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EVALUATION OF MOTIVATION AND PROFESSIONAL DEVELOPMENT
OF CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE)
LEAD AND MASTER TEACHERS

THESIS

A thesis submitted in partial fulfillment of the
requirements for a degree of Master of Science in the
College of Agriculture
at the University of Kentucky

By

Miranda Rose Chaplin

Lexington, Kentucky

Director: Dr. Rebekah Epps, Assistant Professor of Agricultural Education

Lexington, Kentucky

2013

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ABSTRACT OF THESIS

EVALUATION OF MOTIVATION AND PROFESSIONAL DEVELOPMENT OF CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE) LEAD AND MASTER TEACHERS

Curriculum for Agricultural Science Education™ (CASE) is an instructional system of support that provides professional development, curriculum, and assessments to agricultural educators. Through the CASE model, two CASE Lead or Master Teachers facilitate professional development, known as a CASE Institute. This study utilizes three sets of surveys to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers, determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information.

KEYWORDS: CASE, Lead and Master Teachers, Lead Teacher Orientation, Motivation, Professional Development

Miranda Rose Chaplin

November 19, 2013

EVALUATION OF MOTIVATION AND PROFESSIONAL DEVELOPMENT
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Miranda Rose Chaplin

Dr. Rebekah Epps

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November 19, 2013

Dedicated to my grandparents, Bill and Betty Verst,
as an acknowledgement of their diligence to provide opportunities for our family.
I am eternally grateful for all of their support of my higher education.

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TABLE OF CONTENTS

Acknowledgments.....	iii
List of Tables.....	vi
List of Figures.....	vii
Chapter One: Introduction	
Background.....	1
Definitions for this Study.....	8
Theoretical and Conceptual Frameworks.....	9
Purpose of this Study.....	10
Chapter Two: Literature Review and Theoretical Foundations	
Introduction.....	12
Theoretical Framework.....	12
Motivation.....	12
Professional Development.....	13
Expectancy-value Theory.....	14
Social Learning Theory.....	17
Curriculum for Agricultural Science Education (CASE).....	19
Research Objectives.....	21
Chapter Three: Methodology	
Introduction.....	22
Instrument.....	23
Population.....	25
Data Collection.....	26
Data Analysis.....	28
Chapter Four: Results	
Introduction.....	29
Findings.....	30
Motivation.....	30
Professional Development Efficacy.....	39
Demographics.....	44
Conclusions.....	51
Chapter Five: Conclusions, Recommendations, and Implications	
Conclusion.....	53
Motivation.....	53
Professional Development.....	56
Demographics.....	57

Recommendations.....	61
Motivation.....	61
Professional Development.....	61
Implications.....	62
Concluding Remarks.....	63
Appendices	
Appendix A: IRB Approval.....	64
Appendix B: Survey Communication.....	65
Appendix C: Survey Instruments.....	74
References.....	87
Vita.....	90

LIST OF TABLES

Table 1.1, CASE Course Field Test Years.....	4
Table 4.1, Motivation Factors' Mean, Standard Deviation, and Number of Responses...	31
Table 4.2, Competency-Related Curiosity.....	32
Table 4.3, Interpersonal Relations.....	33
Table 4.4, Agricultural Education Professional Service.....	34
Table 4.5, Escape from Routine.....	35
Table 4.6, Professional Advancement.....	36
Table 4.7, Compliance with External Influence.....	37
Table 4.8, Finances.....	38
Table 4.9, Effectiveness of Professional Development Survey Results.....	39
Table 4.10, Percentages of CASE Lead and Master Teachers.....	46
Table 4.11, Years of Experience as CASE Lead or Master Teacher.....	47
Table 4.12, Institutes Lead Taught including 2013.....	48
Table 4.13, Gender of Lead and Master Teachers.....	48
Table 4.14, Age of Lead and Master Teachers.....	49
Table 4.15, Years of Teaching Experience of Lead and Master Teachers.....	49
Table 4.16, State the Lead and Master Teachers teaches Agricultural Education.....	50
Table 5.1, Motivation Factors' Mean and Rankings for Lead and Master Teachers and Mergener's Study.....	56

LIST OF FIGURES

Figure 1.1, The CASE Model.....	1
Figure 1.2, CASE Program of Study.....	4
Figure 3.1, Flow Chart of Events and Surveys Distributed.....	24
Figure 4.1, Flow Chart of Events and Surveys Distributed.....	30
Figure 4.2, CASE course certifications according to pre-Lead Teacher Orientation survey.....	44
Figure 4.3, CASE course certifications according to post CASE Institute survey.....	45
Figure 5.1, CASE Program of Study.....	58

CHAPTER ONE: INTRODUCTION

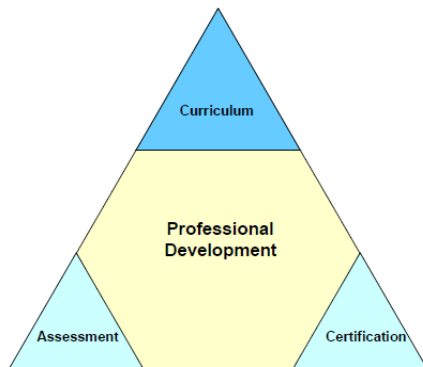
Background

Curriculum for Agricultural Science Education™ (CASE) is an instructional system of support that provides resources to agricultural educators. The CASE project started as an initiative of the National Council for Agricultural Education in 2007. The goal of the National Council for Agricultural Education was to create a national curriculum that would promote rigor and relevance for improved quality of agricultural education programs. According to the CASE Project Director, CASE’s current mission is to:

“provide a system of curriculum and professional development for teacher change promoting rigorous and relevant student learning opportunities, leverage partnerships with public and private entities to provide resources to teachers and students to facilitate change, and position Agricultural Education to be a solution to academic challenges in secondary education” (Jansen, 2013b).

The CASE model includes various level of support including curriculum, teacher professional development, certification, and student assessment. Figure 1.1 illustrates the CASE Model (Jansen, 2012b).

