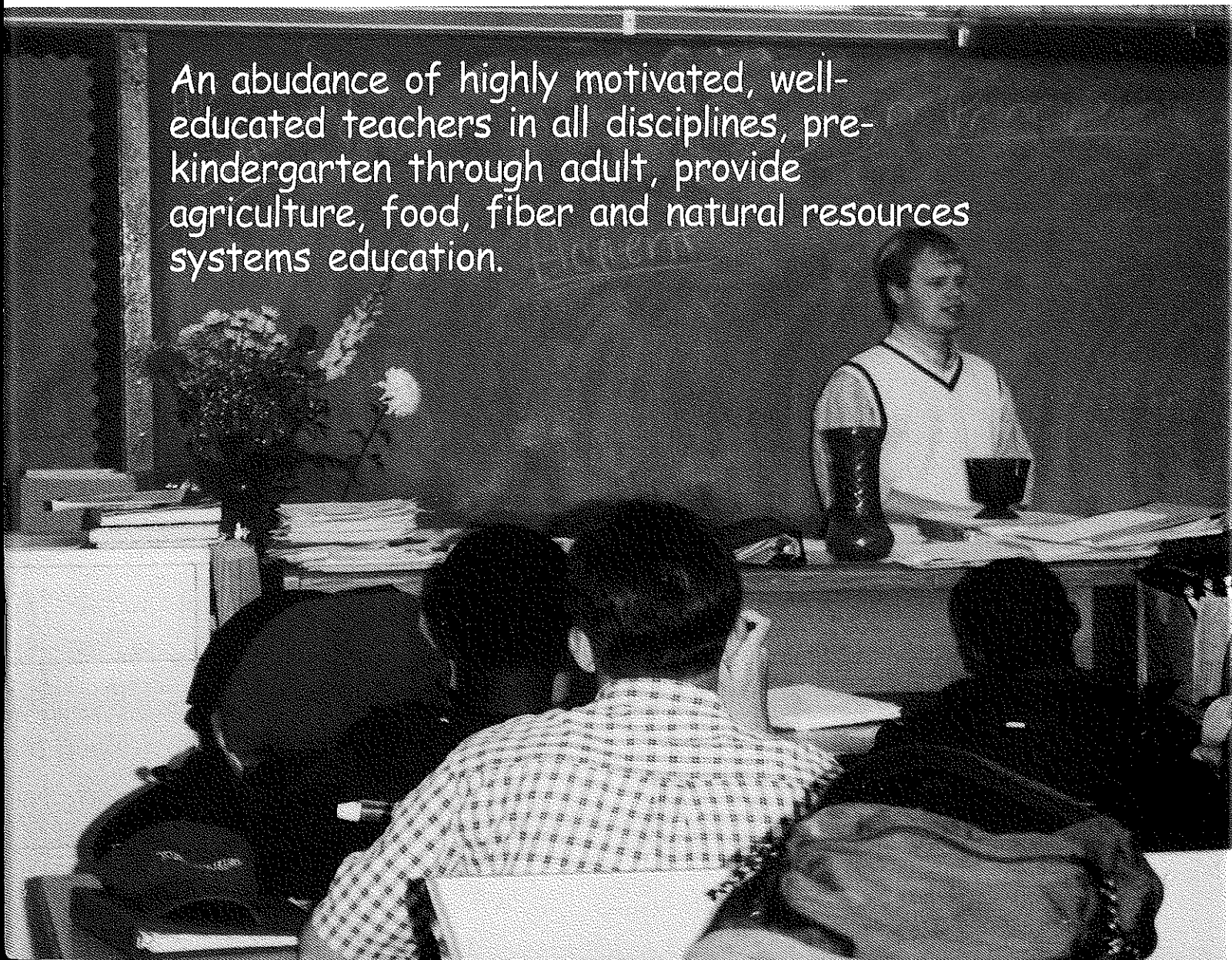


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The Agricultural **EDUCATION** M A G A Z I N E

Achieving 2020 Goal 1:

An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide agriculture, food, fiber and natural resources systems education.



The Bottom Line

By William G. Camp and William Jay Jackman

It was a real privilege for us to be asked to put this theme issue together. The prominent place that the Reinventing Agricultural Education for 2020 places on the qualified, effective teacher is clear testimony to the importance of the teacher in charting the future of our profession. In agricultural education we have probably the best educational model that has ever been devised. Educational leaders tell us that an ideal educational program would have a legitimate disciplinary base that relates to the real world in which the students find themselves. It would provide for learning within a context that is meaningful, both for the student and in a broader context. Theory would be combined with practical applications. Some sort of mechanism would be included to provide both motivation for and an opportunity for application by the learner.

Well, the agricultural education curriculum is science- and business-based simultaneously. It offers real-world elements that simply cannot be duplicated in the traditional academic classroom. Our experiential components are unmatched anywhere else. Other educational leaders are struggling to invent contextual learning as a means of making the education system more effective and more relevant to students' lives. In fact, our SAE program is a perfect example of what other educators are only now trying to invent, yet we were perfecting it for most of the past century. Our FFA organization provides an ideal laboratory for applying educational experiences in a contextually based setting that should be the envy of other teachers and educational

theorists around the world. We base much of our curriculum on local needs; yet, the curriculum has elements that are statewide, regional, or even national. If you implement a local, needs-based agricultural education program, provide applications for your instruction in a well-managed SAE program, and have an active FFA chapter, unquestionably you are providing a quality of instruction at least as good as any educational program in your school.

Yet, even if we devise the best of all possible educational programs, without effective teachers the program cannot succeed. Without you, the best program, the finest curriculum, the best experiential program, and the best co-curricular organization would be useless. The bottom line is the teacher.

Notes from Bill Camp

This theme issue of the Agricultural Education Magazine is all about "Who will teach our children?" As a teacher educator, I am proud of our program in agricultural education at Virginia Tech, yet we need to do a better job. As a part of the agricultural education family in Virginia, I am proud of our agricultural education teachers in this state, yet we need to do a better job. Our numbers of newly qualified teacher education graduates from Virginia Tech have been higher for the past five years than for any other 5-year span in at least 25 years, yet we need to prepare more teachers to fill the need in this state. I found that the articles in this issue address things we should improve at Virginia Tech and in Virginia. I believe you will find they contain suggestions you can use at your university, in your school, and in your state as well. To all of the authors who contributed to this issue, "Thank you for sharing your wisdom with me — with us." To all of my colleagues in agricultural education at the university level, in local schools, in

state and national leadership positions, and in the great industry of agriculture, let us work together to pursue the lofty goal that forms the centerpiece of this theme issue:

An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide agriculture, food, fiber, and natural resources systems education.

Notes from Jay Jackman

My father, J. T. Jackman, is a great man; I respect him highly. However, one of the darkest days of his life was when I announced to him that I was changing my college major from pre-veterinary medicine to agricultural education. My parents had supported me in my ag ed and FFA endeavors all the way from being a freshman Greenhand to being elected president of the Kentucky FFA Association. More trivia: my dad (now a semi-retired farmer) was the first president of the Park City FFA Chapter in Kentucky in the 1940s and my brother, Norris (a fluid milk plant general manager), is a former president of the Park City FFA from the 1970s. We're a successful "FFA family!" Yet, dad was disappointed when I announced I wanted to be an ag teacher and FFA advisor. Here again, I'm not knocking my dad, but the fact is that he does not hold teachers in the same regard as other professionals — veterinarians, for example. If you knew my dad, you might say he is unique! However, in his thinking about the teaching profession, he's not unique. What's up with that?!

Teaching should be one of the most highly regarded professions in the world. What other profession has a greater responsibility than the one that's accountable for the education of our children and the education of

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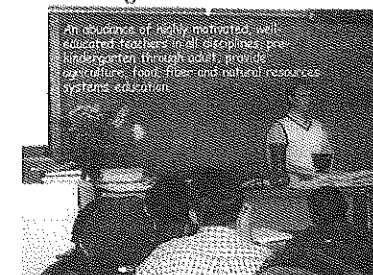
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Achieving 2020 Goal 1:



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Where Have All the Ag Teachers Gone?

By Brian E. Myers

Notices like this one are being seen more and more lately as the number of qualified individuals entering the agricultural education field continues to decline. As a teacher of agriculture and a person concerned about its future I wonder, "Where have all the ag teachers gone?" This question and many more continually run through my head when I think about this situation. In the state of Illinois, for example, more schools are opening or re-opening agriculture/horticulture programs all the time, yet the number of agriculture education graduates that actually enter the teaching profession is steady but still not meeting demand. How can we continue to maintain high quality agriculture programs if we don't have quality individuals to lead them?

This should not be just a concern of the university professors or state staff. This is a matter that we as agriculture teachers must work in unison with these individuals to correct this problem. There are three main points that need to be addressed in working with this situation.

- 1) Current teachers must promote our profession,
- 2) High school agriculture teachers and university teacher-educators must work together, and
- 3) We must develop a comprehensive program for teacher retention.

Promote the Profession

In my opinion, we as agriculture teachers do a poor job of promoting our profession to our students. I am certain that each of us spends a great deal of time speaking to our students about the many career opportunities available to them. However, we often forget to spend time talking about a

Wanted:

enthusiastic individual to lead growing high school agricultural education department into the new millennium. Responsibilities include the planning, organization, and implementation of agriculture and horticulture curriculum, serving as advisor of the local FFA chapter, and becoming an effective part of a total educational community.

very important career in agriculture, the career that we have chosen to pursue and dedicate our professional life to, agricultural education. Stop to think about the last time you were talking with a group of agriculture teachers. Was the conversation one of how much each person enjoys his or her job, or about that darn freshman he or she has in class? I understand that we all need a time to vent our frustrations, but try to understand the impact on a possible future agriculture teacher when they hear these conversations. The majority of agriculture teachers could very easily enter careers outside of education. We chose to stay because of our dedication to our students and our commitment to something that we hold dear to our hearts. Agriculture teachers have an awesome opportunity to influence students. Just the smallest comment made in passing could have a major impact on the lives of our students. As our students struggle with making their career plans, be sure to provide them with information about agricultural education.

