Agriscience Education

Effective Agriculture Teachers

Miller, Kahler, and Rheault (1989) identified seven performance areas as being common with effective agriculture teachers:

- Productive teaching behavior (which includes designing life-like situations and activities)
- Structured class management; positive interpersonal relationships; professional responsibilities (which includes completing duties in a timely manner)
- Personal characteristics (which includes displaying personality traits such as humor and patience)
- Classroom management and class room organization
- Student motivation
- Ability to identify student needs
- Recognition of students for their achievements

Future Agriculture Teachers

The responsibility of preparing future effective agriculture teachers resides with teacher educators at universities with agricultural education programs. They develop coursework and design programs to effectively achieve this outcome. In doing so, teacher educators must often rely on personal experiences since there is limited research-based information on the characteristics of effective agriculture teachers in the total school program (Roberts & Dyer, 2004). With this knowledge teacher educators can better prepare preservice students to become effective agriculture teachers.

Who are Agriculture Educators?

The majority of agriculture teachers are introverted, sensing, thinking, and use judgment in making decisions. Roberts & Dyer also reported that effective agriculture teachers were rated especially high by their supervisors in using a variety of resources and materials, their ability to work with individuals, working with small and large groups, their ability to provide transferable learning experiences, and their ability to provide group communication experiences for learners.

References: