice*. New York: Harper and Row.
- Merriam, S. B. (1983). Mentors and protégés: A critical review of literature. *Adult Education Quarterly*, 33(3), 161-173.
- Merriam, S. B., Thomas, K. T., & Zeph, C. P. (1987). Mentoring in higher education: What we know now. *The Review of Higher Education*, 11(2), 199-210.
- Mundt, J. (1991). The induction year--a naturalistic study of beginning secondary teachers of agriculture in Idaho. *Journal of Agricultural Education*, 32(1), 18-23.
- Mundt, J. P., & Connors, J. J. (1999). Problems and challenges associated with the first years of teaching agriculture: A framework for pre-service and in-service education. *Journal of Agricultural Education*, 40(1), 38-48.
- Murray, M. & Owen, M. A. (1991). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring program*. San Francisco: Jossey-Bass Publisher.
- Murnane, R., Singer, J., Willett, J. B., Kemple, J. J. & Olson, R. J. (1991). *Who will teach? Policies that matter*. Cambridge, Massachusetts: Harvard University Press.
- Myers, D. W., & Humphreys, N. J. (1985). The caveats in mentorship. *Business Horizons*, 28(4), 9-14.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. New York: Author.
- Nesbitt, D. L., & Mundt, J. P. (1993). An evaluation of the University of Idaho beginning agricultural education induction program. *Journal of Agricultural Education*, 34(2), 11-17.

- Nichols, L. S., & Mundt, J. P. (1996). Surviving the first year of teaching: Perceptions of critical competencies from four educational perspectives. *Journal of Family and Consumer Sciences Education, 14*(2), 23-39.
- Noe, R. A. (1988). An investigation of the determinants of successful assigned mentoring relationships. *Personal Psychology, 41*(3), 457-479.
- Odell, S. (1986). Induction support of new teachers: A functional approach. *Journal of Teacher Education, 37*(1), 26-29.
- Odell, S. (1987). Teacher induction: Rationale and issues. In D.M. Brooks, (Ed.), *Teacher induction: A new beginning*. Reston, VA: Association of Teacher Educators.
- Odell, S. (1990). Evaluating mentoring programs. In T. M. Bey & C. T. Holmes (Eds.), *Mentoring: Contemporary principles and issues*. Reston, VA: Association of Teacher Educators.
- Odell, S. (1990). Support for new teachers. In T. M. Bey & C. T. Holmes (Eds.), *Teacher induction and mentoring: school-based collaborative programs*. Albany, NY: SUNY Press.
- Odell, S., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education, 43*(3), 200-204.
- Odenweller, A. L. (1936). *Predicting the quality of teaching: The predictive value of certain traits for effectiveness in teaching*. New York: Teachers College.
- Oklahoma. House Bill 1706, 37th Legislature (1979-1980).

- Oklahoma Commission on Educational Planning and Assessment. (1984). *An assessment of Oklahoma's entry-year assistance program: A report to the Oklahoma legislature* (White Paper Number 03). Oklahoma City, OK: Author.
- Oklahoma State Department of Education. (1993). *Entry-year assistance programs*. (Report to the 44th Session of the Oklahoma Legislature). Oklahoma City: State Department of Education.
- Oklahoma State University (1984). *Entry-year assistance program packet*. Oklahoma City: Oklahoma State Department of Education.
- Penick, J. E. (1985). *The formal operational teacher*. An unpublished paper.
- Petterson, C.A. (1999). *Higher education and teacher induction: The role of higher education and the residency program in Oklahoma. (Beginning Teacher, Oklahoma Residency Program)*. Unpublished doctoral dissertation, The University of Oklahoma, Norman.
- Portner, H. (1998). *Mentoring new teachers*. Thousand Oaks, CA: Corwin Press, Inc.
- Redmond, S. P. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist*, 34(2), 188-200.
- Roche, G. R. (1979). Much ado about mentors. *Harvard Business Review*, 57(1), 14-28.
- Rogers, J. (1986). Mentoring for career achievement and advancement. *American Journal of Occupational Health*, 40(2), 79-82.
- Rose, S., & Larwood, L. (1998). *Women's careers: Pathways and pitfalls*. New York: Praeger Publishers.
- Roth, R. A. (1986). Emergency certificates, misassignment of teachers, and other 'dirty little secrets'. *Phi Delta Kappan*, 67(10), 725-727.

- Ryan, K. (1986). *The induction of new teachers*. Bloomington, IN: Phi Delta Kappa Education Foundation.
- Schmidt, W.I. (1987). Mentoring: the concept and theory. *Thresholds in Education*, 13(3), 4-7.
- Sclan, E., & Darling-Hammond, L. (1992). *Beginning teacher performance evaluation: An overview of state policies*. (Report No. ISBN-8933-092-2). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED341689)
- Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective*. Boston: Allyn and Bacon, Inc.
- Sergiovanni, T. J., & Starratt, R. J. (1998). *Supervision: A redefinition*. (6th ed.). New York: McGraw Hill.
- Shaplin, J.T. (1962). Practice in teaching. In E.R. Smith (Ed.), *Teacher education: A reappraisal* (pp. 80-117). NY: Harper & Row.
- Shavelson, R. J. (1996). *Statistical reasoning for the behavioral sciences*. (3rd ed). Boston: Allyn and Bacon.
- Shapiro, G. L., & Farrow, D. L. (1988). Mentors and others in career development. In S. Rose & L. Larwood (Eds.), *Women's careers: Pathways and pitfalls* (pp. 25-38). New York: Praeger Publishers.
- Shippy, (1981). Professional competencies needed by beginning teachers of agriculture and agribusiness. *Journal of the American Association of Teacher Educators in Agricultural Education*, 22(1), 29-34.

- Shulman, L. S. (1987). *Learning to teach*. (AAHE Bulletin). Washington, DC: American Association of Higher Education.
- Stedman, P., & Stroot, S. A. (1998). Teachers helping teachers. *Educational Leadership*, 55(5), 37-38.
- Stern, A. K. (1985). Administrative support of first year teachers. *Record in Educational Administration and Supervision*, 5(2), 33-35.
- Stern, A. K. & Arney, L. K. (1987). Entry-year perceptions: Two and three years later. *Proceedings of the Oklahoma Education Research Symposium IV: Reflecting on our past to inform future practice*, 4, 82-83.
- Stern, A. K., & Wisley, S. (1985). Support and assistance provided first year teachers. *Proceedings of the Oklahoma Education Research Symposium III: Implications for H.B. 1705*, 3, 19-24.
- Talbert, B. A., Camp, W. G., & Heath-Camp, B. (1994). A year in the lives of three beginning agriculture teachers. *Journal of Agricultural Education*, 35(2), 31-36.
- Tauer, S. M. (1995). *The mentor-protégé relationship and its impact on the experienced teacher*. Unpublished doctoral dissertation, Boston University, Boston.
- Taylor, L. J. (1992). A survey of mentor relationships in academe. *Journal of Professional Nursing*, 8(1), 48-55.
- Teeper, B. J. (1995). Upward maintenance in supervisory mentoring and non-mentoring relationships. *Academy of Management Journal*, 38, 1191-1205.
- Todd, M. R. (1990). *Report of a study to determine the effectiveness of the entry-year teacher assistance program*. Paper presented to the Oklahoma State Regents for Higher Education. Oklahoma City: State Regents for Higher Education.