Figure 1.1. The CASE Model



The CASE system is designed to enhance the rigor and relevance of the content matter taught in agricultural education through Activity, Project, and Problem (APP) modalities. The model also enhances the teaching of science, technology, engineering, and mathematics (STEM) which are all present in agriculture. This system is modeled after the national recognized Project Lead the Way, Inc. (PLTW®). According to Nathan et al. (2010) “PLTW is designed to integrate STEM into the students’ academic program of study at the middle and high school levels” (p. 411). The teacher professional development is a key component to the effectiveness of the PLTW model and thus has become a core component of the CASE model. “Everyone teaching PLTW courses must attend an extensive professional development program, including training provided by PLTW’s network of affiliate colleges and universities. This training aims to make teachers proficient in project- and problem-based instruction” (Nathan, 2010). CASE uses this extensive professional development model within the CASE Institutes attended by middle, secondary and postsecondary agricultural educators.

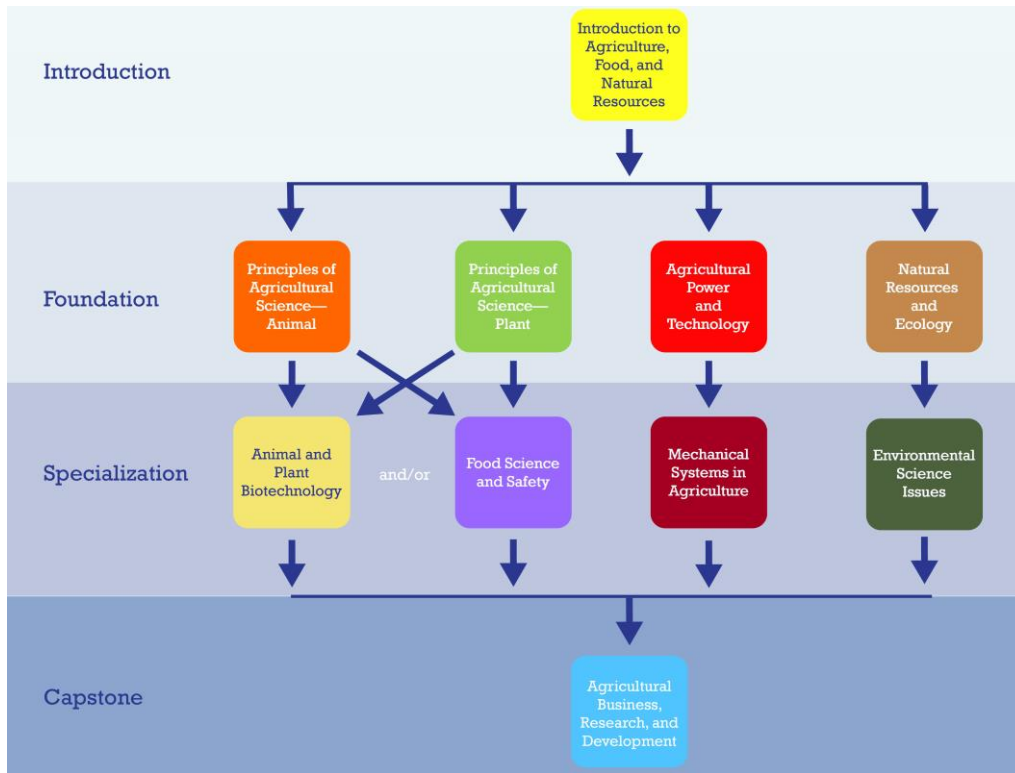
The first curriculum planning meeting for CASE, also known as a Kernel Meeting took place in Indianapolis, Indiana in September 2007. Additional operational and development meetings had taken place before this, however this was the first large meeting that brought together more than sixty people including agriculture teachers that had been identified by the state staff of funding states, agriculture industry professionals, postsecondary educators, and other leaders in the agricultural education profession. The goal of this meeting was to outline the concepts and initiate writing assignments for participants to complete work on the Principles of Agricultural Science - Animal and Principles of Agricultural Science - Plant courses (Jansen, 2012a).

On August 6, 2008, a meeting referred to as the Teacher Leadership Team was held at the Jessamine Career and Technology Center in Nicholasville, Kentucky. Agriculture teachers who provided significant contributions to the writing process and seemed very interested in the success of the project were invited to attend. The goal of this meeting was to have these teachers, who had expressed interest in the project; review the writing completed to date and provide feedback to ensure the project was on track. From this meeting, teachers were given curriculum writing assignments to complete and follow up with CASE staff (Jansen, 2012a).

Teachers who completed their assignments were considered for the first candidates of CASE Lead Teachers. Through the CASE model, two CASE Lead or Master Teachers facilitate professional development. The professional development, known as a CASE Institute, is provided to teachers through 80 hours of experiential education to a cohort of approximately 20 participants over a 9 to 10 day schedule. During the summer of 2009, McNeese State University and Jessamine Career and Technology Center hosted the first CASE Institutes and six Lead Teachers were selected to teach and facilitate those Institutes. In 2010 with the growth of CASE, fourteen teachers were selected to be Lead Teachers (Jansen, 2012a).

The CASE model consists of ten courses in four pathways Animal Science, Plant Science, Agriculture Structure and Technology, and Natural Resources and Ecology. Figure 1.1 illustrates the CASE program of study (Fritsch, 2012).

Figure 1.2. CASE Program of Study



Current courses available include Introduction to Agriculture, Food and Natural Resources (AFNR), Principles of Agricultural Science- Animal (ASA), Principles of Agricultural Science- Plant (ASP), Animal and Plant Biotechnology (APB), and Natural Resources and Ecology (NRE). The Food Science and Safety course is slated to be field-tested the summer of 2014. The following table includes the year each course was field-tested (Mensch, 2012).

Table 1.1

CASE Course Field Test Years

CASE Course	AFNR	ASA	ASP	APB	NRE	FSS
Year Field Tested	2011	2009	2009	2012	2013	2014

It costs \$450,000.00 to fund the development of one CASE course. The sequential order of CASE courses creates a defined program of study for students and is illustrated by the arrows in the above figure, which students can follow to complete a specific career pathway. The introduction level course ideally should be taught to freshman high school students, the foundation level courses should be taught to sophomores, the specialization level courses should be taught to juniors, and the capstone course should be taught to seniors. The curriculum for these courses also aligns with national standards for agriculture, science, and language arts (Mensch, 2012).