Cooperate

The second step in dealing with this teacher shortage is high school agriculture teachers and university teacher educators working together. A link must be provided for the students from high school to the

college setting. High school agriculture teachers and university teacher educators must work with singleness in spirit if we are to solve this problem. Agricultural education students must have contact with high school programs throughout their college career. Organizations such as Alpha Tau Alpha, Collegiate FFA, and the Illinois Association of Vocational Agriculture Teachers (IAVAT) Student Branch can help. These groups provide future teachers with the opportunity to constantly see what is happening in the high schools. This not only benefits the students but also the teacher-educators and the high school teachers. It is difficult for an agriculture education student to take courses in all areas that he or she will be responsible for when he or she begins teaching at the high school level. These student organizations should be utilized to provide professional development workshops on topics in which these students desire more information. Current teachers should be involved in these organizations not only to provide insight to the students but also to guide these students to a point where they are fully prepared for their student teaching experience.

Student teaching is the final step transforming the agriculture education student into the high school agriculture education teacher. In this very important step, the student teacher and cooperating teacher must set goals and objectives. The teacher

educator's role is to place the student in the best possible training situations. This should be a time for the student teacher to determine his or her own teaching and discipline styles. If the student teacher has a bad teaching experience, he or she may not enter the profession. On the other hand, if a student is considering a career outside of education and has a good experience it may sway him or her into our field. Too many agriculture education majors are not teaching. Since 1992, less than 55% of the agriculture education graduates from Illinois universities chose teaching as their profession. This is not because teaching positions were not available. Every year there has been more teacher openings than graduates. To fill this gap between the number of openings and the number of graduates entering teaching, Illinois was forced into recruiting out of state graduates and individuals that could earn provisional certification. The highest number of individuals hired who could earn provisional certificates were 25 in 1995.

Plan for Retention

The third key to solving this agriculture teacher shortage is to develop a comprehensive plan for teacher retention. Too many beginning teachers in our profession leave after only one or two years. Even if they have had an excellent student teaching experience, most new teachers will need some type of support for the first few years. This support may come in the form of a formal teacher-mentoring program. For the past two years the IAVAT has implemented a voluntary mentoring program. Beginning teachers are paired with experienced teachers in their area. The sole purpose of

this program is to provide a person that a beginning teacher can call on when they have questions or just need someone to talk to that will understand.

Overall the response has been positive. Included in this mentoring program is a discussion on problems facing the beginning teacher. Also discussed are curriculum areas in which the teacher may feel weak. When these problems have been identified, a committee works to develop professional development workshops to address these areas. These workshops are designed for teachers with less than three years of experience. By limiting possible attendees, we hope that beginning teachers will be more likely to ask the questions facing them and not be intimidated by more experienced teachers. Both the mentors and the beginning teachers learn from this experience. We have also increased the confidence level of our beginning teachers through this

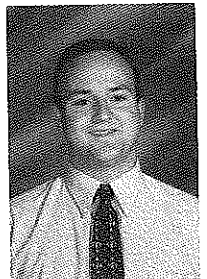
"We as agriculture teachers do a poor job of promoting our profession to our students."



program. Young teachers have shown this through an increase in teacher retention and increased involvement in our state organization.

The shortage of qualified agriculture teachers is not a problem that will solve itself. We all must work together to improve this situation. If all of us in the agriculture education family pull together it will happen easily, but if we each try to work on the problem separately, nothing will be accomplished.

Brian E. Myers is the agriculture teacher at Unity High School in Mendon, IL.



Illinois Agricultural Teacher Needs

Compiled by FCAE Office, Rantoul, Illinois

Year	# of Teaching Openings	# of Ag. Education Graduates	# of Graduates Choosing Teaching	% of Graduates Choosing Teaching
1992	27	12	4	33
1993	44	14	7	50
1994	58	14	7	50
1995	73	14	12	86
1996	52	19	7	37
1997	51	29	19	66
1998	39	37	19	51
1999	34	33	19	58
Total	378	172	94	55

How Are We Going To Keep Them Down On the Farm (Oops, the School)?

By James Knight and MeeCee Baker

Goal I of the Reinventing Agricultural Education for the Year 2020 program focuses on "an abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, who can provide agriculture, food, fiber and natural resources systems education." The nature of this goal suggests that all teachers, or at least a significant proportion, be equipped in some fashion to address the agricultural literacy issues. In addition, the nagging shortage of agricultural education teachers will need to be resolved in some fashion. At first glance, this continuing problem would lead us to develop and implement programs to recruit and train the teachers necessary to achieve this goal. Clearly that must be a major thrust of the profession in the coming decades. However, we believe that another area demands our attention immediately. It is not enough to just recruit more people for the profession but we must address the retention of teachers currently in the field.

Retention

There are data that suggest some ideas that may help us in the ultimate quest to provide the "abundant" supply of highly motivated and well-educated teachers by addressing the needs of those already serving in the profession. Our purpose in this article is to address several of those suggestions and offer them as a partial method to achieve Goal I in the 2020 project.

Research over the years in this area has demonstrated that agricultural education teachers leave the

profession for a variety of reasons. Some of those reasons are simply an artifact of the way things are and don't really lend themselves to a solution. For example, it is clear that some teachers leave the profession because they never intended to stay in the first place. Teaching is simply a way for some to bridge the gap between where they are and where they ultimately want to be. Some leave teaching because they don't like it and are probably better off doing something else. That leaves us with those who like teaching, are good at it, but leave for some other reason. Finding a way to keep as many of those people in agricultural education as possible deserves our attention and effort.

It appears that most teachers who leave the profession for reasons other than retirement tend to do so very early in their careers. Research indicates that about 50 percent of

Strategies for Retention

Several strategies that have been used in the past appear to offer significant potential for helping young teachers work through the early stages of their career. The following suggestions are offered as a way to assist in the retention of new and beginning teachers.

1. There is a tradition in agricultural education of providing a first year teachers' program where the beginning teachers are visited regularly during their first year of teaching and participate in related seminars. This program should be re-instituted if necessary and strengthened where possible.

2. Another area that appears to be important to the retention of beginning teachers is to be active professionally. As they become involved, they are more likely to feel a part of the profession and are much more likely to remain. We would recommend that state affiliates of NAAE provide the first year of membership to the organization for all beginning teachers at a reduced rate or free where possible. Then they should proceed to involve the new members in the work of the profession.

those who actually leave teaching do so within the first three to five years after entering the profession. Since the addition of women to the teaching ranks in agricultural education, it would appear that the percentage of those leaving early is probably higher now than it has been in the past. Thus, a major effort to do things to keep the newer and typically younger teachers in the profession needs to be made.

Retention is largely dependent on how people feel about themselves in relation to their work. Over time the clarity of the expectations for the various program components have probably contributed to the decision of many young teachers to leave. The pressure, which is often self inflicted, comes because many beginning teachers want to do it all. Thus, they set a trap that is hard to avoid since burnout is inevitable. Therefore, it becomes important to assist young teachers in as many ways as possible.

3. Often beginning teachers feel overwhelmed by the number of different activities and expectations placed upon them. By learning to make better use of the community resources such as alumni, industry members, and parents, the new teachers can effectively get the kind of support that will help alleviate the pressures that come with high involvement. In other words, by connecting to the community in a positive and useful way, the beginning teachers are more likely to feel in control of the programmatic expectations.

4. For many years mentors have been sought for beginning teachers. This approach appears to offer a lot of promise but has to be more than just an assignment given to someone. It is not enough to want to be a mentor; there are specific skills associated with this role requiring inservice training. There has to be a high level of commitment on the part of both the mentor and the beginning teacher. If these elements are present, then the chance for success is much more likely.

Conclusion

As we considered some of the strategies necessary to enhance the retention of beginning teachers, we were struck by the fact that everything we know about retention is somehow related to the connections between the entering teachers and those who work closely with them. From the university to the profession to the community itself, those connections appear to be significant for the retention of teachers.

The retention of beginning teachers is only one of the things that needs to be done to address the continuing teacher shortage. However, when considering the type of investment that has been made by everyone involved, it seems appropriate that every effort should be made to keep as many capable and talented teachers in the profession as possible.

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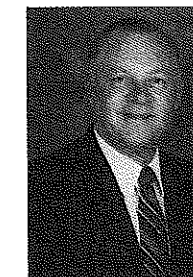
Student Soundoff

When I graduate from high school I plan to go on to college and get my degree. I want to become an agriculture teacher because I wish to change the lives of others through agricultural education, like it has done for me. I want to see students succeed with the FFA program and acquire skills that will help them to be better people. I know that the FFA has changed my life. It has helped me to overcome fears and leap to new heights. I want to put my heart and soul into the Future Farmers of America Program and become a teacher and chapter advisor.

Angelina Finch
Santa Rosa FFA Chapter
Santa Rosa, California



James Knight is a Professor in the Department of Agricultural Education at the University of Arizona, Tucson, AZ.



MeeCee Baker is an agriculture teacher at Greenwood High School in Millerstown, PA.



Teaching Agriculture is something that has become very important to me in the past year. From not really knowing anything about Agriculture to wanting to learn everything I can. I have found that agricultural classes are essential to success in life. I have been blessed with a wonderful Ag teacher that really knows his stuff and was active in FFA when he was in high school. Seeing how much he knows and what he can do with that knowledge really amazes me. There are only two reasons for me to become an Ag teacher. The chance to be around high school kids for the rest of my working life and I really think that by becoming a teacher I can help to shape the future of the nation.

Rob Cole
Stillwater Area High School
Stillwater Minnesota

From Student Desk to Teacher Desk: *Tales of a New Teacher*

By Robin McLean

It all started on...

May 23, 1997

An e-mail to a man named Joel Rudderow. "Mr. Rudderow, I saw the posting for an Agriscience Teacher starting in January at your school. I found your e-mail address when I came across the FFA Chapter's web page. Hope you can help. What can you tell me about Penns Grove High School? What sort of agricultural community is it? How many students are in the program? What areas of agriculture do you teach? What sort of activities does your FFA Chapter do?"

That was my first contact with the man who I would eventually join in advising the Penns Grove FFA Chapter. I knew I was looking at seven months until graduation and wanted to be sure that even as a December graduate I would have a job teaching agriculture. That contact was probably the most important one I made in my quest for a teaching career. Prior to the interview, I was able to learn about the school, the community and the FFA program, allowing me to develop questions for the principal and superintendent.