- United States National Committee on Excellence in Education. (1983). *A nation at risk*. Washington, DC: U.S. Government Printing.
- Vance, C. N. (1982). The mentor connection. *The Journal of Nursing Administration*, 12, 7-13.
- Varah, L. J., Theune, W. S., & Parker, L. (1986). Beginning teachers: Sink or swim? *Journal of Teacher Education*, 37(1), 30-34.
- Veeman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.
- Washburn, S. G., King, B. O., Garton, B. L., & Harbstreit, S. R. (2001). The professional development needs of Kansas teachers of agriculture. *Proceedings of the 55th annual Central Research Conference in Agricultural Education*, St. Louis. 216-227.
- Weaver, D., & Stanulis, R. N. (1996). *Teacher as mentor, teacher as learner: Mentoring a first year teacher in middle school language arts* (Report No. CS 02 625). Washington DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED400515)
- Welch, L. B. (1990). *Women in higher education: Changes and challenges*. New York: Praeger Publishers.
- White-Hood, M. (1993). Taking up the mentoring challenge. *Educational Leadership*, 51, 76-78.
- Wildman, T. M., Magliaro, S. G., Niles, R. A., & Niles, J. A. (1992). Teacher mentoring: An analysis of roles, activities, and conditions. *Journal of Teacher Education*, 43(3), 205-210.

- Wilkinson, G. A. (1997). Beginning teachers identifying gaps in their induction program. *Journal of Staff Development*, 18(2), 48-51.
- Williams, G. (1994). *Perspectives on partnership-secondary initial teacher training*. London: Falmer Press.
- Wunch, M. A. (1994). *Mentoring revisited: Making an impact on individuals and institutions*. San Francisco: Jossey-Bass Publishers.
- Yee, S. (1990). *Careers in the classroom: When teaching is more than a job*. New York: Teachers College Press.
- Zalezik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review*, 55(3), 67-88.
- Zey, M. G. (1984). *The mentor connection*. Illinois: Dow Jones-Irwin.
- Zey, M. G. (1988). A mentor for all reasons. *Personnel Journal*, 67(1), 46-51.
- Zdorkowski, T. (1987). Teaching the teachers: State staff's perception and ranking of critical issues confronting vocational education in Oklahoma. *Proceedings of Oklahoma Education Research Symposium IV: Implications for HB 1706*, 4, 79-82.

APPENDIXES

APPENDIX A

HANDBOOK FOR RESIDENT TEACHER PROGRAM

**OKLAHOMA STATE UNIVERSITY
RESIDENT TEACHER PROGRAM**

**Selected From the
State Department of Education Regulations**

INTRODUCTION

Intent of the Resident Teacher (Residency) 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 Resident Teacher Program during the initial year of teaching in an accredited school under the guidance and assistance of a Resident Teacher 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 Resident Teacher

"Resident Teacher"* is a licensed teacher who is employed in an accredited school and who has zero (0) year experience as a classroom teacher.

Definition of the Residency Committee

"Residency Committee" refers to a committee assigned to a local school district for the purpose of giving guidance and assistance, reviewing the teaching performance of a resident teacher, and making recommendations to the State Board of Education regarding certification.

Members of the Residency Committee

- A. Mentor Teacher - classroom teacher.
- B. Principal or assistant principal of the employing school district, or an 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.

*Resident Teachers holding a valid teaching certificate who graduated prior to February 1, 1982 will have a Mentor Teacher, but will not have the Residency Committee (this applies even though the Resident Teacher has zero (0) years teaching experience).

RESIDENCY COMMITTEE

Role and Function of the Residency Committee

- A. The Residency Committee will work with the resident teacher to assist in all matters concerning classroom management and in-service training for the teacher.
- B. The Residency Committee shall serve for one (1) school year. If the resident teacher is employed for less than 120 days during the school year, it will be necessary for the Residency Committee to continue during the next school year until a total of 180 days has been completed. No new Residency Committee will be formed after April 1 of the school term.
- C. The Residency Committee shall make a recommendation to the Certification Section of the State Department of Education after April 10 of the school year.
- D. The Residency Committee shall make recommendations for a staff development program for the resident teacher 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 resident teacher must repeat the Residency program for a second year with the same committee or a new committee.

Selection Process of the Committee

- A. Mentor Teacher - the mentor teacher shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. The mentor teacher must hold at least a standard certificate. Whenever possible, the mentor teacher shall have experience in the teaching area of the beginning teacher. The mentor teacher shall not serve more than two (2) consecutive years, although such teachers may serve as a mentor teacher for more than two (2) years. The Mentor Teacher will provide at least 72 hours of guidance and assistance to the resident teacher 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 Resident 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

1. OSU is expected to assume responsibility for its own graduates; however, consideration will be given to the resident teacher's geographical location and the distance to the resident teacher's school district.
2. All local school district requests for an OSU teacher educator will be channeled through the Professional Education Office, 325G Willard, 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 Professional Education will make every effort possible to place a teacher educator from the same subject matter area as the resident teacher.
5. For out-of-state resident teachers, 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 Resident Teacher Observation Instrument (see Appendix C) from the State Department of Education packet will be used by each Residency Committee member to evaluate a resident teacher for certification purposes only. Obtain extra copies of blank observation instruments from the State Department of Education, (405) 521-3607.
- B. Each Residency Committee will use meaningful parental input as one criterion in evaluating the resident teacher's performance. (PTA, open house, parent conferences, etc.)
- C. Each member of the committee will observe the resident teacher a minimum of three (3) times per year. *
- D. Each member of the committee will participate in three (3) informal residency program committee meetings. *
- E. All committee members, as well as the resident teacher, must be present to constitute an official committee meeting.

* This is in addition to the regulations for the Mentor Teacher.

Residency Committee Procedures

A. Committee Meeting I.

The first meeting with the resident teacher 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 Residency Committee regulations (see State Department packet).
3. Assure that all committee members, as well as the resident teacher, are present for committee meetings.
4. Complete the Residency Committee Form 002 within one week following Committee Meeting I and mail the NCR copies to the Residency Program, State Department of Education.
5. Establish a communication system.
6. Establish a schedule for committee members' activities.
7. Provide the committee members and resident teacher 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 resident teacher 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 resident teacher, 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 resident teacher must sign each instrument.
4. A copy of each committee member's observation instrument will be given to the resident teacher.
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 resident teacher.
2. The committee members will continue to assist the resident teacher 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 resident teacher, 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 resident teacher 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 Residency Committee, the completed Certification Recommendation Form 003 must be signed and dated by the three members of the resident teacher committee.