Two CASE Lead or Master Teachers implement professional development during the CASE Institute, which leads to teacher certification. CASE Lead Teachers are primarily secondary level agricultural educators, but can also be middle school or post-secondary level agricultural educators, who serve as teacher trainers. They have attended a CASE Institute for a specific course, provided instruction to secondary students in that course for at least one year, and attended a CASE Lead Teacher Orientation session prior to teaching their first CASE Institute. The CASE Lead Teacher program is a unique opportunity for CASE certified teachers to participate in additional professional development in order to gain the knowledge and skills needed to become a teacher of teachers. Through this opportunity, CASE Lead Teachers serve as a role model for all CASE teachers while creating an instructional atmosphere that is conducive to all learners. This opportunity allows the CASE Lead Teachers to further enhance their teaching skills while educating other teachers on delivering lessons using inquiry-based instruction, student-directed learning and activities, projects and problems in their curriculum (Mensch, 2012).

CASE Master Teachers have served as Lead Teachers for at least two years and have been promoted to Master Teacher status after being evaluated based on participant questionnaires. Master Teachers or experienced Lead Teachers are paired with first year Lead Teachers in order to promote a mentor/mentee type relationship (Mensch, 2012). The Master Teacher promotion requirements are included below:

- taught CASE according to design in an agricultural education program for at least two years
- facilitated instruction of at least two CASE Institutes
- served as an experienced Lead Teacher and mentored a new Lead Teacher
- promoted or represented CASE at a regional or national venue, provides leadership at the local, regional, or national level for the development and/or implementation of CASE
- certified in multiple CASE courses
- has positive Lead Teacher evaluations from CASE Institute participants, mentors, and CASE Staff – or has corrected weakness as pointed out by evaluations
- interacts positively with CASE Institute participants, Lead Teaching partners, CASE Institute Hosts, and CASE Staff
- maintains active involvement in Communities of Practice private communities after CI sessions (Jansen, 2013a).

Lead Teacher Orientation is a three-day training in which all of the selected Lead and Master Teachers meet to prepare for the upcoming CASE Institutes. It typically takes place one month before the first CASE Institute is scheduled to start. During the Lead Teacher Orientation, each Lead Teacher works with their assigned teaching partner to develop the scope and sequence for teaching the lessons of that specific course as well as assigning who will teach each lesson.

According to Dr. Dan Jansen, the CASE Project Director, CASE recognizes that “peer teaching is the best way to establish confidence and trust in the professional development process” (2013a). The CASE staff has embraced this model by watching and allowing the model to develop rather than imposing constraints. While the CASE staff still demand that the curriculum is taught the way it was designed for clarity and integrity, the Lead Teachers often also provide intangibles, such as instructional methods and classroom management strategies which make the professional development even more powerful for participants. Jansen (2012a) states, “Teaching is much more than the written materials and pedagogy – teaching remains about the people involved and how transfer of knowledge, skills, ideas, philosophies, and such happens among group participants.”

As CASE continues to expand in offering more CASE Institutes in current courses and future field-tested courses, the demand for quality Lead Teachers has increased. However, finding CASE certified teachers who are available to devote the time to preparing for and teaching a CASE Institute has become more challenging. For example, in 2012 thirty-two Lead Teacher positions were filled. Master Teachers filled eight of the positions available in 2012. In addition, two teachers were selected as alternates and completed Lead Teacher Orientation and facilitated partial institutes. Of the thirty-two available positions, there were thirty-six applicants. As CASE continues to grow, there are concerns that the demand for quality Lead Teachers will be larger than the supply available. Twenty-three CASE Institutes were scheduled for 2013; bringing the need of Lead and Master Teachers to forty-six, not including alternates.

As the need for quality Lead Teachers certified in a variety of CASE courses increases rapidly, it is important to consider various aspects to prevent the stifling of growth of the CASE project. This thesis will describe the motivation for CASE certified teachers applying to become

CASE Lead and Master Teachers, determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information.

Definitions for this Study

The following are definitions for this for this study as defined in the Lead and Master Teacher Manual (Jansen, 2013a).

CASE Institute (CI): Specialized professional development regarding the curriculum of a CASE course. Each institute is 80-hours of face-to-face professional development to address the element of instruction expected by teachers of a course.

CI Mentor: CASE staff and Master Teachers are assigned as mentors to every CASE Institute to assist Lead Teachers with the session. The mentors conduct peer-evaluations of Lead Teacher performance and monitor other aspects of the professional development session.

Field Test Institute: New CASE courses go through a field test phase the first year the course is ready for use in the classroom. A Field Test Institute is the same experience as a regular CASE Institute and qualifies the participant for certification. However, additional expectations are placed on the participants regarding feedback of lessons and on-going modifications to materials.

Lead Teacher: Lead Teachers are CASE certified teachers who facilitate the instruction of a CASE Institute professional development session. A Lead Teacher must be certified in the course they wish to facilitate and teach the curriculum as designed in their own program for at least one year.

Master Teacher: Master Teachers meet specific CASE promotion requirements as listed in subsequent sections of this publication. Essentially, CASE Master Teachers are facilitators of professional development and ambassadors of CASE to serve as a resource for promotion and implementation of CASE in their region.

Theoretical and Conceptual Frameworks

The theories that guide this thesis address the motivation for teachers to become a Lead or Master Teacher as well as address how effective the professional development of Lead Teacher Orientation is in relation to successful experiences during the CASE Institute. Expectancy-value Theory and Social Learning Theory are the theoretical frameworks used to guide this study.