September 3, 1997

The Interview and New Teacher Training. I traveled to Carneys Point, New Jersey to interview for the position of Agriscience Teacher and walked into an interview with three administrators and two agriculture teachers; this was the first "real" interview of my life. Following the interview, I was escorted across the hall to New Teacher Orientation – "Just in case I got hired, so I would have a little bit of background." I had

are three weeks left in the semester until the final exam. I met briefly with the retiring teacher the day before Christmas break so I had a feel for what the students were studying. I have big plans for these three weeks. I can't wait.

My "big plans" were set-aside for the next three weeks as I followed in the routine of the teacher who had just retired. Any change from what had been the normal process of studying the units brought moans and groans from the students. I kept reminding myself that in three weeks, I would get the first students I could truly call mine. As big a challenge as those first three weeks were, they allowed me to learn about the school and the student body. While using the materials the former teacher had left behind, I took this time to learn the basics of Penns Grove High School instead of worry about what I had to be teaching and preparing the appropriate lessons. With the exception of a few copies to make, I was able to use the preparations of the former teacher. In addition, when students finished their work, they would call me over to their desks and share with me information about the school and the community.

February, 3, 1998

First Day with the new classes. Well, I know what four of the twelve keys are now, thanks to the help of colleagues in the science department. I have posters (borrowed from my fellow agriculture teachers) and agriculture facts decorating the room. I stand at the door and smile as the students come in and take a seat. The bell rings. I guess this is the moment of truth. We review expectations (I read examples from three colleagues before I wrote my own), pass out textbooks, go over classroom rules, and brainstorm the question "What is agriculture?"

brought with me the teaching portfolio I had prepared. When the assistant superintendent asked about me, I offered her my portfolio. She smiled and nodded approval.

Having both researched the school and prepared a portfolio, I was able to walk into the interview with confidence. When I learned in October that I was hired, pending New Jersey teaching certification, I was ecstatic. But, I also knew nothing about how to achieve certification in New Jersey. This is where I learned the importance of both the state agriculture department and state education department in helping me make a successful transition into teaching. Through the original contact I had made with Joel, I learned whom to contact about certification as well as what paperwork I needed to submit. Joel and I remained in contact from the time I was hired until I walked through the doors of Penns Grove High School for my first day. I think he received a question a day from me regarding the program, school philosophy, the community and what I needed to be prepared to teach.

January 6, 1998

First Day as a "Real" Teacher. It's hard to believe that just sixteen days ago I was walking across a stage receiving my Master's Degree from Virginia Tech. Now 385 miles away I am stepping foot into Room 68 of Penns Grove High School, "my" classroom, for the first time. I have an envelope of about twelve keys left by the former teacher and have been told which one opens my room. I guess I'll figure the rest out by trial and error. Block scheduling is used here. There

Entering the school year in January and having only sat through about forty minutes of new teacher orientation could have presented many challenges. Although my transition was not flawless, my co-workers in the science hallway were sure to advise me about what to expect and how to handle the first day of the new semester. Through their support and advice, I was able to enter the classroom with relatively few butterflies in my stomach.

February 9, 1998

How to Eat Lunch in 27 minutes or less. I had been bringing my lunch. Today was the first day I wanted to buy it. I entered the faculty room and asked if anyone was going to the cafeteria. A month into teaching and it was the first time I entered the cafeteria. Thank goodness for someone to show me the ropes. The faculty lunchroom was full of experienced teachers who became consultants for my classroom problems and advisors for moments of challenge both in and out of the classroom.

In addition to the support of both of my colleagues in the agriscience department and the advice from peers in the science hall, other staff members took an interest in helping me learn the ins and outs of school. They made me feel comfortable enough to ask questions, and they provided information I wouldn't realize until days later I needed.

March 23, 1998

FFA Degree Dinner. The chapter officers have worked on planning this dinner for months. It is my first public appearance as "The New Ag Teacher." I think I am more nervous than the officers who need to recite their parts. Community members, administrators, school board members, parents, students and other teachers are here. I will be making a few brief comments and participating

in opening ceremonies as the advisor.

People make all the difference for a smooth transition into teaching. Visible support of the community and administration help enhance the strength of a program and they provide a resource on which new teachers can rely. It is through these people that new teachers are able to gain support for field trips, seek out contest coaches and explore the diversity of agriculture in the area.

Last week in May 1998

State FFA Convention. The university campus is huge. I've been here only once before and now I am responsible for students! The convention is packed full of activities. Fellow agriculture teachers from around the state come to my rescue.

I was fortunate when I entered my teaching career to become a part of a multi-teacher department. The two men who taught agriculture with me helped me make a smooth transition and allowed me to ease into FFA advising. I know that not all of us are that lucky. When FFA advice is needed, our colleagues across the state are major assets. These people are able to provide advice in filling out contest registrations, tips on how to overcome the glitches in degree and award application software, what the usual procedures are for statewide events and a dose of comic relief.

September 5, 1998

First Day of My First Full Year of Teaching. The room is decorated. My expectations have been revised. Textbooks are sitting out. I know what eight of the twelve keys I was presented with on my very first day do. I am ready to go.

I entered my first full year of teaching, much more confident than my first day nine months earlier, yet I knew I would need to continue to learn and adapt so I could be at my best for each and every one of my

students. Going from being a college student who occasionally questioned the rules to a teacher who made and upheld the rules was a huge step. To appear confident in teaching while still learning about the school, teaching techniques and classroom management is not always easy.

It is up to us as current educators to help make the transition into teaching a relatively painless one for new teachers. Others can learn from our successes and failures. To ensure the success of future teachers in the classroom, we need to:

- ◆ Answer questions. Although some questions may appear to be simple, to a teacher just starting his/her career, it may be a question of monumental importance. Additionally, questions answered before a person is even hired for a job may aid him/her in securing the position.

- ◆ Help network. Provide new teachers with contact information about key people in the county, district, state, and region. Don't forget to inform them about state agricultural teacher organizations and NAAE.

- ◆ Encourage. It is important that new teachers are encouraged to find out about their school and their community.

- ◆ Share. Share not only teaching experiences with new teachers, but also teaching materials. Call or e-mail them to remind them of important due dates that are coming up.

- ◆ Continue to offer support.

Robin McLean is a teacher of agricultural education at Penns Grove High School in Carneys Point, NJ.



Keeping the Pipeline Open!

By Andrew J. Baker and Jeff Radosh

Securing an adequate supply of agricultural instructors has been an issue for several decades. It is a difficult task to recruit individuals for a career that demands a vast amount of personal energy and sacrifice. Individuals expect higher salaries and fringe benefits for their extra dedication to a career. Individuals in the corporate world get additional incentives through profit sharing, stock options, bonuses, and commissions. Everybody knows that these types of fringe benefits are not associated with the teaching profession. Teachers do not receive added incentives for having 100% graduation rates or having 50% of their students advance to a post-secondary institution. A teacher's satisfaction comes from student achievement or professional growth. Most eighteen-year-olds do not see student achievement or professional growth as much as an incentive. If it wasn't for some key role models in my life, I am not sure I would have recognized teaching as a profession worthy of my undertaking. So what do we do? We need to start promoting the profession within our own ranks.

Most of the good news associated with Agricultural Education is shared with us. In other words, we are preaching to the choir. We must approach more students at our secondary and post-secondary institutions to make them aware that they possess the talents and skills to be effective teachers. Sometimes, we forget how much influence we possess in regard to our students. If we are lucky enough, our students look up to us for guidance and direction. Unfortunately, some of us wait for students to come walking

through our classroom door eagerly awaiting instruction. It is our obligation and duty to ensure the teaching profession remains respected and honored. I believe one of my greatest accomplishments was to guide one of my former high school students to become a secondary agricultural teacher. He has done such a fine job in our profession that he is currently a district supervisor on a state staff. I believe the best is yet to come from this individual.

We must recognize more of our instructors at state conventions. A large portion of our potential agricultural education majors are assembled every year at our state conventions, but we do very little to promote the teaching profession. I do not wish to be misunderstood, I still believe the primary objective of assembling each year is to recognize student achievements. However, each year I hear of a teacher who decides to leave the profession because of the tremendous responsibilities and family pressures associated with our job requirements. Ironically, they find themselves back in the profession a few years later to once again regain the positive emotions created by teaching. Recently, I found out that my supervising teacher wanted to retire last year after 30 plus years of successful teaching. I was saddened when I found out that they could not secure an individual for his position. To my amazement, he came out of retirement to ensure his program remained viable for many years to come.

"Share your love and joys for the teaching profession with others around you to ensure the pipeline remains open for future generations to experience."

These are the success stories that need to be told and celebrated.

We also must make institutional and departmental changes as well. Recently, my institution began a graduate educational program for individuals who do not have a Bachelor's degree in education. I have already felt the benefits of this program. This graduate degree program has already added four new students into my department. Institutions must continue their efforts to tailor educational programs around the needs of their customers. We recently established an agricultural literacy program for outlying school districts in my area. Student teachers are utilized to teach agri-science kits to elementary students. Student teachers gain desirable experience, while the elementary students gain knowledge in the agricultural industry. It is a win-win situation for our program. The ability to be innovative also helps in the recruitment of teachers.

Another incentive for recruiting teachers is to offer internal support. The State of Illinois offers annual incentive money for items deemed critical for all programs. This became possible for a line item on the annual state budget established 11 years ago. This line item also helped in establishing statewide instructional materials as well as various other incentives. The practicing teachers truly reap the benefits from this financial incentive.

The line item also helped establish various councils and committees to support and secure the future of Agricultural Education in Illinois.

We must continue our efforts in evaluating our particular roles in recruitment. We all live in different geographic locations, but we share similar barriers in teacher recruitment and retention. It is our responsibility to ensure that the future of Agricultural Education remains viable in our own little corner of this great country. Communication is the biggest attribute to securing an adequate supply of teachers for Agricultural Education. Share your love and joys for the teaching profession with others around you to ensure the pipeline remains open for future generations to experience. I wish to thank all of the teachers who

The Bottom Line...

continued from page 2

adults who are in need of retooling so they can improve their livelihood or just feel better about themselves as productive members of society? Teaching is important! And, what other sector of education does more to bring the greatest potential out of each individual student than agricultural education? Teaching agriculture is important!