8. The copies of the Form 003 are distributed as follows: Copy 1 is given to the resident teacher with instructions to complete the certification application on the reverse side and mail it with the appropriate fee to the Resident Teacher Program section of the State Department of Education; Copy 2 is sent to the Resident Teacher Program at the State Department of Education with ten (10) days of Committee Meeting III; Copy 3 is given to the resident teacher; and Copy 4 is maintained in the personnel office.
9. All official observation instruments will then be given to the resident teacher at the conclusion of Committee Meeting III.

Certification Recommendation

- A. The Residency Committee recommendation shall be one of the following options:
 1. Recommendation for Certification.

In this case, the Residency Committee shall also recommend a professional development program for the resident teacher in any area identified by the committee.
 2. Recommendation for second year in the Residency Program.
 - a. Upon request of the resident teacher, 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 resident teacher.
 - b. Also in this case, the resident teacher shall not be required to be under the supervision of the same residency committee, or any member of the committee who supervised the resident teacher during the initial year in the program although it is permissible if the resident teacher approves.
 3. Recommendation for non certification at the conclusion of the second year under the Residency Program.

The committee, at the request of the resident teacher, will supply a list of the reasons for such recommendation. This list shall remain confidential, except as otherwise provided by the resident teacher.
- 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 a resident teacher has been employed for less than 120 days during the school year, it will be necessary for the resident teacher to continue as a resident teacher 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 a resident teacher:
 - 1. Recommendation for certification;
 - 2. Recommendation for a second year in the Residency Program;
 - 3. Recommendation for non certification at the conclusion of the second year.

OKLAHOMA STATE UNIVERSITY POLICIES

Qualifications to Serve On an Residency Committee

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

OSU Administrative Procedures

- A. The central point of contact for the Residency Program will be the Office of Professional Education

1. All requests for OSU higher education members on the residency committee will be made to:

Kathy Boyer, Teacher Education Specialist
325G Willard
Oklahoma State University
Stillwater, OK 74078-0431
405-744-6253
 2. Each department head will provide the Office of Professional Education with the name(s) of the person(s) who will be officially assigned responsibility for serving on the Residency Committee.
 3. The department head will be responsible for providing the Office of Professional Education with the number of committee assignments per faculty having part of his/her load assigned to the Residency Program.
- B. The Office of Professional 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 Professional Education will notify the department head and faculty of the assignment to serve on the Residency Committee.
 - D. Faculty on a residency committee will submit visitation reports to the Office of Professional Education to assist in compliance with the State Regents for Higher Education guidelines.
 - E. Faculty should notify the Office of Professional Education when Form 003 has been submitted to the superintendent by way of a recommendation noted on the visitation report.
 - F. The Office of Professional Education will prepare a report containing information on the names of the resident teacher's, school system and school, area of licensure, and the higher education selection of all residency committee assignments by department.

Role and Function of Residency Committee

- A. In all cases, at least one member of the residency committee will have expertise and experience in the teaching field of the resident teacher.
- B. The residency committee will serve for 120-180 days.
- C. The residency committee 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 Residency Committee recommends a minimum of six (6) trips to the school site for each resident teacher.
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 residency committee will recommend one of the following options.
1. Recommendation for certification
 2. Recommendation for a second year in the residency program.
 3. Recommendation for certification or non certification at the conclusion of the second Residency year.

Reports From Faculty

- F. Visitation Reports -- **this report is to be submitted to the Office of Professional Education at the end of each visitation** (see following copy). Prompt submission of these reports facilitates accurate 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 Professional Education Office. The Professional Education Office will provide the department head with an account number for travel reimbursement.
- Note: Visitation reports must be on file for any travel being reimbursed.**

**RESIDENCY PROGRAM
OKLAHOMA STATE UNIVERSITY
VISITATION REPORT**

INSTRUCTIONS: Promptly submit this Visitation Report to the Office of Professional Education 325G Willard, at the completion of EACH observation and/or committee meeting. One form per Resident Teacher should be used.

Faculty participating in the Residency Program are encouraged to use personal cars. If a personal vehicle was used, please turn in the necessary OSU travel reimbursement forms to your department head to be signed and forwarded to the Professional Education Office, 325G Willard. Reimbursement will be determined by official state mileage maps.

Faculty
Person _____ Department _____

Resident Teacher _____

School _____ Town _____

Check One:

Personal Vehicle _____ or University Vehicle _____

Combined With Other Visits: Yes _____ No _____

If Yes, name of Resident Teacher _____

Total Round Trip Miles _____

Write THE DATE in the appropriate space to identify meeting or observation made.

	Date
Committee Meeting I	_____
Observation I	_____
Observation II	_____
Committee Meeting II	_____
Observation III	_____
Committee Meeting III*	_____

*Form 003 completed; the Residency Committee recommends (check only one after completion of Committee Meeting III):

_____ certification

_____ second year in Residency Program, or

_____ Non certification at the conclusion of 2nd year under the
Residency Program.

MENTOR TEACHER PROGRAM

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

- A. Beginning teachers who graduated before February 1, 1982, and met approved program certification requirements prior to that date will be assigned a Mentor Teacher. Beginning teachers who hold valid certificates on February 1, 1982, shall be assigned a Mentor Teacher. 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 a Residency Committee.

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

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

Mentor Teacher Procedures

- A. Mentor Teachers shall be assigned according to the Mentor Teacher Regulations.
- B. The Mentor Teacher will be assigned for the total number of days the beginning teacher is in the classroom; the Mentor Teacher payment will be based on that number.
- C. All Mentor Teachers 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 Mentor Teacher assignment, one school year as intended by the law, the Mentor Teacher will receive a stipend not to exceed \$500. If the beginning teacher assignment is less than 180 days, the Mentor Teacher stipend will be prorated on the basis of the number of days the beginning teacher is employed.
- E. If the Mentor Teacher is replaced during the school year, items C and D must be addressed.
- F. If the Mentor Teacher program is not completed the first year, item D must be addressed.

Mentor Teacher Examples:

- A. Employed for 180 days. A beginning teacher entering the classroom in the fall will be assigned a Mentor Teacher who will assist the beginning teacher for 180 days as intended by law. Upon completion of the assignment, the Teacher Consultant will be paid a stipend not to exceed \$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 Mentor Teacher Program to be completed. This means a Mentor Teacher will be assigned for the total number of days the beginning teacher is in the classroom and the Mentor Teacher 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 Mentor Teacher 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 Mentor Teacher should continue the assignment with the beginning teacher.

Explanation: A beginning teacher may be assigned for 90 days during the 1999-00 school year, but to fulfill the Mentor Teacher requirement, the beginning teacher will continue to have a Mentor Teacher for 90 days during the 2000-01 school year. The Mentor Teacher payment is based on the 1999-00 school year and 90 days during the 2000-01 school year.

RULES AND REGULATIONS FOR MENTOR TEACHER

"Mentor Teacher" 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 a resident teacher employed by the school district. A Mentor Teacher 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 Mentor Teacher 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 Mentor Teacher for more than one Resident teacher at a time." (Section 5, Item 9)

It is the intent of the regulations that Mentor Teachers be selected who possess the requisite knowledge and skills for assisting the beginning teacher. Therefore, those

persons responsible for submitting names for Mentor Teachers 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 Mentor Teacher 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 Mentor Teacher 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 Mentor Teachers.

Regulation 3

A Mentor Teacher 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 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 Mentor Teacher shall be selected.

Regulation 5

It is the responsibility of the school district to ensure that a mechanism be provided whereby the Mentor Teacher 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 Mentor Teachers 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 approved 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.

SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION
PROFESSIONAL SERVICES DIVISION/RESIDENT TEACHER PROGRAM

HIGHER EDUCATION COORDINATORS DESIGNATED TO IDENTIFY THE
HIGHER EDUCATION MEMBER OF THE RESIDENCY COMMITTEE

APPENDIX B

TELEPHONE SURVEY INSTRUMENT

RESIDENT TEACHER SURVEY

Hello, My name is Robin Peiter and I am with the Agricultural Education Department at Oklahoma State University in Stillwater. I recently called you regarding the survey I am conducting concerning the Oklahoma Residency Program as it relates to mentoring first year agricultural education teachers. According to my records, you were a part of the Residency Program as a (an):

- Higher Education Representative
- Administrator
- Mentor Teacher
- Resident Teacher

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

- Yes
- No

Since you are the only person who can provide me with the needed information, is there another time I may call?

- Yes: Date _____ Time: _____
- No

Thank you for your time.

2. How many years have you taught in secondary schools?

- 0-5 years _____
- 6-10 years _____
- 11-15 years _____
- over 15 years _____

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

- Elementary
- Secondary-(Subject Area) _____
- Secondary (Vocational Subject) _____
- Agricultural Education

4. What is your level of education?

- Bachelor's Degree
- Master's Degree
- Master's Degree + 15 credit hours
- Doctorate Degree

5. Do you feel that you received the needed assistance from your Residency Committee?
- Definitely yes
 - Probably yes
 - Uncertain
 - Probably not
 - Definitely
6. For what reason do you feel that you did NOT receive the needed assistance from your residency committee? (Rank)
- Mentor teacher unavailable most of the time
 - When confronted, the mentor teacher appeared to be unconcerned and did not offer the needed guidance
 - Higher education representative unavailable most of the time
 - When confronted, the higher education representative appeared to be unconcerned and did not offer the needed guidance
 - The administrator was unavailable most of the time
 - Other: _____
7. From whom do you feel that you received the most assistance during your residency year of teaching?
- Mentor teacher
 - Administrator
 - Higher education representative
 - Other person outside the committee: _____
8. Approximately, how many times did you ask your committee members for assistance?
- Never
 - 1-5 times
 - 6-10 times
 - 11-15 times
 - more than 15 times
9. How important do you perceive the residency program to be regarding your first year of teaching?
- Very Important
 - Important
 - Less than Important
 - Unimportant

10. For what reason do you feel that the residency program is important regarding your first year of teaching? (Rank)
- It provides the assistance needed to improve classroom management
- It creates a feeling of security on the part of the resident teacher
- It provides an opportunity to improve teaching methods
- It provides information to the resident teacher on his/her weaknesses and strengths
- Other: _____
11. For what reason do you feel that the residency program is NOT important regarding your first year of teaching? (Rank)
- Does not provide the assistance needed to improve classroom management
- Creates a feeling of apprehension on the part of the resident teacher
- Too much time involvement in reference to other activities
- Lack of importance as viewed by the resident teacher
- Lack of importance as viewed by the residency committee
- Other: _____
12. Do you believe the committee members provide reasonable opportunity for you to adjust and improve as the year progressed?
- Definitely yes
- Probably yes
- Uncertain
- Probably not
- Definitely not
13. For what reason do you feel the committee members did NOT provide reasonable opportunity for you to adjust and improve as the year progressed? (Rank)
- Not enough scheduled observations in which to assess progress
- Not enough scheduled committee meetings to discuss progress
- Insufficient communication between the residency committee and the resident teacher during the evaluative period
- Insufficient supportive guidance by the administrator
- Insufficient supportive guidance by the mentor teacher
- Insufficient supportive guidance by the higher education representative

14. What do you perceive to be strengths of your residency committee? (Rank)
- Assistance from the mentor teacher
 - Assistance from the higher education representative
 - Assistance from the administrator
 - Guidance from the committee in making decisions
 - Moral support that is offered by the residency committee
 - I do not perceive any major strengths
 - Other: _____
15. What do you perceive to be problems of your residency committee? (Rank)
- I do not perceive any major problems.
 - Insufficient assistance from mentor teacher.
 - Insufficient assistance from the higher education representative
 - Insufficient assistance from the administrator
 - Overall assistance from the committee was insufficient
 - Residency committee's function appears more evaluative than instructional improvement
 - Lack of mentor teacher and administrator's understanding of the total agricultural education program
 - Other: _____
16. Do you favor the continuance of the residency program?
- Strongly favor
 - Tend to favor
 - Uncertain
 - Tend to oppose
 - Strongly oppose
17. Did the mentor teacher spend the required 72 hours of his/her time, above observation and committee time, in providing assistance to you as a resident teacher?
- Yes
 - No
18. Describe your experience in being mentored through the Oklahoma Residency Program.

MENTOR TEACHER SURVEY

Hello, My name is Robin Peiter and I am with the Agricultural Education Department at Oklahoma State University in Stillwater. Recently, I called you regarding the survey I am conducting concerning the Oklahoma Residency Program as it relates to mentoring first year agricultural education teachers. According to my records, you were a part of the Residency Program as a (an):

- Higher Education Representative
- Administrator
- Mentor Teacher
- Resident Teacher

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

- Yes
- No

Since you are the only person who can provide me with the needed information, is there another time I may call?

Yes: Date _____ Time: _____

- No

Thank you for your time.

2. How many years have you taught in secondary schools?

- 0-5 years
- 6-10 years
- 11-15 years
- over 15 years

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

- Elementary
- Secondary-(Subject Area) _____
- Secondary (Vocational Subject) _____
- Agricultural Education

4. What is your level of education?

- Bachelor's Degree
- Master's Degree
- Master's Degree + 15 credit hours
- Doctorate Degree

5. As a member of the residency committee, do you feel you provided the needed assistance to this agricultural education teacher?