Expectancy-value theory of achievement motivation is described by Weiner as independent but interrelationship constructs that greatly affect personal behaviors (1992). Expectancy is a crucial component of Julian Rotter's Social Learning Theory and is defined by Rotter as "probability held by the individual that a particular reinforcement will occur as a function of a specific behavior on his part in a specific situation" (Weiner, 1992). According to Wigfield and Eccles (2000) expectancy-values not only influence direct achievement choices, but they also influence effort, performance and persistence. Wigfield and Eccles also suggested "expectancies and values are assumed to be influenced by task-specific beliefs such as ability beliefs, the perceived difficulty of different tasks, and individual's goals, self-schema, and affective memories." For the purpose of this study, interest lies in the motivation of Lead Teachers as it relates to their effort, performance and persistence to not only attain the position of a CASE Lead Teacher but also in their work at a CASE Institute once they are selected and

complete Lead Teacher Orientation. The beliefs and values of the Lead Teachers including ability belief, expectancy belief, attainment value, intrinsic value, utility value, and cost are aspects to study in relation to motivation.

Social learning theory suggests, “psychological functioning can be explained in terms of the interaction of personal characteristics, learning experiences, cognitive and emotional responses, and performance skills” (Grady, 1990). For the purpose of this study, the personal characteristics are those of the Lead Teachers. The learning experiences are attained through previous CASE Institutes the Lead Teachers attended or facilitated as a Lead Teacher and Lead Teacher Orientation. Cognitive and emotional responses are measured through the fulfillment and importance of professional success during the CASE Institute(s) they are facilitating. Finally, performance skills are measured through the perceived competency based on the evaluations of CASE staff, partner Lead Teachers, and Institute participants.

The goal of Social Learning Theory in relation to expectancy-value theory is to assist a person with immediate problem solving skills, as well as skills useful in handling future challenges. Social Learning Theory, as formulated by Julian Rotter, ask two essential questions when deciding what a person should learn or unlearn: what does a person expect and what does a person value? (Weiner, 1992) These two questions will guide the assessment of the Lead Teacher actions during Lead Teacher Orientation and the CASE Institute.

Purpose of this Study

Thus, as the number of CASE Institutes continues to grow, it is imperative that there are quality and an available quantity of Lead Teachers to provide professional development to agricultural educators during the CASE Institutes. The objective of this thesis is to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers,

determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information. This thesis will include a review of literature the theoretical framework, discuss research methodology, survey results, and will close with the conclusions of this study. The information gained through this study may be used by CASE staff to evaluate the recruitment and selection process for Lead Teachers, evaluate the programing during Lead Teacher Orientation, and monitor the mentoring and teaching of Lead Teachers during the CASE Institutes.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

Introduction

The National Council for Agricultural Education started the CASE Initiative in 2007 and offered the first set of CASE Institutes in 2009. Since CASE is a new initiative in agricultural education, there has not been much research published. The theories that guide this thesis include the motivation for teachers to become a Lead or Master Teacher as well as addressing how effective the professional development of Lead Teacher Orientation is in relation to successful experiences during the CASE Institute. Expectancy-value Theory and Social Learning Theory are the theoretical frameworks used to guide this thesis. Finally, this literature review will discuss the research published about CASE to date.

Theoretical Framework

Motivation

Cyril O. Houle was one of the first to investigate adults involved in continuing education. His 1961 study of twenty-two individuals, not only assessed why they participated in continuing education, but also helped describe how they learned. His interviews of participants allowed him to categorize the adult learners into three overlapping groups, which included goal-oriented learners, activity oriented learners, and learning-oriented learners (Knowles, Holton III & Swanson, 2005).

Houle's research served as a theoretical framework for Michael A. Mergener's research regarding the motivation of pharmacists towards continuing education. Mergener even opened his dissertation with a quote from Houle's book, *The Inquiring Mind* that stated, "the desire to

learn, like every other human characteristic, is not equally shared by everyone” (p. 1). Mergener used this question to frame his study while asking “what are the factors influencing this desire to learn” and “what motivates an individual to learn” (p. 1). Based on the research of Houle, the innovator of adults involved in continuing education, and several other researchers who had studied motivation or pharmacists, Mergener created a motivation survey based on six factors. Mergener used these factors, which included Competency-Related Curiosity, Interpersonal Relations, Community Service, Escape from Routine, Professional Advancement, Compliance with External Influence, to serve as theoretical constructs for his research (1978). Mergener found that Competency-Related Curiosity had the strongest influence with a mean of 3.81 followed by Compliance with External Influence with a mean of 2.84, and Community Service with a mean of 2.77. Escape from Routine had the least influence on motivation with a mean of 1.72 followed by Interpersonal Relations with a mean of 1.97 and Professional Advancement with a mean of 2.44. These six factors with their corresponding survey statements, along with an additional factor, finance, serve as the motivation constructs for this study.

Professional Development

Daniel M. Rushing (2012) utilized the research of many theorists as he examined the perceptions of professional development effectiveness of Mississippi public school teachers. When relating Rushing’s framework to this study, a statement he quoted by Guskey (2009) stood out to highlight the importance of the professional development objective of not only this study but to the CASE Initiative as a whole. Rushing quotes Guskey’s (2009) statement that “at every level of education, those responsible for planning and implementing professional development

must learn how to critically evaluate the effectiveness of what they do” (p. 15). Rushing also cites Darling-Hammond & Richardson’s (1996) statement that,

To help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn to teach in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, education systems must offer more effective professional learning than has traditionally been available. (p. 39)

To develop his survey, Rushing (2012) used the characteristics for effective professional development created by the Mississippi Department of Education and standards for professional learning created by Learning Forward. The Mississippi Department of Education’s professional development model was constructed in 1996. Learning Forward was formerly the National Staff Development Council (NSDC) and released the Standards for Professional Learning in July of 2011 (2012). Rushing (2012) found that overall Mississippi educational leaders do an adequate job of providing professional learning opportunities to teachers. However, Mississippi teachers are not provided with the same opportunities for professional growth. In addition, they are equally divided on their satisfaction of the professional development received from the Mississippi Department of Education and their local school district. Rushing’s survey used to examine the perceptions of professional development effectiveness of Mississippi public school teachers serves as the perceptions of professional development effectiveness for CASE Lead and Master Teachers in this study.

Expectancy-value Theory

Expectancy-value theory of achievement motivation is described by Weiner as independent but interrelationship constructs that greatly affect personal behaviors (1992).