Yet, we're faced with a shortage of agricultural education professionals throughout our nation at the middle and secondary school levels and at the university level as well. We can speculate lots of reasons why more people are not choosing to become ag teachers – noncompetitive salaries, long hours, poor working conditions, bathroom/ballgame/bus duty, for examples. But we can also list many intangible benefits to teaching ag – going to bed at night knowing that you really made a difference in someone's

diligently provide effective instruction to our high school students on a daily basis. Your hard work and dedication will help secure a viable pipeline of future professionals.

A Student's Prospective

Recently, Western Illinois University started the Master of Teaching program through the Educational and Interdisciplinary Studies Department. The new degree program provides an opportunity for individuals, like myself, possessing an agricultural degree to become certified as agricultural education instructors. Students learn interdisciplinary approaches to teaching at the graduate level. The degree is designed around individuals who have experience in the work place and who want to refocus their

career on educating youth. My previous work experience has provided me a wealth of knowledge that can be applied directly to classroom instruction. This program has provided me as well as others the opportunity to have a positive effect on today's youth. I appreciate Western Illinois University's innovation to develop educational programs around the needs and interests of students like myself.

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(no photo)*

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(no photo)*

life today, for example. Of course, our profession will grow in human capital when both tangible and intangible benefits can be touted proudly. Fortunately, NAAE, The Council, the National FFA Organization, AAEE, NASAE and agribusiness leaders have recognized the ag teacher shortage as one of the most, if not the most, challenging issues facing ag ed today. I was elated to see the teacher supply issue emerge as Goal 1 of the RAE 2020 strategic plan. I believe the articles in this issue will help us to further direct our thinking about the teacher supply situation so that our profession can come together to address it proactively and successfully.

The Articles

Clearly, if we are to achieve RAE 2020 goal 1, we will need to improve how we recruit and prepare potential teachers of agricultural education. We will have to improve how we help newly qualified teachers make the

transition into their first job. We will have to improve the retention rate for teachers once they enter the profession. We will also have to provide highly qualified and motivated teacher educators. We hope you enjoy the articles and are challenged to help solve the teacher shortage.

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(no photo)*

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Improving the Student Teaching Experience

By Matt Miller and Neil A. Knobloch

The student teaching experience is key to ensuring "an abundance of highly motivated, well-educated teachers." There are many factors that determine the quality of any student teaching experience, but I believe the actions and attitudes of the cooperating teacher and student teacher are most critical for determining success (Byler and Byler, 1984). More student teachers will decide to teach if they experience the intrinsic values of teaching during a successful student teaching experience.

Actions and Attitudes of an Outstanding Cooperating Teacher

Cooperating teachers are the most influential in the professional development of beginning teachers according to Borne and Moss (1990). I must concur. My cooperating teacher's attitudes and actions that made my student experience exceptional include: (1) allowing me a great amount of freedom; (2) continually challenging me to improve; and (3) modeling exemplary teaching practices.

Allowing Freedom

Although it may be very difficult for most cooperating teachers to give both reigns to their student teachers, it is even more difficult to become adequately prepared to enter a teaching program without having experienced that kind of freedom during student teaching. Several weeks before beginning student teaching, my cooperating teacher gave me an assignment to develop a

12-week teaching plan for two of the courses that I would teach. It was my responsibility to develop course plans and decide the daily operations of the classes. I gradually took over the full teaching load one class at a time. Although the cooperating teacher was present during most times, he rarely intervened. Once the students realized this, they made the classroom management aspect come alive. This approach caused me to want to learn very quickly, just like a novice swimmer wants to learn how to swim very quickly after being thrown into a lake for the first time. Allowing a great amount of freedom for student teachers to engage in experiences that mirror experiences we would like them to create in their own classrooms will best prepare student teachers to enter the profession of teaching (Borko and Putnam, 1996).

Challenging to Improve

True professionals always strive to improve (Danielson, 1996). There was a large gap in the abilities of a beginning student teacher and a cooperating teacher with seven years of experience. My cooperating teacher always challenged me to make new improvements during weekly conferences. He did not just tell me how to change. Rather, he asked specific questions that forced me to reflect and discover what needed to be improved. Then, he asked me what I thought the solution was. After my intense thinking, he added his suggestions. This approach helped me discover and solve my own problems along the road towards excellence.

Modeling Advice

Until I took over all of the classes, my cooperating teacher modeled exemplary teaching practices for me. If a new discipline strategy or method of assessment was suggested during a weekly conference, the cooperating teacher modeled it that afternoon during his class period. Observing this demonstration helped me realize exactly what he was trying to explain and adopt the strategy more rapidly. Not only did my teaching improve, I also learned how valuable modeling is in the teaching process (Borko & Putnam, 1996).

Suggested Actions and Attitudes for an Outstanding Student Teacher

YOGOWYPI is an acronym all student teachers should remember — "You Only Get Out What You Put In." The actions and attitudes of the student are as important as those of the cooperating teacher are. I suggest all student teachers: (1) thoroughly prepare for their experience; (2) take action to build rapport and try various teaching strategies; and (3) reflect to discover what worked and what did not work.

Preparing

Planning and preparation is very important for a successful student teaching experience. There are three basic areas on which to focus: 1) the context, 2) the teaching, and 3) the people.

The best way to prepare for the context of the student teaching experience is to simply visit the school and community and talk to people. After I was assigned a program, I spent a day visiting the school and community. I also visited with my new roommate over the telephone. These actions helped me get the big picture of how I would fit into the life of a student teacher.



Planning and preparation is very important for the successful student teaching experience.

The best way to prepare for teaching is to practice and plan. Years before beginning student teaching, students should try to get as much practical experience in teaching as possible. The things I had done that were most helpful included participating in an Iowa State University Ag Ed Department/FFA Foundation recruitment/promotion program that we presented to high school students, helping chaperone a group of ten FFA chapters on their trip to the National FFA Convention, and serving in leadership positions within extra curricular organizations. I believe it would have been helpful to participate in more of these activities to keep in touch with how high school students behave and learn. This enhances the relevance of college courses as well.

During my visit to the school, my supervising teacher gave me the course names, textbooks, FFA program of activities, the class roster, and a list of units taught during past years. From these materials, I developed a calendar for each course and listed the lesson I planned to teach during each day of my 12-week experience. I also developed lesson plans and activities for the first few weeks of class. This process was

very important, because I was able to focus more on my teaching methods and classroom management practices, rather than on what to teach.

The student teacher must get acquainted with the people they will be interacting with so they know the best way to apply their lesson plans and practice teaching. During the National FFA Convention, I met my cooperating teacher and spent an evening with my future students. This experience outside the classroom helped me get to know the personalities and interests of the students. This experience helped me through the transition from being content-focused to student-centered.

Taking Action

When the student teacher arrives at the school, two main focuses of his or her actions should include building rapport and trying various strategies of teaching. Student teachers already know their lesson plans and know the teaching/learning theories. Before they can progress with their plans, they must build rapport with their students. I found one of the best methods for doing this was visiting the students' SAEs shortly after arriving. It served the two important functions of helping me get to know the stu-

dents' likes and motivations and providing teaching examples to which the students could relate.

Student teaching is a time to learn what works and doesn't work. The only way to know is by trying it. I tried a new exploratory curriculum developed for middle school students, and it really worked well. It left a lasting impression at the school and helped me feel as though I made a difference. Of course, not everything goes perfectly, but I am able to leave those things behind. I will not make the same mistakes in my own program. Everything is not expected to go perfectly, so keep a positive attitude. Student teaching is a time to be yourself and discover your style of teaching.

Reflecting

Learning occurs when we think about experiences and make sense out of them; therefore, it is important to take time to reflect (Borko & Putnam, 1996). After class, during visits with my cooperating teacher, and after each day, I would think about what I did, what worked, what didn't work, and how I could do things differently. I also found it helpful to travel to other schools to observe other student teachers. By watching them, I gained new ideas and a better understanding of my own teaching style.

Making It Outstanding Together

The actions and attitudes of the cooperating teacher and student teacher are very important in determining the value of the experience. Many of the student teacher qualities are inter-related to the cooperating teacher qualities, such as challenging to improve and reflecting, allowing freedom and trying new things and modeling advice and preparing. When the cooperating teacher and the

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Responding To the Agriculture Teacher Shortage

By Robert Weaver

For many years the National Association of Agricultural Educators, the National Council for Agricultural Education, the National FFA Organization and others involved in the training, support, certification, and ongoing development of agriculture teachers have been working to uncover underlying causes of the agriculture teacher shortage. There have been both documented and perceived challenges in supplying high school agricultural education departments with quality agricultural education teachers. This problem has been magnified by many of the best teachers leaving the profession for other agriculture careers. Simultaneous to the shortage, concern is expressed if the curriculum being taught and methods used are up to date with the changing face of agriculture, education, and stakeholders.

As a result, these key organizations and the Agri Business Group, an Indianapolis, Indiana based agricultural training and marketing/management consulting firm, teamed to research the causes of the shortage and develop strategic action plans to begin overcoming challenges in teacher supply, preparation, ongoing development, and retention.

"Expert" Opinions

Interviews were conducted with current agriculture teachers, counselors, principals, state and national FFA staff, national agriculture education staff, university placement personnel, and teacher educators. Focus group responses and secondary research on the topic led to the following conclusions:

1. Some believe there is not an agriculture teacher shortage. The problem is in converting quality agriculture education majors into agriculture teachers.

2. There remains a challenge in retaining our very best agriculture teachers for a variety of reasons: perceived compensation, hours worked, breadth of job role, job advancement issues, lack of support system, and community prestige.

3. Current agriculture teachers believe that both teaching methods taught and content regarding the changing face of agriculture may need review and updating to best prepare and continuously update agriculture educators to teach these new topics.

4. Many interviewed believed that the process of teacher preparation, with respect to classroom and student teaching should be reviewed. There was much interest in getting students into classroom situations earlier in their training.

5. Most constituencies interviewed agreed in principal to alternative forms of certification of agriculture teachers. However, this remains a state by state issue, and there remain numerous challenges to replicate some philosophies held within the charter school framework.

What Do Students and Parents Think?