- Definitely yes
- Probably yes
- Uncertain
- Probably not
- Definitely not

6. For what reason do you feel that you did NOT provide the needed assistance to this resident agricultural education teacher? (Rank)
- Unable to assist due to lack of time
- Unable to assist due to the resident teacher's lack of time
- When confronted, the resident teacher appeared to be unconcerned and did not express any need for assistance
- Was not given adequate release time by administration
- The residency program was not strongly supported by the administration
- Other: _____
7. Approximately, how many times did this agricultural education teacher ask for your assistance?
- Never
- 1-5 times
- 6-10 times
- 11-15 times
- more than 15 times
8. How important do you perceive the residency program to be regarding this agricultural education teacher's first year of teaching?
- Very important
- Important
- Less than important
- Unimportant
9. For what reason do you feel that the residency program is important regarding this teacher's first year of teaching? (Rank)
- It provides the assistance needed to improve classroom management
- It creates a feeling of security on part of the resident teacher
- It provides an opportunity to improve teaching methods
- It provides information to the resident teacher on his/her weaknesses and strengths
- Other: _____
10. For what reason do you feel that the residency program is NOT important regarding this teacher's first year of teaching? (Rank)
- Does not provide the assistance needed to improve classroom management
- Creates a feeling of apprehension on the part of the resident teacher
- Too much time involvement in reference to other activities
- Lack of importance as viewed by the resident teacher
- Lack of importance as viewed by the residency committee
- Other: _____

11. Do you believe the committee members provide reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed?
- Definitely yes
 Probably yes
 Uncertain
 Probably not
 Definitely not
12. For what reason do you feel the committee members did NOT provide reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed? (Rank)
- Not enough scheduled observations in which to assess progress
 Not enough scheduled committee meetings to discuss progress
 Insufficient communication between the residency committee and the resident teacher during the evaluative period
 Insufficient supportive guidance by the administrator
 Insufficient supportive guidance by the mentor teacher
 Insufficient supportive guidance by the higher ed representative
13. What do you perceive to be strengths of this residency committee? (Rank)
- Assistance from the mentor teacher
 Assistance from the higher education representative
 Assistance from the administrator
 Guidance from the committee in making decisions
 Moral support that is offered by the committee
 I do not perceive any major strengths
 Other: _____
14. What do you perceive to be problems of this residency committee? (Rank)
- I do not perceive any major problems
 Insufficient assistance from mentor teacher
 Insufficient assistance from higher education representative
 Insufficient assistance from administrator
 Overall assistance from committee was insufficient
 Residency committee's function appears more evaluative than instructional improvement
 Lack of mentor teacher and administrator's understanding of the total agricultural education program
 Other: _____
15. Do you favor the continuance of the residency program?
- Strongly favor
 Tend to favor
 Uncertain
 Tend to oppose
 Strongly oppose

16. Describe your experience mentoring the resident teacher in agricultural education.

ADMINISTRATOR SURVEY

Hello, My name is Robin Peiter and I am with the Agricultural Education Department at Oklahoma State University in Stillwater. Recently, I called you regarding the survey I am conducting concerning the Oklahoma Residency Program as it relates to mentoring first year agricultural education teachers. According to my records, you were a part of the Residency Program as a (an):

- Higher Education Representative
- Administrator
- Mentor Teacher
- Resident Teacher

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

- Yes
- No

Since you are the only person who can provide me with the needed information, is there another time I may call?

- Yes: Date _____ Time: _____
- No

Thank you for your time.

2. How many years have you taught in secondary schools?

- 0-5 years
- 6-10 years
- 11-15 years
- over 15 years

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

- Elementary
- Secondary-(Subject Area) _____
- Secondary (Vocational Subject) _____
- Agricultural Education

4. What is your level of education?

- Bachelor's Degree
- Master's Degree
- Master's Degree + 15 credit hours
- Doctorate Degree

5. How many years have you been an administrator?

- 0-5 years
- 6-10 years
- 11-15 years
- over 15 years

6. What type of administrative experience do you have?
- Elementary School principal
- Middle School Principal
- Assistant High School Principal
- High School Principal
- Assistant Superintendent
- Superintendent
- Other _____
7. As a member of the residency committee, do you feel you provided the needed assistance to this agricultural education teacher?
- Definitely yes
- Probably yes
- Uncertain
- Probably not
- Definitely not
8. For what reason do you feel that you did NOT provide the needed assistance to this resident agricultural education teacher? (Rank)
- Unable to assist due to lack of time
- Unable to assist due to the resident teacher's lack of time
- When confronted, the resident teacher appeared to be unconcerned and did not express any need for assistance
- Was not given adequate release time by administration
- The residency program was not strongly supported by the administration
- Was not that familiar with the agricultural education program
- Other: _____
9. Approximately, how many times did this agricultural education teacher ask for your assistance?
- Never
- 1-5 times
- 6-10 times
- 11-15 times
- more than 15 times
10. How important do you perceive the residency program to be regarding this agricultural education teacher's first year of teaching?
- Very Important
- Important
- Less than Important
- Unimportant

11. For what reason do you feel that the residency program is important regarding this agricultural education teacher's first year of teaching? (Rank)
- It provides the assistance needed to improve classroom management
- It creates a feeling of security on the part of the resident teacher
- It provides an opportunity to improve teaching methods
- It provides information to the resident teacher on his/her weaknesses and strengths
- Other: _____
12. For what reason do you feel that the residency program is NOT important regarding this agricultural education teacher's first year of teaching? (Rank)
- Does not provide the assistance needed to improve classroom management
- Creates a feeling of apprehension on the part of the resident teacher
- Too much time involvement in reference to other activities
- Lack of importance as viewed by the resident teacher
- Lack of importance as viewed by the residency committee
- Other: _____
13. Do you believe the residency committee members provide reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed?
- Definitely yes
- Probably yes
- Uncertain
- Probably not
- Definitely not
14. For what reason do you feel the committee members did NOT provide reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed? (Rank)
- Not enough scheduled observations in which to assess progress
- Not enough scheduled committee meetings to discuss progress
- Insufficient communication between the residency committee and the resident teacher during the evaluative period
- Insufficient supportive guidance by the administrator
- Insufficient supportive guidance by the mentor teacher
- Insufficient supportive guidance by the higher education representative
- Other: _____

15. What do you perceive to be strengths of this residency committee? (Rank)

- Assistance from the mentor teacher
- Assistance from the higher education representative
- Assistance from the administrator
- Guidance from the residency committee in making decisions
- Moral support that is offered by the residency committee
- I do not perceive any major strengths
- Other: _____

16. What do you perceive to be problems of this residency committee? (Rank)

- I do not perceive any major problems
- Insufficient assistance from mentor teacher
- Insufficient assistance from the higher education representative
- Insufficient assistance from the administrator
- Overall assistance was insufficient
- Residency committee's function appears more evaluative than instructional improvement
- Lack of mentor teacher and administrator's understanding of the total agricultural education program
- Other: _____

17. Do you favor the continuance of the residency program?

- Strongly Favor
- Tend to Favor
- Uncertain
- Tend to Oppose
- Strongly Oppose

18. Describe your experience in mentoring this resident teacher in agricultural education:

HIGHER EDUCATION REPRESENTATIVE SURVEY

Hello, My name is Robin Peiter and I am with the Agricultural Education Department at Oklahoma State University in Stillwater. Recently, I spoke with you regarding the survey I am conducting concerning the Oklahoma Residency Program as it relates to mentoring first year agricultural education teachers. According to my records, you were a part of the Residency Program as a (an):

- Higher Education Representative
 Administrator
 Mentor Teacher
 Resident Teacher

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

- Yes
 No

Since you are the only person who can provide me with the needed information, is there another time I may call?

Yes: Date _____ Time: _____

No

Thank you for your time.