Expectancy is a crucial component of Julian Rotter's (1975) Social Learning Theory and is defined by Rotter as "probability held by the individual that a particular reinforcement will occur as a function of a specific behavior on his part in a specific situation" (Weiner, 1992). According to Wigfield and Eccles (2000) expectancy-values not only influence direct achievement choices, but they also influence effort, performance and persistence. Wigfield and Eccles also suggested "expectancies and values are assumed to be influenced by task-specific beliefs such as ability beliefs, the perceived difficulty of different tasks, and individual's goals, self-schema, and affective memories."

Victor H. Vroom (1995), a classic adult motivation theorist specializing in motivation in the workplace, stated that expectancy theory could be summarized into three factors (Knowles, Holton III & Swanson, 2005). These factors included valence, which is the value placed on an outcome, instrumentality, which is described as "the probability that the valued outcomes will be received given certain outcomes have occurred" and expectancy, which is "the belief a person has that certain effort will lead to outcomes that get rewarded" (Knowles, Holton III & Swanson, 2005, p. 200). In relation to andragogy, adult learners will be motivated by believing they can learn new information (expectancy). In addition, they are motivated by believing that the information learned will help them solve a problem or issue (instrumentality) and that what is being learned is important in their life (valence) (Knowles, Holton III & Swanson, 2005). This illustrates how expectancy-value theory not only relates to the motivation of adult learners, but can also be applied in a professional development setting.

A study conducted on Arkansas agriculture teachers regarding their perceptions of offering science credit for agriculture courses was also rooted in Vroom's expectancy theory of

human motivation. According to another theorist, Robbins, expectancy theory states that motivation is dependent on the strength of an expectation that an action will be followed by an outcome and on the appeal of that outcome to a person (Johnson, 1996). Motivation posed by expectancy theory results in the tendency of a person to act in a particular way. In this study of Arkansas agriculture teachers, the outcome was science credit for an agriculture course and the appeal of the outcome was seen through the teachers' perceptions of the effects of offering the science credit for an agriculture course. This study assumed an assessment between the linkage of the strengths of expectations to the linkage of actions and outcomes was not needed. The results of this study indicated Arkansas teachers strongly supported allowing science credit for agriculture courses and the difference in support for science credit could be explained by five perceived outcome factors. These five outcome factors included student benefits, negative impact, program benefits, enrollment, and science content effects (Johnson, 1996).

Another agricultural education study that used expectancy-value theory as its theoretical framework sought to determine the value and expectations for students participating in supervised agricultural experience (SAE) programs as indicated by first year, alternatively certified, agriculture teachers in Oklahoma. As cited by Robinson & Haynes (2011, p. 49), Schunk, Pintrinh, and Meece (2008) defines expectancies as "people's beliefs and judgments about their capabilities to perform a task" and defines values as "the beliefs students have about the reasons why they might engage in a task". In relation to this study, teachers' experiences, both successes and failures, over time effect their expectations of a tasks completion. These experiences are related to the value placed on the task, which are effected by the degree of desire or interest for completing the task. This study found that the participating Oklahoma agriculture teachers valued that SAE programs prepares students for the future by developing skills, allows

students to build relationships with industry representatives, and allows teachers to build personal relationships with students while making home visits. This study found that the participating teachers expected students to manage their own SAE, keep accurate data, and compete at a high level. The teachers also expected SAE programs to should teach students responsibility, accountability, and work ethic (Robinson & Haynes, 2011).

Social Learning Theory

Social learning theory was originally developed by Albert Bandura in 1977. Bandura stated that “Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action” (p. 22). Bandura’s social learning theory suggested four conditions were necessary for effective modeling including attention, retention, reproduction and motivation (1977). While Bandura’s theory of social learning focused on modeling behavior, it is the motivation aspect of social learning, which is most applicable to this research study. When discussing motivation as a function of reinforcement in the social learning theory, Bandura stated that a result of previous experiences, some people expect that actions will cause outcomes they value, other actions will have no considerable effects, yet other actions will cause undesired outcomes (1977).

When relating Bandura’s social learning theory to andragogy, the teacher behaves in ways he or she wants the adult learner to imitate. Learning through imitation is typically done with tasks that have less cognitive structure. While social learning theory is often applied to behavior modifications, it is also applicable to positive educational purposes such as the development of attitudes, beliefs, and performance skills. (Knowles, Holton III & Swanson, 2005). This can be applied to professional development as professional development facilitator

models behaviors for the adult learning to imitate in their own classrooms. CASE Lead and Master Teachers illustrate this when they share interest approaches, classroom management, and reading strategies as they introduce activities, projects, and problems during a CASE Institute.

Additional social learning theories in relation to Bandura's work have been further developed as research progressed. A study by Grady (1990) used social learning theory as a framework as he assessed the career mobility in agricultural education. Social learning theory suggests, "psychological functioning can be explained in terms of the interaction of personal characteristics, learning experiences, cognitive and emotional responses, and performance skills" (p. 75). This study expanded social learning theory while evaluating career decision making in agricultural education by identifying interactions of personal characteristics, learning experiences, cognitive and emotional responses, and performance skills along a career path (Grady, 1990).

The goal of Social Learning Theory in relation to expectancy-value theory is to assist a person with immediate problem solving skills, as well as skills useful in handling future challenges. Social Learning Theory, as formulated by Julian Rotter, ask two essential questions when deciding what a person should learn or unlearn: what does a person expect and what does a person value? (Weiner, 1992).

Social opportunities can also affect motivation. A person's feelings of contributing something to others seems to be particularly motivating (Bransford, Brown & Cocking, 2000). When discussing motivation to learn, Bransford, Brown & Cocking (2000) also state, "Learners of all ages are motivated when they can see the usefulness of what they are learning and when they can use that information to do something that has an impact on others" (p. 61).

Curriculum for Agricultural Science Education (CASE)

Although CASE is a new initiative with the first set of teachers certified in 2009, several research studies have been conducted regarding CASE certified teachers and the students they teach. Many of these studies have focused on CASE teacher efficacy. One such study used a pre and post CASE Institute test method to find CASE Institutes significantly impact science teaching efficacy as well as significantly impact science outcome expectancy. These findings support that “mastery experiences provide the greatest and most influential sources of self-efficacy information” (p. 5) (Ulmer, Velez, Witt, Thompson, Lambert & Burris, 2012).