Following the first phase of research and planning, intercept interviews were conducted with nearly 600 high school agriculture students and over 250 parents at the National FFA Convention in Louisville

in October 1999. In addition, focus groups were conducted with both university agriculture education majors and other college of agriculture majors. Questions with these groups centered around high school agriculture teacher effectiveness, selection of college major and career, and high school agriculture curriculum.

A Lot Asked of Agriculture Teachers

It is evident that students and parents feel that agriculture teachers do an admirable job; however, there is growing sentiment that too much is being asked of the agriculture teacher to keep up with the changing dynamics of agriculture and needs of a wider diversity of students. Further, it is clear that the agriculture teacher has significant impact on career choice. Therefore, the agricultural education community needs to equip these key teachers with tools necessary to positively portray all agriculture careers, especially agriculture education, to those students who display an aptitude and interest in the profession. These tools may come in the form of new materials, on-going training, different preparation in college courses, and tips on better utilizing agribusiness professionals and resources at the community, regional, and state levels.

Administrative and Community Support Needed!

While it has been commonly understood that administrative and community support are cornerstones of the strongest agriculture education departments, this research seems to confirm that the lack of these components in many school districts is becoming a larger deterrent for the best agriculture education majors to actually pursue agriculture education as a career. There may be a need for the agriculture education community to place a stronger effort on pro-

grams, materials, and education to strengthen the relationships between communities, administrations, and agriculture teachers/agriculture programs.

What About Distance Learning?

It was hypothesized that high school agriculture students might be interested in Internet-based or distance learning options. This research indicated that, at present, students and parents do not embrace Internet- or distance-based learning as well as good hands-on learning. Most students felt it was most critical to put their skills to the test in activity-based learning environments. While a comprehensive internet learning environment may not be the best place to focus efforts in the short term, this planning committee continues to recommend the investigation of placing learning support tools and aides on CD-ROM and making them available to agriculture educators for use in the classroom. At some time in the future making these aides available for download via the Internet or other remote medium, either as independent modules or as full curricula may be more readily accepted, if not demanded.

A Holistic Issue

The National Council for Agricultural Education and the National FFA Organization have adopted the following six strategic thrusts as areas for targeted emphasis in the coming months. With the assistance of the private sector, it is hoped that specific tasks teams can be assigned to each thrust (or a pair of thrusts) to develop action plans, tactics, and ultimately implementation efforts to improve agriculture teacher recruitment, preparation, conversion, retention, and ongoing professional development for the betterment of agricultural education students.

Strategic Thrusts

1. Agricultural education should support the development and implementation of materials to help educate prospective and current teachers on new teaching methods, technologies, and content.
2. Agricultural education should work with teacher educators to design and introduce new techniques and hands on experiences earlier in the teacher preparation process.
3. Agricultural education should help enhance the perception and image of agriculture education and teaching with all its constituents.
4. Agricultural education should work to develop systems and approaches to profile, recruit, and retain the most proficient agricultural education teachers.
5. Agricultural education should support efforts to reposition the role of current agriculture teachers from that of primary "knowledge provider" to learning program manager.
6. Agricultural education should support the increased utilization of alumni, agribusiness employees, and other qualified professionals for teaching within a total program of agricultural education.

Robert Weaver is Strategic Planning Team Leader with the Agri Business Group (ABG) in Indianapolis, IN. (no photo)

Improving the Student Teaching Experience...

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student teacher work in harmony, a difference will be made in the future of the profession. If agricultural education is going to have "an abundance of highly motivated, well-educated teachers," we must focus on making the student teaching experience outstanding.

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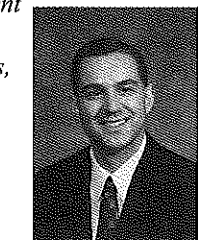
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Advanced Preparation For Apprentice Teachers In Georgia

Maynard J. Iverson and Jim Scott

Preparation of prospective teachers of agriculture is critical to their survival and progress on the job. Contemporary wisdom indicates that focused preparation is superior to general preparation. Furthermore, the principal of readiness dictates that the more closely specific preparation occurs to the practice, the more likely the participant is to adopt the training. Thus, a series of technical and professional workshops for returning student teachers were provided in 1999 as an important improvement in the preparation of Georgia's apprentice (prospective) teachers of agriculture.

Preparation programs for teachers of agriculture today are beset by several unique problems. Universities have placed increasing demands on the general requirements while leaving little opportunity for students to get the technical support courses necessary for teaching agricultural science. At the same time, many technical agriculture courses have become more theoretical in nature, with more pencil-and-paper activities than hands-on, laboratory-based experiences. When research requirements come up against teaching needs, teaching often suffers. At the University of Georgia, the Agricultural Mechanics major was recently discontinued. Thus it became more difficult to offer classes in Agricultural Mechanics than had heretofore been provided to pre-service teachers of agriculture. In the fall of 1998, the University converted to the semester system, so there was an opportunity to build technical training into the final semester of the senior year. We still require only ten weeks of student

teaching so that leaves five weeks available for other training during the student teaching semester.

How the Enhanced Preparation Was Organized

In early 1999, a series of State Staff meetings were held to plan workshops designed to fill the agricultural mechanics needs of beginning teachers. Area adult specialists in the three regional offices developed a set of skills that beginning teachers should have when starting to teach. After comparing the list to competencies gain in course work, the State Staff determined that there were numerous needs in agricultural mechanics as well as in other technical areas that were unmet by the curriculum. Subsequently, skill-enhancing workshops were set up for the following areas: animal science, greenhouse operation, agricultural construction/woodworking and power tools, advanced metal working, small engines, agricultural electrification, forestry, diagnosis of reading problems, classroom management, and FFA. Funding was provided by the Georgia Department of Education, Agricultural Education Division, and the Area Teachers assigned to the regional Agricultural Education offices across the state conducted the workshops.

In planning the workshops, emphasis was placed on practical, hands-on activities that would maximize participation of the apprentice teachers. Consequently, the following activities were built into the various workshops.

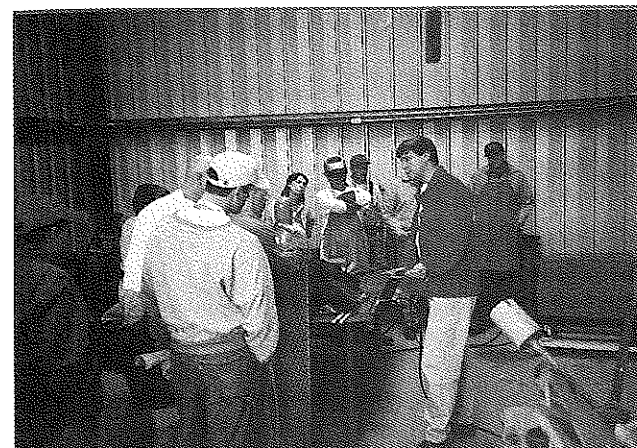
Evaluation

Evaluation was built into the system through a series of instruments, which were administered at the beginning of the series, at the end of each workshop session and at the end of the series. The participants evaluated each activity; provisions were made for general comments. Overall, the workshops were rated "very good" by the students. Some activities that students had already learned either in previous classes or through work experience were downgraded; however, the students were uniformly grateful for the hard work of the Area Teachers in providing the clinics, and for the financial support of the Georgia Department of Education. The workshops that received the highest ratings received priority in planning for the next year's series of clinics. An often-mentioned benefit of the series of workshops was the close working relationships developed as the students

Workshop Activities

The ten workshops taught to the apprentice teachers included the following.

- 1 Technical Skills Update in Animal Science
- 2 Agricultural Construction/Woodworking and Power Tools
- 3 Essentials of Greenhouse Operation and Management
- 4 Forestry Skills
- 5 Small Engines Service, Maintenance, and Tune-up
- 6 Advanced Metalwork/Welding Clinic
- 7 Agricultural Electrification Skills
- 8 FFA Update
- 9 Reading
- 10 Classroom Management and Discipline



Advanced Welding Skills were demonstrated by a welding supply fieldman during the Advanced Metalwork/Welding Clinic.

studied, planned, and worked together. In addition, the students came to appreciate the State FFA/FHA Camp facility, where they stayed and participated in many of the clinics. They also expressed appreciation for the state funding of their travel during apprentice teaching and during the follow-up workshops.

The apprentice teachers were asked to assess both their competence in each of the workshop areas and their confidence to provide instruction to high school students. On a scale of 1 to 10 (10 being highest), the apprentice teachers rated their competence and confidence prior to and after completion of each workshop. The area of greatest increase in competence was the agricultural electrification workshop with an increase in perceived competence of 51 percent. By contrast, the perceived increase in competence for the woodworking workshop was 23% and 24% for the FFA workshop. These lesser increases may be reflective of the previous knowledge the apprentice teachers had, or instruction received as a part of course work, or work/ FFA experience.

An important characteristic for beginning teachers to have is confidence in their ability to provide adequate and appropriate instruction to their students. Beginning teachers

often lack confidence in their ability to provide technical instruction in the classroom and laboratory setting. The apprentice teachers indicated that their greatest gain in confidence was in the area of agricultural electrification, and the areas of least gain were classroom management, FFA, woodworking, and welding.

Conclusion

The series of skill-oriented workshops provided for Georgia's beginning teachers of agriculture during the Spring Semester of 1999 were the prototype for advanced training to be given to new teachers for the coming years. On the basis of improved confidence, competence and appreciation expressed by the participants, the workshops were a great success. Planned follow-up of the participants will determine the extent and nature of necessary improvements. Staff planners believe that a series of technical workshops, followed by mentor visitation, can positively affect the number of students who enter and continue in the teaching profession.

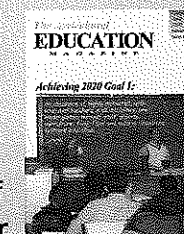
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Because of the large number of articles for this issue, some regular features were omitted. They will be back in the future.



Creating and Ensuring the Future of Agricultural Education:

The Role of State and National Professional Associations

By Bryan D. Gause

One of my favorite poems is entitled; "I Will Do More." This poem reminds me of what we must do as members of professional associations to alleviate the national shortage of agriculture teachers. If we are to "Create and Ensure the Future of Agricultural Education" we must ensure that a highly qualified, appropriately trained and highly motivated agricultural educator is the central focus of every agricultural education program. Professional associations have an obligation to provide each member with diverse opportunities for personal development and professional growth, while insuring ongoing membership services to those members who need them. Professional associations, as a whole, must also provide services that create and ensure the future of the profession. What can the National Association of Agricultural Educators (NAAE) and state agricultural education associations do to attract quality individuals into our profession so that the future of agricultural education may be ensured?