2. How many years of experience in education do you have?

- 0-5 years
 6-10 years
 11-15 years
 over 15 years

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

- Elementary
 Secondary-(Subject Area) _____
 Secondary (Vocational Subject) _____
 Agricultural Education

4. What is your level of education?

- Bachelor's Degree
 Master's Degree
 Master's Degree + 15 credit hours
 Doctorate Degree

5. How many years have you taught in Higher Education?

- 0-5 years
 6-10 years
 11-15 years
 over 15 years

6. How many years did you teach agricultural education at the secondary level?
- 0-5 years
 - 6-10 years
 - 11-15 years
 - over 15 years
7. As a member of the residency committee, do you feel you provided the needed assistance to this agricultural education teacher?
- Definitely yes
 - Probably yes
 - Uncertain
 - Probably not
 - Definitely not
8. For what reason do you feel that you did NOT provide the needed assistance to this resident agricultural education teacher? (Rank)
- Unable to assist due to lack of time
 - Unable to assist due to the resident teacher's lack of time.
 - When confronted, the resident teacher appeared to be unconcerned and did not express any need for assistance
 - Was not given adequate release time by administration
 - The residency program was not strongly supported by the administration
 - Was not that familiar with the agricultural education program
 - Other: _____
9. Approximately, how many times did this agricultural education teacher ask for your assistance?
- Never
 - 1-5 times
 - 6-10 times
 - 11-15 times
 - More than 15 times
10. How important do you perceive the residency program to be regarding this agricultural education teacher's first year of teaching?
- Very Important
 - Important
 - Less than Important
 - Unimportant

11. For what reason do you feel that the residency program is important regarding this teacher's first year of teaching? (Rank)
- It provides the assistance needed to improve classroom management
- It creates a feeling of security on the part of the residency teacher
- It provides the opportunity to improve teaching methods
- It provides information to the resident teacher on his/her weaknesses and strengths
- Other: _____
12. For what reason do you feel that the residency program is NOT important regarding this teacher's first year of teaching? (Rank)
- Does not provide the assistance needed to improve classroom management
- Creates a feeling of apprehension on part of the resident teacher
- Too much time involvement in reference to other activities
- Lack of importance as viewed by the resident teacher
- Lack of importance as viewed by the residency committee
- Other _____
13. Do you believe the committee members provided reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed?
- Definitely yes
- Probably yes
- Uncertain
- Probably not
- Definitely not
14. For what reason do you feel the committee members did NOT provide reasonable opportunity for this agricultural education teacher to adjust and improve as the year progressed? (Rank)
- Not enough scheduled observations in which to assess progress
- Not enough scheduled committee meetings to discuss progress
- Insufficient communication between the residency committee and the resident teacher during the evaluative period
- Insufficient supportive guidance by the administrator
- Insufficient supportive guidance by the mentor teacher
- Insufficient supportive guidance by the higher education representative
- Other: _____

15. What do you perceive to be strengths of this residency committee? (Rank)
- Assistance from the mentor teacher
 - Assistance from the higher education representative
 - Assistance from the administrator
 - Guidance from the committee in making decisions
 - Moral support that is offered by the committee
 - I do not perceive any major strengths
 - Other: _____
16. What do you perceive to be problems of this residency committee? (Rank)
- I do not perceive any major problems
 - Insufficient assistance from mentor teacher
 - Insufficient assistance from the higher education representative
 - Insufficient assistance from the administrator
 - Overall assistance from the committee was insufficient
 - Residency committee's function appears more evaluative than instructional improvement.
 - Lack of mentor teacher and administrator's understanding of the total agricultural education program.
 - Other: _____
17. Do you favor the continuance of the residency program?
- Strongly Favor
 - Tend to Favor
 - Uncertain
 - Tend to Oppose
 - Strongly Oppose
18. Describe the experience you had mentoring the resident teacher in agricultural education.

APPENDIX C

MENTOR IDENTIFICATION INSTRUMENT

Directions:

Please identify a person and position title that has assisted you during your first year teaching agricultural education. The following areas identify problems beginning agricultural education teachers encounter their first year.

CLASSROOM INSTRUCTION

Name and	Position	Problem
		Classroom discipline
		Student motivation
		Dealing with students' individual differences
		Assessment of students' work
		Interaction with parents
		Organizing work
		Obtaining sufficient instructional materials
		Dealing with students' personal problems
		Heavy course loads
		Inadequate preparation time
		Getting along with colleagues

SAE

Name and	Position	Problem
		Selection of projects
		Developing SAE opportunities for students
		Supervision of projects
		Livestock show procedures

PROGRAM MANAGEMENT

Name and	Position	Problem
		Recruiting and retaining quality students
		Offering a variety of courses to attract high quality students
		Modifying the curriculum to meet changes in technology
		Building the image of agriculture programs and courses
		Computer applications in agriculture
		Agricultural mechanics project construction

FFA

Name and	Position	Problem
		Preparing proficiency and degree applications
		Planning chapter activities
		Trips/Conferences
		Fundraisers
		Officer elections

APPENDIX D

RESPONSES TO OPEN ENDED QUESTION

Administrator

Positive Points

Resident Teacher

“The effectiveness of the Residency Program as a lot to do with the personality of the Resident Teacher. Ag teachers need a better understanding of the FFA program while in school at the university level.”

Higher Education Representative

“Higher Education Representative is a very important part of the Residency Committee, however I feel the committee did not utilize that enough. “

“I was impressed with Higher Education Representative. Ag Education is a lot different than any other job area.”

Mentor Teacher

“Mentor Teacher did a good job. If the Resident Teacher pays attention to the Mentor Teacher, that is 90% of it. Mentor Teacher is less pressure to the Resident Teacher than the Administrator.”

Program used as a tool to help new teachers

“The Administrator and Mentor Teacher are of equal strength. This is for any teacher. I feel it is a strong program because it gives a new teacher the opportunity to meet with the faculty and Administrator. Also, helps Administrator mold the new teacher. It helps with improvement for everyone involved on the Residency Committee. The Higher Education Representative is the least crucial member, however it is still good. The Residency Program helps weed out bad teachers from the good teachers. It gives three people the Resident Teacher can go to for help.”

“I feel this is a program necessary to help the first year teacher get their feet on the ground. Very non-threatening and a positive experience.”

“I think it is a very valuable tool and one that beginning Ag education teachers need.”

“Ag Teacher was prepared in the technical area. Human relationship skills are the most important. As an administrator, I took great pains for the Resident Teacher to understand that this was not evaluative; rather it is a tool to help them.”

“Good job helping young teachers. Next to the ball coach, the Ag teacher is the most visible.”

“Ag has the strongest support. More support for their program than other classroom teachers.”

“I think it is a good thing.”

“Good program. A positive program for myself as an administrator and for our beginning teachers.”

“Valuable. Hope it’s continued. I think it has helped many beginning teachers.”

AREAS to Improve

Program Revision

“I think the program needs to be more than one year. Needs to be more intense. The Mentor Teacher should have more time allowed throughout the year. One Mentor Teacher should be assigned for all teachers given a semester where the Mentor Teacher steps away from classes and just focuses on Professional development for teachers.”