Another study examined teacher’s thoughts on the impact of implementing CASE on their student enrollments in a course. This study consisted of five CASE certified teachers who were instructing 353 students in three CASE courses. Data for this study were collected through weekly reflections, individual interviews, and a focus group. When assessing the impact of implementing CASE with their students, four major themes from the teachers emerged. These themes included that CASE seemed to serve students of different levels differently and CASE emphasized reading, which some students struggled. In addition, CASE created “routine, pattern, consistency, organization, structure and rhythm in the classroom” (p. 7). The final theme was that teachers and students were challenged with incorporating CASE and their school greenhouse and/or shop. The study concluded that while teachers recognized many positive to the CASE curriculum, individual adjustments and modifications such as pacing might need to be made by teachers to assist CASE in fitting each agricultural education program. In addition, teachers interested in CASE should analyze and determine the best way to integrate the learning

opportunities offered in CASE with a total agricultural education program (Velez, Lambert & Elliott, 2012).

An additional study sought to gain insight on how teachers saw the new CASE curriculum impacting their agricultural education programs, students, and themselves. Data for this study were collected through weekly reflections, individual interviews, and a focus group. The study found five major themes from the participants. These themes included that some teachers adapted easier than others to the student centered curriculum, teachers appreciated all the content available, however none made it through the entire course, the teacher's personality affected their implementation of the curriculum, the CASE Institute was seen as vital to the implementation of the curriculum, and implementing CASE allowed teachers to refocus. The study concluded that CASE curriculum allowed the participants to reflect on their development as teachers as they refocused their creative and curriculum development energy to other tasks. Researches also recommended that current agricultural educators consider attending a CASE Institute and becoming engaged with the curriculum (Lambert, Velez & Elliott, 2012b).

While many studies have been conducted regarding CASE certified teacher, there has also been a study aimed at the perceptions of students enrolled in a CASE course. This longitudinal descriptive correlation study used a survey over three points of assessment to assess five constructs and several respondent characteristics. These constructs included critical thinking, autonomy, task value, science self-efficacy, and student cognitive engagement. Out of 353 eligible students, 173 students completed all three assessments in this study. Overall, the study found that females had a high perception in all five constructs compared to males. In addition, English Language learning students also had lower mean scores compared to their counterparts, especially in the task value and cognitive engagement constructs. Also, students who were active

FFA members had slightly higher mean scores in autonomy, task value, science self-efficacy, and student cognitive engagement (Velez, Lambert & Elliott, 2012a)

Research Objectives

The following research objectives have been developed. These objectives will assist in examining the essential theoretical components of this study.

1. Describe the motivation for CASE certified teachers applying to become Lead and Master Teachers.
2. Determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation.
3. Determine the Lead and Master Teachers' demographic information.

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this thesis is to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers, determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information.

Two CASE Lead or Master Teachers implement professional development during the CASE Institute, which leads to teacher certification of Institute participants in a specific CASE course. CASE Lead Teachers are primarily secondary level agricultural educators, but can also be middle school or post-secondary level agricultural educators, who serve as teacher trainers. They have attended a CASE Institute for a specific course, provided instruction to secondary students in that course for at least one year, and attended a CASE Lead Teacher Orientation session prior to teaching their first CASE Institute. The CASE Lead Teacher program is a unique opportunity for CASE certified teachers to participate in additional professional development in order to gain the knowledge and skills needed to become a teacher of teachers. Through this opportunity, CASE Lead Teachers serve as a role model for all CASE teachers while creating an instructional atmosphere that is conducive to all learners. This opportunity allows the CASE Lead Teachers to further enhance their teaching skills while educating other teachers on delivering lessons using inquiry-based instruction, student-directed learning, and activities, projects, and problems in their curriculum. CASE Master Teachers have served as Lead Teachers for at least two years and have been promoted to Master Teacher status after being evaluated based on participant questionnaires and CASE Mentor evaluations (Mensch, 2012).

Instrument

This study warranted the use of quantitative analysis by implementing internet-based surveys. Some advantages to using internet surveys as a data collection method include user friendliness of the survey software, eliminates mailing expenses, decreases time spent on coding responses, reduces human error in entering the data, and timeliness in reaching the participant (Roztocki, 2001). However, some disadvantages to this data collection include technology errors and incomplete or invalid responses (Roztocki, 2001). For this study a pre-Lead Teacher Orientation survey, post Lead Teacher Orientation survey, and post CASE Institute survey were utilized and posted on www.surveygizmo.com for the population to complete. This website was chosen because of its current subscription and usage by CASE staff, ease of operation by the user, its data analysis capabilities, and because the sample population possesses internet access and has a high competency of computer literacy.

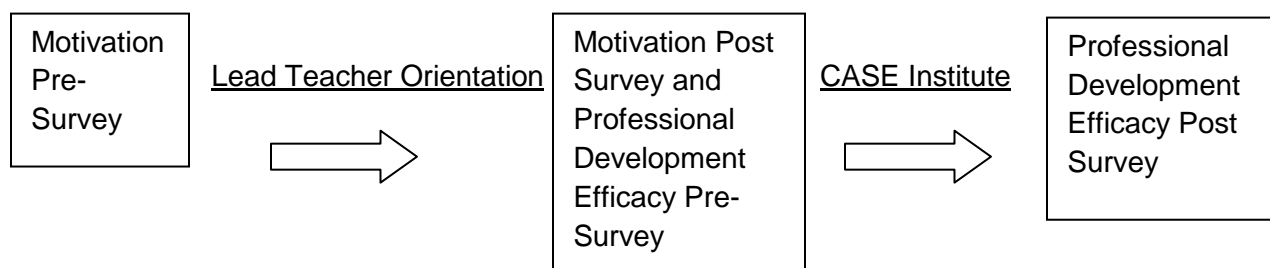
The surveys assisted in evaluating the “trends, attitudes, or opinions of a population” (Creswell, 2009). The first section of each of the three surveys consisted of demographic questions. The demographic questions included the courses the participants were CASE certified in, if they were classified as a Lead or Master Teacher, how many years they were a Lead or Master Teacher, how many Institutes they had lead taught, gender, age in segments grouped by 10 years, years of teaching experience, and state.