The NAAE is a federation of state associations of agricultural educators with more than 7,650 members. State, regional, and national leadership conferences allow members to network with their peers, share expertise, receive professional development, exchange ideas and develop professional pride. The professional associations recognize members who conduct outstanding programs in agricultural education. Professional associations can do more to attract quality individuals into agricultural education. Recruitment, scholarship and mentorship should be the foci if we are sincere about the future of our profession.

Recruitment

The forthcoming outcomes from the "Gallup Strengths Finder - Profile of Teachers and Teachers Job Satisfaction Analysis" can be used to learn more about agricultural educators in the field. One of the key goals of this project is to provide assistance with teacher recruitment by better understanding teachers' strengths and weaknesses across demographic characteristics. This analysis will be used to develop profiles of successful agricultural educators and may be useful in helping new prospective teachers learn more about the agricultural education profession. The profile data from this survey will be used to

I Will Do More

*I will do more than belong;
I will participate.
I will do more than care;
I will help.
I will do more than dream;
I will work.
I will do more than teach;
I will inspire.
I will do more than give;
I will serve.
I will do more than be friendly;
I will be a friend.*

strengthen the quality and increase the number of prospective teachers who enter the profession. State associations of agricultural educators, university ag ed faculty, and statewide ag ed coordinators, are collaborating with the National FFA Organization to identify agriculture teacher profiles. Follow-up activities may include placing quality teacher recruitment information in interested students' hands on a timely basis. An increased emphasis on the NAAE Teacher of Teacher Awards by state agricultural

education professional associations may also help our shortcomings in teacher recruitment.

Scholarship

Currently the National FFA Organization, NAAE, and several state associations provide scholarship opportunities for young people who are enrolled, or plan to enroll, in universities seeking a degree in agricultural education. Still, few scholarship opportunities, and almost no internship opportunities, are available to the future leaders of our profession. If our profession is to be truly dynamic, from where will the future teacher educators, state supervisors, and other national leaders of the profession come? How can we afford to overlook these key leadership positions if we are to ensure our future? The National FFA Foundation and the National FFA Organization, NAAE, AAE, NASAE, and the National Council of Agricultural Education should work together to develop a national grant program for agricultural education scholarships and/or internship programs, which would help to develop agricultural education professionals for leadership roles in the agricultural education profession.

Mentorship

Several state associations and state departments of education have established mentorship programs for beginning agricultural educators. The Gallup Strengths Finder profiles could be developed to enhance current mentorship programs and start quality programs in those states where they are needed. Mentorship programs established with the (hopefully forthcoming) "agricultural centers of excellence" staffs could create a brighter future for agriculture education. In the next ten years, nearly one-third of the agricultural educators in our nation will be eligible for

retirement from the profession. Retired instructors, at any age, are valuable assets to our profession. Mentorship programs could be developed with retired agricultural education professionals to keep them involved with the profession. All agriculture instructors have a wealth of information and experiences, which should be shared with the young professions to give them a greater background of the past and present of the profession. Mentorship programs, and the fellowship that develops from them, could be our greatest gift to the future of agricultural education.

In the future, state and national agricultural education associations must work together and be proactive in recruiting, retaining, and rewarding quality individuals to teach agriculture at all levels. For the very survival of the agricultural education profession, we must continue to believe in the worth of each individual in our family of professional educators and continue to believe in what they contribute to the future of the profession.

Mr. Bryan Gause is an agriculture teacher at Union County High School in Liberty, IN. He is also the Region IV Vice President of the National Association of Agricultural Educators.



such efforts, agricultural education will be ensured a bright future.

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To Teach...

(continued from back cover)

exciting courses, graduates must be encouraged to enter teaching, and current teachers must receive the support they need to continue teaching. Through the implementation of

Experience, Efficacy, and Teaching Longevity: Why Do Early-Career Teachers Leave the Profession?

By M. Craig Edwards and Gary E. Briers

What is the Problem?

Nationally, Huling-Austin (1986) found that by year seven of their careers, 40 to 50 percent of all beginning teachers had left the profession. In 1997, Darling-Hammond and Rustique-Forrester stated, "Of the teachers in classrooms in the year 2006, more than half will have been hired in the next 10 years" (p. 1). Much of this "turnover" will be the result of many teachers reaching the age of retirement; however, a great deal will be due to an "exodus" of early-career teachers from our nation's classrooms.

Teaching longevity (or lack of) is both a concern and a challenge for teacher educators, state education agency personnel, and local school officials who are charged with providing leadership for preservice education programs, for facilitating the induction of entry-phase teachers, and for offering other professional development opportunities for beginning teachers, including those who teach agriculture.

What is the Role of Agricultural Work Experience in Teaching Longevity?

In a study involving secondary-level agriculture teachers, Cole (1984) found that their agricultural work experience and the quality of that experience was linked to longer teaching tenure. Other researchers (Edwards and Briers, 1999) have suggested a similar relationship. Further, Cole (1984) stated, "that both technical knowledge and hands-on skills are important criterion [sic] to

Nearly one out of five people who began teaching in the [Texas] public schools in 1993-94 had left the classroom three years later.

Houston Chronicle, January 13, 2000

vocational agriculture [teacher] placement and retention" (p. 11).

Findlay and Drake (1989) posited "a complex interplay between certain selected demographic experiences [e.g., agricultural work experience] and perceived levels of competence as indicators of the teachers' ability to effectively perform professional work roles" (pp. 51-52) existed. Thus, a beginning agricultural teacher's perceived level of competence, that is, their "sense" of professional efficacy may be, to a great extent, a manifestation of their earlier agricultural work experience.

What is the Role of Professional Efficacy in Teaching Longevity?

DeMoulin (Hoyle and Estes, 1993) conceptualized "efficacy" as being a product of two psychological perspectives—"locus of control and efficacy expectation" (p. 155). Drawing on research of Greenwood, DeMoulin stated that "Locus of control is a belief that a behavior will lead to a given outcome," and that "Efficacy expectation is one's belief that s/he can successfully perform the operations needed to produce the desired outcome" (p. 155).

Moreover, DeMoulin's "Effectiveness Theory" (Hoyle and Estes, 1993, p. 157) posits a relationship between "low performance—high

stress" and feelings of "low efficacy" (Figure 1), and that the forces of "motivation" and "confidence" are related to "performance" (Figure 2), and, therefore, are "vital component[s]" (p. 157) for the establishment of (high) efficacy (Figure 1). According to DeMoulin, the absence of these "forces" can be attributed "to inaccurate job placement, to inadequate career choice or to the adverse effects of burnout" (p. 157).

What are Some Recommendations for Practice?

If, in the case of early-career agriculture teachers, increased agricultural work experience is a prerequisite for "feelings" of high efficacy, and high efficacy is related to longer teaching tenure, then how can the agricultural work experience of future teachers be "manipulated" to ultimately cause them to remain in teaching? To this end, Dewey (1923) stated, "Getting an idea of how the experience proceeds indicates to us what factors must be secured or modified in order that it may go on more successfully" (p. 197).

The following "experiences" may be useful examples of relevant "factors" that should be discussed, encouraged, recommended, and/or

required when advising students who are preparing to be agriculture teachers. This effort may have even greater significance for those students who lack sufficient agricultural work experience (Cole, 1984; Edwards and Briers, 1999).

◆ **Technical agriculture coursework experience** – Cole (1984) found that those agriculture teachers who indicated they had received technical preparation that was rich in "hands-on" (p. 9) learning opportunities were more likely to remain in teaching. So, when possible, future teachers of agriculture should seek out and enroll in technical coursework that offers robust opportunity for practical and applied learning—laboratories and internships, for example.

◆ **Work experience** – Those seeking teacher certification that may have limited "practical" agricultural work experience should be strongly encouraged to gain summer and/or part-time agricultural employment.

◆ **Early field-based experience** – Deeds and Barrick (1986) concluded that the quality of program in which an early field-based experience occurs does play a role in the formation of a student's attitude toward teaching. Mindful of this, students should have these experiences under the mentorship of agriculture teachers who are recognized for the high quality of their instructional practice. Ideally, instruction that is rich in contextually based agricultural models, problems, examples, applications, and experiences.

◆ **Student teaching experience** – Is there a more critical aspect of the professional development of aspiring agriculture teachers than the student teaching experience? For example, concerning morale, Byler and Byler (1984) found that cooperating teachers play a significant role in influencing a student teacher's morale regarding the teaching profession. It is very probable that many highly valued professional behaviors are influenced during student teaching, as

well as in the more desirable centers, opportunities are afforded to gain agriculturally rich experience. Availability of these opportunities and the related needs of the student teacher, i.e., experience deficits, may be important decision rules to follow when placing student teachers.

◆ **Internship experience** – In addition to student teaching, for those students who have little or no agricultural work experience, completing an internship in an agricultural business or enterprise may be a very wise use of their time and resources, perhaps one with far reaching consequences.

◆ **Externship experience** – Luft (1999) stated, "An externship experience enables teachers to gain new skills or to hone those skills in which one is not very competent" (p. 25). So, following graduation and initial job placement, externships in the agricultural industry could be a means for further improving the professional efficacy of teachers and ultimately increasing their teaching longevity.

Conclusion

This brief comment on the career longevity of agriculture teachers is far from the final "word" on an important and complex subject. However, it may serve as a component of the collective professional "dialogue" that this issue deserves. For example, future endeavors could involve individual interviews and/or focus groups that ask the "early leavers" of agriculture teaching to identify and describe their specific reason(s) for exiting the profession, as well as a similar attempt to better understand the reasoning of those individuals who elect to remain agriculture teachers. Perhaps, a comparison of the responses of both

(continued on page 27)

Yields

Low Performance—High Stress → Low Efficacy
 Low Performance—Low Stress → Moderate Efficacy
 High Performance—High Stress → Moderate to Good Efficacy
 High Performance—Low Stress → High Efficacy

Figure 1. DeMoulin's illustration of efficacy outcomes as a result of different combinations of performance and stress (Hoyle and Estes, 1993, p. 158).