“More involvement with mentor teachers at local level. Focus of the program needs to be on teacher improvement than on evaluation.”

“Add Career-Tech as a member of the committee.”

“I would recommend some type of a program where they could work with another Ag education teacher. In coaching, you are an assistant coach where they are in a position to learn as you go. Ag Ed is not like this....They are thrown to the dogs immediately. I recommend an in-service or On the Job Training to help teacher understand all aspects. The stress factor for the first year Ag education teacher is huge.”

“Administrator is the only one who does not get paid. Mentor Teacher should be the only one who does get paid. Others the responsibility of Residency Program is within the job description.”

“Residency Program is a good step in the right direction, but still improvements need to be made. I don’t have any one in the field of Ag education. This is a problem. The Mentor Teacher does not know about Ag Ed to serve as a good mentor in that area. I suggest that a neighboring school’s Ag education teacher also serve as a part of the Residency Committee.”

”Mentor Teacher needs a different format. The current Residency Program is not working. It is not serving any function as of now. Teacher development is ongoing. This is not happening with the Residency Program. Format is a bit stilted away from practice. The Resident Teacher is getting the minimum. We should do more than that. Practical aspects in school are not part of process. (EX: fundraising, chapter activities,

etc.) I believe Mentoring is very important at all levels. I feel the Resident Teacher should be at a point to ask for it. Greater learning opportunity will occur.”

Additional Conflict

“The Residency Program is doing a good job, however some things need to be improved. Basically the shifting of the committee brings conflict. Conflicts between Higher Education Representative and Mentor Teacher occur. Where does the Resident Teacher go? The Resident Teacher in Ag Ed gets caught in the middle.

“I think it is a very positive thing. Be sure the administrator and Higher Education Representative are on the same page. The administrators are there everyday.”

“The Residency Program has good intensions, but can be a threatening situation to the new teacher. This is not good.”

Not aware of agricultural education

“Mentor Teacher is not aware of the technical aspect to help the Resident teacher in Ag Education.”

“I don’t have any one in the field of Ag education. This is a problem. The English Mentor Teacher does not know about Ag Education to serve as a good mentor in that area. I suggest that a neighboring school’s Ag education teacher also sere as a part of the Residency Committee.”

‘In a small school, teachers do not have an understanding about Ag education. I suggest an aged teacher from another school serve as the Mentor Teacher. In my opinion, selecting a Mentor Teacher from the school is a waste of time and energy.’

Higher Education Representative

Positive Points

Higher Education representative provides support

“I think a Residency Committee is probably important for the first year teacher. Most, I observe the sciences. Over the years of the Resident Teacher I’ve had 1 out of 20 call or ask for advice from Higher Education Representative. I remind them that the University can be a resource for them. Don’t hesitate to involve the Higher Education Representative at the University to provide information, supplies or a speaker. A Higher Education Representative just observes one day. It is just a one-day snap shot of the program. All the money spent on the Oklahoma Residency Program could be better spent if put back into the school ...the Mentor Teacher. Make it worth the Mentor Teacher’s time. Sometimes, the Mentor Teacher doesn’t do their job. Perhaps have two Mentor Teachers rather than just one. In the long run the first year teacher will have a better experience. Often, not too many Higher Education Representatives are too involved with the Residency Teacher. What might be more effective is for Resident Teacher to videotape his/her class sessions. Then have an all day Saturday in-service to evaluate and critique for instructional improvement. More and better feedback could be given.”

‘Critical importance to have Higher Education Representative. Especially if the Higher Education Representative is connected to the Resident Teacher’s Pre-service education. Trust has already been established, if graduate students and faculty have previously helped them. If not, then the Higher Education Representative doesn’t do much good. Mentor programs need to be established at the High School level. Someone who is there on a daily basis. A neighboring Ag teacher should also serve as a Mentor.’”

“The main thing of the Higher Education Representative is to give the support to the Resident Teacher. Most important thing is to be their friend and help them find their way.”

“Teachers who go through the Residency Program are more prepared. Gives support that they need.”

Areas of Improvement

Residency Program is “Just A Process”

“I think there is uneven assistance given from the Higher Education Representative. There is by Administrators and Mentor Teachers also. Could be a rubber stamp. Evaluation is assistance. Mentor Teachers and Administrators don’t buy into the philosophy. Uneven assistance is given.”

Improvements need to be made

“What really needs to happen is for the administrator to have an informal time with the Ag education teacher. Go to shows, activities, etc. to break the barriers. Resident Teacher needs to know the Administrator on an informal basis so that trust is built. Resident Teacher will ask me questions because we’ve established trust. This needs to happen at the local level. Teachers always develop more trust with teachers. Of the Mentor Teacher doesn’t understand the Ag Education program, whereas the administrator might be more familiar with it. Keeping Ag teachers in our profession is the Number 1 goal. This should be accomplished with the Residency Program.”

“I don’t think there needs to be a Higher Education Representative. Overall, it is a good program. A Mentor Teacher should be identified at minimum.”

“I would like to see the Residency Program improved. It seems to be a rush to get it finished. A blur to first year teachers. Improvements need to be made. No Ag education teacher has been fired for classroom teaching. It is up to the first year teacher to ask for help.”

“I think we need some type of program for beginning Ag teachers. The Residency Program as now is not sufficient. There are two programs for Ag education first year teachers. The Oklahoma Residency Program and the Beginning Teacher Program with Career-Tech. We should combine those so we don’t have two programs. Although, I would say this is better than not having a program at all.”

Mentor Teacher

Positive Points

Successes

“I’ve been a Mentor Teacher for many areas. It seems to me that the Ag teachers are more cooperative than any others. Something is done right at the university level.”

“I think they are doing a good job.”

“I’d like to see the program continue and will continue to do my part.”

“I wish it had been available when I was a beginning teacher. Keep the program in tact. We need it.”

Provide assistance

“In our situation, it works out well. Biology and Ag are closely related.”

“I got to know more about Ag Education and what the job entails. I enjoyed it!”

“People on committee should be helpful with suggestions.”

“I wonder how well this is accepted. Tried to stress that it is for the good of the Resident Teacher. Sometimes the suggestions are taken as criticisms. Could be more of a personality trait of the Resident Teacher.”

Areas of Improvement

Higher Education Representative

“Higher Education Representative people are not qualified to help. Cameron science professor was Higher Education Representative. Resident Teacher was an OSU grad. He was alternative certified. The Higher Education Representative should be from OSU.”

“I had a terrible experience with the Higher Education Representative. The Higher Education Representative is there to observe, not there to provide input during the class time. Inappropriate comments to the students and Resident Teacher were made. Everyone must remember to offer advice, not to give orders.”

“Higher Education Representative was from NSU. Need to be sure Higher Education Representative is knowledgeable about the Ag Education Program and the Resident Teacher.”

“The Mentor Teacher has a better grasp and is the key. They are there every day. Often the Higher Education Representative doesn’t see the entire picture. RP has problems, however with everything into account it probably is running as good as it can.”