After the demographic section of each survey, the surveys then included the motivation and/or professional development efficacy surveys. The motivation portion contained forty statements using a 5 point Likert scale in which the survey participant was asked to indicate the extent of influence each statement had on his/her reason for participating the CASE Lead and

Master Teacher program. Response categories were as follows: 5=very much influence, 4=much influence, 3=moderate influence, 2=little influence, 1=very little influence. The professional development efficacy portion of the surveys contained thirty-five statements using a 5 point Likert scale in which the survey participants were asked to choose the response that best describes his/her perception of each statement in relation to the professional development experiences in the CASE Lead and Master Program. Response categories were as follows: 5=strongly agree, 4=agree, 3=neither agree or disagree, 2=disagree, 1=strongly disagree.

The pre-Lead Teacher Orientation survey contained the demographic section and the motivation survey as a pre-test to Lead Teacher Orientation. The post Lead Teacher Orientation survey contained the demographic section, the motivation survey as a post-test to Lead Teacher Orientation, and the professional development efficacy survey as a pre-test to the CASE Institutes. Finally, the post CASE Institute survey contained the demographic section and the professional development efficacy survey as a post-test to the CASE Institutes. The figure below is a flow chart of the events and the surveys distributed to the study participants.

Figure 3.1. Flow Chart of Events and Surveys Distributed



*Demographic sections were included in all three surveys.

The surveys were not pilot tested as the researcher utilized the reliability of .84 (Mergener, 1978). This reliability was based on the test-retest method from a previous study by Mergener (1978). The motivation survey instrument utilized was from his study and modified for

this study consisted of seven constructs. These constructs included Competency-Related Curiosity, Interpersonal Relations, Agricultural Education Professional Service, Escape from Routine, Professional Advancement, Compliance with External Influence, and Finances (Mergener, 1978). The Community Service factor used by Mergener was changed to Agricultural Education Professional Service for the use of this study. The professional development efficacy survey instrument utilized was modified from the study by Rushing (2012). The researcher also utilized the internal consistency reliability of .950 measured using Cronbach's Alpha from this previous study. A panel of experts reviewed all instruments for face and content validity because of changes in surveys wording due to changes in the targeted profession. This study targeted responses from CASE Lead and Master Teachers in comparison to the original motivation study by Mergener which targeted Pharmacists (1978) and the original professional development perceptions of effectiveness study by Rushing which targeted Mississippi public school teachers (2012).

Population

The target population for this study consisted of the agricultural educators selected as 2013 CASE Lead and Master Teachers. An invitation to apply and website link for applications for 2013 Master and Lead Teacher positions were emailed to past CASE Master and Lead Teachers and CASE certified teachers nominated during a 2012 CASE Institute on January 14, 2013. The CASE Operations Coordinator received applications by the deadline of February 15, 2013. All 2013 applications were provided from the CASE Operations Coordinator to the researcher.

The CASE Staff, specifically the CASE Project Director, selected the Lead and Master Teacher applicants to provide professional development during the 2013 CASE Institutes. Selected Master and Lead Teachers were notified of their acceptance by March 1, 2013 at which time they submitted travel request forms for their travel to be booked for Lead Teacher Orientation. Lead Teacher Orientation was held at the Crown Plaza Denver International Airport Hotel and Convention Center in Denver, Colorado April 26-28, 2013. During the Lead Teacher Orientation, the researcher had full access to the target population (N=50) and the Lead Teacher Orientation programming. Names, email addresses, CASE course certifications, and previous Lead Teacher positions were obtained from the CASE Operations Coordinator. Email addresses were used to invite the Lead and Master Teachers to participate in all surveys.

Data Collection

Data were collected after receiving approval to conduct this study from the University of Kentucky's Institutional Review Board (IRB), which oversees research on human subjects. The IRB protocol number is 13-0162-X4B and can be found in the appendices. Participants completed a survey consisting of demographic and Likert scale questions. Nonresponse can be a severe problem in survey research as low response rates can create a bias or inaccurate representative sample (Ary, Jacobs & Sorensen, 2010). To address nonresponse error, a reminder email was sent to the survey participants before the survey deadline. A comparison of early and late respondents showed no difference and all data were collapsed into one data set.

Pre-Lead Teacher Orientation surveys were emailed to the population on April 12, 2013, fifteen days before the start of Lead Teacher Orientation with a reminder email about the survey emailed to the population on April 22, 2013, five days before the start of Lead Teacher

Orientation. Only pre-surveys completed before the start of Lead Teacher Orientation were considered eligible. Of the forty-seven participants that completed this survey, thirty-three were early respondents and fourteen were late respondents.

Post Lead Teacher Orientation surveys were emailed to the population on May 1, 2013, three days after Lead Teacher Orientation with a reminder email to complete the survey emailed on May 11, 2013, five days before the survey deadline. All post Lead Teacher Orientation surveys completed within fifteen days after post Lead Teacher Orientation surveys were emailed to participants were considered eligible. Of the twenty participants that completed this survey, seventeen were early respondents and three were late respondents.

Post CASE Institute surveys were emailed to the populations based on the month they completed their CASE Institute as a Lead or Master Teacher. Lead or Master Teachers that completed their institutes in June were emailed the post CASE Institute survey on July 1, 2013 and a reminder email was sent on July 10, 2013. Lead or Master Teachers that completed their institutes in July were emailed the post CASE Institute survey on August 9, 2013 and a reminder email was sent on August 20, 2013. Once the final 2013 CASE Institute was completed on August 16, 2013, Lead or Master Teachers that completed their institutes in August were emailed the post CASE Institute survey on August 16, 2013 and a reminder email was sent on August 27, 2013. All post CASE Institute surveys completed within fifteen days after the post CASE Institute surveys were emailed to survey participants were considered eligible. Of the thirty participants that completed this survey, twenty were early respondents, two were late respondents, and eight respondents could not be identified as early or late respondents due to the overlap in survey dates.