Yields

High Motivation—High Confidence → High Performance
 High Motivation—Low Confidence → Adequate Performance
 Low Motivation—High Confidence → Unstable Performance
 Low Motivation—Low Confidence → Ineffectual Performance

Figure 2. DeMoulin's illustration of performance outcomes as a result of different combinations of motivation and confidence (Hoyle and Estes, 1993, p. 156).

Between the Devil and the Deep Blue Sea

By Daniel D. Foster and Billye B. Foster

Paradoxes seem to be a part of life. For example: Why do banks charge you an "insufficient funds" fee on money they know you don't have? Another example might be: Why do we expect America's best and brightest to enter a field that is underpaid and increasingly less respected? Finding and keeping an abundant supply of highly qualified and motivated teachers in a profession that does not reward them on an equal basis with most industry poses a real dilemma. What you tell the brightest and best to entice them to enter the teaching arena is one thing. What you tell them three years later when their peers are driving new cars and shooting to the top of the corporate ladder is quite another.

For years we have chosen to say things like "teaching is a profession of the heart," or "you have to be called into the teaching profession—no one goes into teaching to become rich," or "to teach is to touch the future." While these ideals are quite noble, even romantic, the truth is they simply do not pay the bills. Reality indicates that most teachers have lives outside the classroom. Many have young, growing families that need and deserve their time and attention. A career as an agricultural education teacher begins with pre-service training that prepares young teachers to expect to put in long hours and often work on weekends and at night. What is the compensation for cutting in on personal time?

As a profession we spend a lot of time "preaching to the choir." We encourage secondary teachers to recruit new blood from the ranks of their brightest and best. In the post-

secondary arena we constantly search among the secondary teachers for the "brightest and best" to continue with their own education and join our ranks. Perhaps the challenge of creating a "highly qualified and motivated" pool of teachers should begin outside the classroom. Perhaps we should spend more time lobbying our legislators to increase teacher salaries. Strengthening the educational base of our future generations could be compared to strengthening our military support—simply another way to keep us on the cutting edge of the management of our world.

The Agricultural Education mission statement reads, Agricultural Education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber, and the natural resource systems." This mission inspires a vision of a world where all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well being. Shouldn't we also strive to inspire others to understand the vital role of education in the development of future generations?

The above mission statement is both ambitious and inspirational; unfortunately, it will not become a reality if we do not have qualified professionals prepared to mold the minds of our nation's future. The question of the future appears to be: Who will teach our children? The year 1999 set a record for student enrollment that is projected to continue to increase for a minimum of another eight years (National Center for Educational Statistics, 1998). According to Education Secretary Richard Riley, the nation will need to

hire 2.2 million teachers over the next decade. Who will teach? Who will touch eternity?

In a time of educational reform perhaps the solution can be found in the three "R's" of education—not "Reading, Writing, and Arithmetic," but rather Recruiting, Retaining, and Rewarding.

Recruiting

Recruiting new members into the profession is essential. According to Camp (1998), in 1995 there was 10,164 Agricultural Education teaching positions in the United States with 977 new openings. Only 625 qualified potential teachers completed their studies (Camp, 1998). Although these numbers are discouraging, more frightening is the apparent trend of high school students' apathy toward the teaching profession.

A recent nationwide survey of high school students found that **more than half** of the respondents had little or no interest in teaching as a career (Hart, 1999). Seventy percent of students said that they had safety concerns, while 63 percent cited low pay as a drawback. More importantly, they spoke a great deal about teaching's poor image. This leaves one wondering not only **who will teach**, but also who will want to teach!

Retaining

The second step in our solution is retention. Nationwide as many as 50% of all new teachers leave the profession within five years (National Center for Educational Statistics, 1998). We not only need to retain those currently in the profession; we also need to keep recent graduates in the profession. Of those 625 qualified potential teachers mentioned earlier, only 484 were estimated to actually seek teaching positions (Camp, 1998). Why is this? Is it that the carrot at the end of the stick is just too small?

Rewarding

Rewarding is very important to the success of any endeavor. Intrinsic rewards for agricultural education teachers have always been at the heart of the lifelong educators in the field. Unfortunately, intrinsic rewards are not always good enough. Professionals in any field seek monetary compensation and respect; it seems that teachers receive neither. When did it become okay to view teachers not as professionals, but rather as minimum wage workers? Knowing the hours many agricultural educators dedicate, they probably would welcome an hourly minimum wage.

If the goal is to attract more people to the teaching profession, free market common sense might help. It is predicted that if market forces were unleashed in public education, many teachers would be paid over \$100,000 a year. Using private schools as an example of this concept, we must first realize that private schools spend 46 cents of every education dollar on teachers' salaries—compared to just 33 cents in public schools. If public schools spent proportionally as private schools do, the average public school teacher's salary would soar from \$38,509 to \$54,241 a year. Taking inflation into account, public school spending increased 312 percent since 1959, but overall teacher pay increased only 43 percent during the same period (National Center for Policy Analysis, 1998). Obviously the problem runs much deeper than a simple percentage difference. But the problem is real and it challenges for a workable solution.

According to the Wall Street Journal, the median annual salaries for the following careers are: Teachers-\$36,800, Technical Services-\$54,000, Mechanical Engineer-\$65,700, Associate Lawyer Large Firm-\$93,171, and Computer Information Systems Director-\$115,000 (Wall

Street Journal Online, 1999). If you were the best and brightest, which career would you choose?

The old adage "between the devil and the deep blue sea" referred to when a sailor crawled between the hull and its adjacent planking to caulk the "devil" (a seam running along the wood). The position left only the hull boards between him and the water; he was literally between the devil and the sea. It seems we in agricultural education are in just such a situation. If our profession chooses to ignore the need for recruitment of new teachers it may well go the way of the dinosaur. On the other hand, if we spend all our time pondering the problems of how to recruit and retain teachers we may miss a vital opportunity to improve the lot of the many outstanding people already in the profession. Truly we are between the devil and the deep blue sea. Perhaps the solution lies in the three "Rs."

As a profession, we cannot underestimate the severity of this problem. If we intend to accomplish our mission and have our vision become a reality, then we must Recruit, Retain and Reward teachers to create a world where all people value and understand the vital role of agriculture, food, fiber, and the natural resource systems in advancing personal and global well being. If we apply these three "R's" to education, in the future we will not have to ask, "WHO WILL TEACH?"

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Surviving the Beginning Years in the Classroom

By Anne DeMarco

The nation's workforce of beginning teachers is changing. "Across the country, an estimated two million new teachers will be needed in the next ten years to keep pace with soaring enrollments and to replace the large cohort of teachers nearing retirement" (NEA Today, 1998a). Many of these same teachers will unfortunately leave the field of education for other professions because of job dissatisfaction.

Teaching is a challenging business. A teacher must not only be thoroughly knowledgeable about subject matter, but also must also understand how to transmit that knowledge and experience to the student.

Each program varies due to demographic differences from state to state and region to region within the state. The teaching that goes on within the classroom has changed tremendously with the past generation of vocational teachers. With the increase in school-to-work programs, the traditional classroom has expanded to include work sites off the school grounds where students learn skills they will need in the world beyond high school or college. There is more emphasis on integrating vocational education with academic teaching and technology. Along with teaching, recruiting new students, advising a student youth group, explaining and promoting vocational education, the vocational educator should be endlessly updating skills to survive in a classroom where nothing stays the same.

Why Teachers Leave Teaching

Studies indicate that "many

teachers leave the profession within the first five years, and that often the most highly qualified and skilled teachers are the most likely to leave" (Fennick, 1995). "Some reasons for leaving the profession include:

- ◆ better pay, other career opportunities,
- ◆ dissatisfaction with teaching,
- ◆ family move,
- ◆ health,
- ◆ pregnancy
- ◆ retirement" (Hammer, 1992).

While some reasons are obvious and cannot be corrected by administrative action, others can be. "The biggest problem facing schools is a lack of parental support. Yet, discipline is the major reason why teachers leave the profession" (Pipho, Nov. 1996). "Rampant student discipline problems and little faculty input into school decision making all contribute to high rates of teacher turnover" (Ingersoll, 1997).

Still other results suggest that other reasons are basically out of the hands of the school administration, with examples such as, "reductions in force, lay-offs, school closings, and school reorganization" (Hammer, 1992). With a growing economy, "not many high school and college students see teaching as an attractive career. The numbers of jobs that pay more than teaching and offer better chances for advancement are tremendous" (Pipho, Nov. 1998).

The so-called "hazing" of new teachers with the toughest kids, hardest classes, and worst facilities (NEA Today, 1998a)" in order to put in time or climb up the ladder is another reason new teachers fail to

return after completing their first year. "Trial by fire is not the best way to cultivate teachers. It is a set-up for failure" (Ibid.). Beginning teachers need to receive better training in the areas of classroom management, dealing with student behaviors, and teaching to a classroom full of different learning styles.

Stages in Teacher Development

Teaching is, like learning, a developmental process. Teachers, like students, go through predictable stages. The amount of time it takes to move through those stages varies with each individual. The first stage for the beginning teacher is that of pure survival. "Beginning teachers wonder and worry about their interpersonal inadequacies, whether the students accept them and whether they can control the classroom environment" (Bosh, 1997).

The second stage focuses on the art of teaching. The teacher no longer worries about survival, "but directs energy and attention to becoming an effective facilitator" (Edmunds and Smith, 1996). The teacher then enters the final stage "when they become aware of the numerous needs that each student has: personal, social, and educational" (Ibid.).

Recent Research

The author recently conducted a study of vocational teacher concerns in New Jersey. The results indicate that there are two very similar problem areas upon which the respondents placed the highest priority:

- Student behavior was ranked as the number one problem of beginning vocational teachers - 64% felt this way.
- Of the total responses, 50% had a problem maintaining and administering discipline in the classroom.

Beginning vocational teachers did agree that a majority of their concerns

focused around student conduct and how to manage it. As stated in the "Poll of Teachers' Attitude Toward the Public School," *Phi Delta Kappan* 1996, and "Teacher - Supply and Demand - United States," *Teacher College Record* 1997, "rampant student discipline problems are the major reasons why teachers leave the profession" (Pipho, Chris, Nov. 1998).