“The Higher Education Representative, other than the two meetings, had no interaction with the Resident Teacher. A concern I saw: Things that are important to our school for an Ag Ed teacher are not addressed through the Residency Program. If you have an Ag teacher that only focuses on classroom and not showing them, they will not last long at a small school that emphasizes that. The Residency Program does not allow for that factor.”

Could not provide assistance for technical agriculture

“Ag Education teachers encounter so many different areas that I as a Social Studies teacher is not exposed to. I feel I did not know how to help her with that area. Possibility of having another Ag Education teacher is important. Next best is a vocational teacher, and then next best is someone who has the most experience teaching.”

“As a Mentor Teacher, I can help with day-to-day classroom. However, the technical Ag I couldn’t help them with. Residency Program is a very valuable program. One of those things I wish I had as a young teacher. Lots of things you don’t know going into that first teaching jobs.”

“The Residency Program offers a security blanket for the first year teacher. Encourage schools to have a Mentor Teacher who is an Ag teacher. This is very important for the beginning Ag education teacher. The Ag Ed Mentor Teacher will have a better understanding of time, deadlines, etc”

“I think the teacher who wants to do good will take advantage. Ag Teachers should be paired with another neighboring Ag teacher.”

“Need some scope and sequence as far as what is needed for Ag education.”

Time Factors

“The success of the Residency Program depends on the people in the committee. The Mentor Teacher needs to be paid more. Good Mentor Teachers do not have time to devote – this should be compensated.”

“Would make the Residency Program two years instead of one. It could become two years, it wouldn’t hurt. Much better than what I had, which was nothing. The Residency Committee can become an evaluative tool rather than helping. We must keep the Residency Program as a helping tool.”

“I probably didn’t do as good of job as I could have. Classes were at the same time, therefore it made it difficult to observe and help the Resident Teacher. It is good to share experiences of my 37 years to a new teacher.”

Resident Teacher

Positive Points

Great mentoring support

“Mentor support came from ag teaching partner. Teaching in a multi-teacher department was good. Residency Program was highly beneficial to me, however with or without the Residency Program, I would have been mentored.”

“Mentor teacher helps the most. Residency Program helps those who are alternatively certified.”

“I thought it was a really good thing. Higher Education Representative was open and honest to help me improve as a first year teacher. Residency Program is helpful and timely.”

“I did not feel I had an understanding on general paperwork. The school paperwork aside from the agricultural education paperwork (IEP’s, Reimbursements, PO#’s, Budgeting, Fundraisers, etc.) Residency Committee helped with that...especially the administrator.”

“A real positive experience for me.”

“It is a great thing.”

“I think it’s a good deal. Good programming for beginning teachers. We have lots of questions that can be taken care of through this program. I believe I may have had some exceptions with my committee, which was not good.”

Areas of Improvement

Evaluation more than Mentoring

“Favor the program, but it needs changes. I was evaluated more than helped. I felt I was doing everything wrong, the committee was not supportive.”

“I felt I was evaluated all the time. The only time I got any help from the administrator was evaluation rather to give me improvements.”

“I felt it was more evaluative than helping. Higher Education Representative helped me, the other two evaluated me. I felt like I didn’t have enough help—sink or swim. I feel like this program is more made up of than what it is. This Residency Program could have been helpful.”

Committee members not aware of the Agricultural Education Program and/or community

“All of the Residency Committee members are not aware of the total agricultural education program. Administrators need to be informed. Resident Teacher needs help with other areas besides classroom instruction.”

“I think a lot of ag teachers face this. I was wanting to do a lot of activities, but the administrators do not completely understand the schedule of the ag education teacher.”

“The Higher Education Representative was from Cameron. He didn’t know me. He had no knowledge of agricultural education. He was a chemistry professor. This is not his fault, he did the best he could. However, it was of no benefit to me.”

“Higher Education Representative was new to Oklahoma, and knew little about Oklahoma Agricultural Education. I see this as a problem.”

“Observing three times is not enough for the higher education representative to get a feel for the community.”

Just a process

“Here at the local level, it is way different than what is perceived at OSU and through the Higher Education Representative. Just a process you must go through.”

Greater focus needed than just classroom instruction

“Higher Education Representative has no reality of what it is really like. I feel it is a good program if the Higher Education Representative understands that you can’t have classroom instruction every day. Learning environment can happen when teaching award applications, etc.”

APPENDIX E

INSTITUTIONAL REVIEW BOARD

Oklahoma State University
Institutional Review Board

Protocol Expires: 10/22/02

Date: Tuesday, October 23, 2001

IRB Application No AG0210

Proposal Title: THE IMPACT OF MENTORSHIP EXPERIENCES ON RETENTION OF OKLAHOMA
BEGINNING AGRICULTURAL EDUCATION TEACHERS

Principal
Investigator(s):

Robin Peiter
448 Ag Hall
Stillwater, OK 74078

Robert Terry
458 AG Hall
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

Oklahoma State University
Institutional Review Board

Protocol Expires: 10/22/02

Date : Friday, March 22, 2002

IRB Application No AG0210

Proposal Title: AN EVALUATION OF THE OKLAHOMA RESIDENCY PROGRAM IN MENTORING
FIRST YEAR AGRICULTURAL EDUCATION TEACHERS

Principal
Investigator(s) :

Robin Peiter
448 Ag Hall
Stillwater, OK 74078

Robert Terry
458 AG Hall
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

Modification

Please note that the protocol expires on the following date which is one year from the date of the approval of the original protocol:

Protocol Expires: 10/22/02

Signature :



Carol Olson, Director of University Research Compliance

Friday, March 22, 2002

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Robin Leann Peiter

Candidate for the Degree of

Doctor of Philosophy

Thesis: AN EVALUATION OF THE OKLAHOMA RESIDENCY PROGRAM IN
MENTORING FIRST-YEAR AGRICULTURAL EDUCATION TEACHERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Hannibal, Missouri, May 14, 1974, the daughter of Robert Eugene and Carol Ann Peiter.

Education: Graduated from Palmyra High School, Palmyra, Missouri, May 1992; received a Bachelor of Science in Agricultural Education from University of Missouri, Columbia, Missouri, December 1996; received a Master of Education with emphasis in Agricultural Education from the University of Missouri, Columbia, Missouri, May 1998; completed the requirements for the Doctor of Philosophy degree in Agricultural Education at Oklahoma State University, May 2002.

Professional Experience: Livestock Owner, Peiter Shrops, Hannibal, Missouri, 1983-Present; Agricultural Education Instructor, Sweet Springs R-7 School District, Sweet Springs, Missouri, 1998-2000; State 4-H Events Coordinator, University of Missouri Outreach and Extension Missouri 4-H Youth Development Program, Columbia, Missouri, 1997-1998; Graduate Teaching Associate, Oklahoma State University Department of Agricultural Education, Communications, & 4-H Youth Development, 2000-2002.

Professional Organizations: American Association for Agricultural Education, National Association of Agricultural Educators, Association for Career and Technical Education, National Association of Colleges and Teachers of Agriculture, Agricultural Education Graduate Student Association.