Many beginning teachers did mention that at times it seemed as though all they spent class time on was trying to maintain order. Others mentioned that they were encouraged to observe other teachers in order to see different management styles. Still, there were some beginning teachers who received little to no administrative help and had to fight this battle on their own.

Difficulties listed below ranked third, fourth, and fifth. These difficulties could easily be resolved with additional classroom funding. The remaining top concerns are as follows:

- Problems understanding school policies 45%
 - Problems and concerns pertaining to curriculum 45%
 - The motivation of students 41%
- The following problems tied for fifth place each with a percentile of 40%:
- condition of the classroom
 - lack of equipment and books
 - personal stress

There are many ingredients that go into the making of a successful teacher. Outstanding teachers also entertain while they educate. Exceptional teachers come in all different sizes, but they all share the same essential traits. Exceptional teachers understand that the most important lesson is to instill the love of learning in each pupil, and their primary concern is for the welfare and individual accomplishments of each student.

Teaching is one of the only professions that require its beginners to perform at a level beyond minimal requirements immediately. In order for the educational system to develop more outstanding and exceptional teachers, beginning teachers must receive support in order to survive the first few years in the classroom, to find out that the profession is really all about making an impact on the next generation.

During the process of collecting statistical data, teachers readily provided the researcher with numerous words of advice. The following list is an abbreviated collection of those comments.

- ↳ Choose your battles.
- ↳ Be patient, nothing changes overnight.
- ↳ Bring a little humor into the classroom.
- ↳ Keep a folder on everything you do as a teacher.
- ↳ Never be alone after school with the door shut.
- ↳ Everyone will have an off day; that's O.K.
- ↳ Do not be afraid to make a mistake.
- ↳ Always have a seating plan for the substitute.
- ↳ Learn to say NO!
- ↳ Do activities you want to do. Take on things you want to finish.
- ↳ Be prepared - be motivated - then they will be motivated.
- ↳ Do not try to incorporate every style of teaching in the same lesson.
- ↳ Observe all types of teaching.
- ↳ Keep a positive attitude.
- ↳ Smile.
- ↳ Do not take on too much.
- ↳ Treat students with respect.

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Teacher by Choice

By Tony Boehm and Anissa Wilhelm

No one in our profession would argue the benefits of having a strong agricultural education program in a local high school. The personal growth and development, experiences, and skills students gain through a quality program make agricultural education a tremendous asset to a school. However, none of this is possible without the leadership of an instructor and FFA advisor. The best curriculum cannot teach itself. I feel comfortable in saying that the shortage of instructors is the greatest challenge we are facing. I believe there are two main reasons for the teacher shortage. Too many of the agricultural education graduates from college do not teach after their student teaching experience, and too many young teachers leave for other professions after only a few years of teaching. How can we reverse these trends? The issue is not that there aren't enough students pursuing degrees in agricultural education to fill the vacant programs. The problem is the number of graduates that actually elect to enter the teaching profession. In 1998, nationally approximately 60% of the agricultural education graduates accepted teaching positions after graduation from college (Camp, 2000). In North Dakota, that statistic is closer to 50%. Why do these graduates choose not to enter teaching?

One 1997 agricultural education graduate from North Dakota State, for example, makes twice as much salary, drives a company sport utility vehicle, and has frequent trips to warmer climates. You may have guessed it; she works for an agricultural chemical company. It becomes easy to understand why she chose the

career path that she did. We even tell our college students that an agricultural education degree is an outstanding choice for someone looking to prepare themselves for a career in any number of agricultural industries. Courses in a wide variety of disciplines, coupled with the leadership and education background, make these students excellent candidates for careers in sales, research, public relations, and management. And these companies target our graduates.

One reason implied for choosing not to teach has been the salaries received by beginning teachers. There is probably no way our paychecks will ever compete with our friends outside of education, and we may never have another weekend off until retirement. However, don't forget why we are teachers in the first place.

We experience positive things that our non-teaching friends never experience, and these keep us coming back each fall. Working with some of the best students in the world, cooperating with outstanding colleagues in agricultural education, and helping students reach their dreams are worth the overtime hours and the lack of pay. Let us make sure that our college students and student teachers understand all of the reasons why we continue to teach. These intangibles are incentive pay enough. Remember, we are teachers by choice.

For those who do sign a teaching contract, many only teach a year or two. Camp (2000) found that the general turnover in agricultural education in 1998 was 5.3 percent. The pressures of building or improving an agricultural education program can be extremely overwhelming. In fact, it seems as if you live hour by hour your first year. It is easy to understand why so many teach for only a few years before looking for greener pastures. There are some things that we can do to help keep our young

teachers in the profession. Unlike any other discipline of teachers, instructors of agricultural have a very tight knit social family. We must do more to include and keep our new teachers into this family. If your district or area has a new teacher, every instructor/advisor in that area must lend his or her support. Call it the "Adopt a New Teacher" program! Help with curriculum and materials to take away some of the pressures of keeping up with six periods and six preps. Invite their FFA teams to travel with yours, remind them of deadlines, and offer assistance with the piles of award applications and paper work that are inevitably due tomorrow. These things may seem trivial, but the responsibility put on a new instructor/advisor adds up. Remember what your first year was like and you will understand what these new teachers may be going through.

There are other reasons for the shortage of agricultural education instructors. We must stop complaining about low teacher pay in front of our classrooms. Even though we may talk about long hours and short pay in a light-hearted manner, our students are subjected to these messages all of the time. Be positive and tell your students instead why you chose to be a teacher. It will show that you appreciate having them in your program. Also, give students a chance to teach. Have classroom activities where each student must demonstrate a skill or knowledge to his or her classmates. Recruit upper-class students to assist or teach in your younger grades, or with younger FFA members. Not only is this a great way for the students to learn, but it might help ease your day.

If students experience being a teacher, they will understand you better, and develop teaching skills of their own. Hopefully they will also consider education as a career option.

Furthermore, let us give our agricultural education undergraduate students more teaching opportunities. Get them involved in collegiate FFA chapters, ask them to help coach your FFA teams, and invite them to professional conferences and workshops.

There is no quick and easy answer to the challenge of the teacher shortage. However, we all have a part in its solution. Remember that we are teachers by choice.

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Experience, Efficacy, and Teaching Longevity...

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groups would provide a better understanding of this phenomenon, and improve our profession's response toward reducing if not eliminating its origin.

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To Teach

By Lanette Weiner

In recent years, the education profession has seen an overabundance of qualified teachers in some subject areas and a lack of them in others. One field, which has suffered a severe shortage for many years, is agricultural education. Though the number of qualified individuals in this area has generally surpassed the demand, the number of those who actually enter teaching has not. The question of exactly how to solve this dilemma is one, which has been asked for a long time. Though the solution to the problem is anything but simple, it can be broken down to two basic elements: recruitment and retention.

The first element, recruitment, is where everything starts. Recruiting begins with creating that first spark of interest, and encouraging someone to first consider agricultural education as a possible career choice. It then evolves into providing encouragement and support for the prospective teacher by answering questions and supplying information. It finally ends when the student makes his or her decision, which, if all has gone well, is well informed and thought-out.

As stated above, the recruitment of new agriculture teachers starts when they first consider agricultural education as a possible career choice. One of the major places this will occur is in high school (or, in some cases, junior high or middle school) agriculture classes. After all, one's agriculture teacher is usually one's first contact with agricultural education. Therefore, current agriculture teachers must be good teachers who are there for their students. As Marshall R. Swafford states it, "Agricultural educators need to be students' role models" (1997, p. 5). Agriculture teachers aren't the only ones who could "light the spark,"

however. Career shows and college representatives can also serve this purpose (Dyer & Andearson, 1997). They need to make themselves known to students and catch their attention with attractive displays, informative brochures, friendly attitudes, and interesting presentations in order to encourage students to consider an agricultural education major.

After the initial interest, recruitment continues by providing support and encouragement to the student. Teachers can accomplish this by listening to their students, answering their questions, and responding to their needs. Colleges should follow up on students who have shown an interest by sending information and periodically calling them to maintain contact (Bernhardt & McMahan, 1997). These efforts should not cease until the student has decided upon a major and has begun an earnest study of that major at his or her selected university.

The second element to ending the shortage of agriculture teachers is retention. This starts with keeping enrolled agricultural education majors and "assure that they complete their degrees" (Bernhardt & McMahan, 1997, p. 9). Graduates must then be encouraged to enter teaching, and current teachers must stay in teaching rather than leaving for other jobs.

First of all, it is important that students who are enrolled in agricultural education programs stay in the agricultural education programs. One major way of accomplishing this is to ensure that "the students...find the course content challenging and intriguing" (Bernhardt & McMahan, 1997, p. 9). If the students consider their classes boring or overly easy, they may start looking toward more stimulating majors. Bernhardt and McMahan (1997) also state that FFA, as a teaching tool, is of interest to college students and could be used as

leverage to keep these students in the agricultural education major.

Once the agricultural education majors have graduated, they should be encouraged to enter teaching rather than the other agricultural occupations available to them. Studies show that currently only about half of those who graduate with degrees in agricultural education actually go into teaching (Brown, 1997). Brown (1997) mentions several reasons new graduates decide against teaching including low salary, long hours, and a lack of support from administration. To overcome these obstacles, Brown (1997) suggests that teacher educators begin "addressing coping strategies" (p. 13) that deal with such concerns.

Finally, teachers must want to continue teaching. One program commonly considered important for new teachers is the establishment of a veteran mentor to serve as a source of "support and guidance" (Touchstone, 1997, p. 19). Kirby and LeBude (1999) of North Carolina State University suggest the implementation of a whole support team including, but not limited to, a mentor. Kirby and LeBude (1999) also recommend things so basic, yet so important, as ensuring teachers have access to adequate materials and facilities, and point out that new teachers are still suffering with such problems as work overloads and a "perceived lack of fairness and support" (p. 10). Schools should recognize and address these concerns in order to retain their teachers.

To solve the dilemma of an agriculture teacher shortage, there must be a focus on both recruitment and retention. Potential agriculture teachers must be recruited by sparking an interest and providing encouragement and support. College students must be retained with

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