Data Analysis

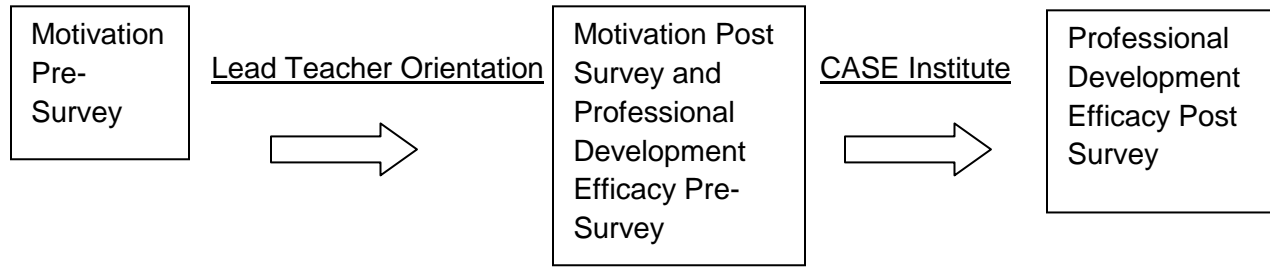
Data were imported from www.surveygizmo.com into a Microsoft Excel worksheet. The data were then converted from an Excel worksheet to a SPSS Statistics Data document and analyzed using version 21 of SPSS. Likert scale and demographic questions, such as years of teaching experience, education level, and CASE certifications, were analyzed by finding the mean and standard deviation of responses given. This will allow quantitative data to be collected with conclusions drawn from the data analysis. Once data were collected, it was analyzed and findings are reported in Chapter 4.

CHAPTER FOUR: RESULTS

Introduction

The data collected from survey participants were used to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers, determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information. The data were collected through three sets of surveys. The pre-Lead Teacher Orientation survey contained the demographic section and the motivation survey as a pre-test to Lead Teacher Orientation. Forty-seven out of fifty Lead and Master Teachers completed the pre-Lead Teacher Orientation (Pre LTO) survey, which was a 94% response rate. The post Lead Teacher Orientation survey contained the demographic section, the motivation survey as a post-test to Lead Teacher Orientation, and the professional development efficacy survey as a pre-test to the CASE Institutes. Twenty out of fifty Lead and Master Teachers completed the post Lead Teacher Orientation (Post LTO) survey, which was a 40% response rate. Finally, the post CASE Institute survey contained the demographic section and the professional development efficacy survey as a post-test to the CASE Institutes. Thirty out of forty-four Lead and Master Teachers that completed CASE Institutes completed the post CASE Institute (Post CI) survey, which was a 68.2% response rate. There was a large drop in response rate from the pre-Lead Teacher Orientation to the post Lead Teacher Orientation survey. This could be contributed to participants not being clearly informed there were three surveys for this study.

Figure 4.1: Flow Chart of Events and Surveys Distributed



Findings

Motivation

The goal of the first objective of this thesis is to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers. This data were collected based on a study by Mergener and included seven factors: Competency-Related Curiosity, Interpersonal Relations, Agricultural Education Professional Service, Escape from Routine, Professional Advancement, Compliance with External Influence, and Finances (1978). The survey statements based on these results including mean, standard deviation, and number of responses (N) during the pre-Lead Teacher Orientation (Pre LTO) pre-test and the post Lead Teacher Orientation (Post LTO) post-test are listed in the tables below.

Table 4.1 shows the overall mean, standard deviation, and number of responses (N) for each motivation factor. These data were collected during the pre-Lead Teacher Orientation (Pre LTO) pre-test and the post Lead Teacher Orientation (Post LTO) post-test. These data are also reported at the end of each motivation factor section.

Table 4.1

Motivation Factors' Mean, Standard Deviation, and Number of Responses

Motivation Factors	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
Competency-Related Curiosity	3.6277	.65186	47	3.7188	.58893	20
Interpersonal Relations	3.0638	.90390	47	3.0429	.77015	20
Agricultural Education Professional Service	3.9532	.68043	47	3.9500	.48068	20
Escape from Routine	2.2468	.84361	47	2.1400	.71994	20
Professional Advancement	3.1702	.75780	47	2.8917	.57551	20
Compliance with External Influence	2.0691	.83357	47	2.0375	.74018	20
Finances	2.7074	1.01392	47	2.6400	.87684	20

Of the seven motivation factors, Agricultural Education Professional Service had the highest pre and post Lead Teacher Orientation means at 3.9532 and 3.9500, respectively. However, Compliance with External Influence Service had the lowest pre and post Lead Teacher Orientation means at 2.0691 and 2.0375, respectively.

The first motivation factor was Competency-Related Curiosity. This factor contained eight survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher

Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.2

Competency-Related Curiosity

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To increase my competence in my job	4.60	.648	47	4.50	.513	20
To acquire knowledge that will help with other courses	4.34	.867	47	4.15	.988	20
To feed my appetite for knowledge	4.23	.786	47	4.30	.571	20
To seek knowledge for its own sake	3.94	.870	47	4.10	.852	20
To satisfy my inquiring mind	3.77	1.233	47	4.10	.718	20
To satisfy my intellectual curiosity	3.57	1.137	47	3.95	.945	20
To supplement my previous narrow education	2.38	1.344	47	2.50	1.192	20
To provide a contrast to my previous education	2.19	1.245	47	2.15	1.182	20

After analyzing Table 4.2, Competency-Related Curiosity, had a pre LTO mean of 3.6277 and a standard deviation of .65186 with an N of 47. Competency-Related Curiosity had a

post LTO mean of 3.7188 and a standard deviation of .58893 with an N of 20. Competency-Related Curiosity had an overall increase from the pre LTO mean to the post LTO mean.

Interpersonal Relations was the second motivation factor. This factor contained seven survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.3

Interpersonal Relations

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To share my common interest with someone else	3.83	1.049	47	3.75	1.293	20
To participate in group activities	3.53	1.080	47	3.45	.887	20
To fulfill a need for personal associations	3.34	1.048	47	3.50	1.051	20
To become acquainted with congenial people	3.21	1.250	47	3.40	1.188	20
To improve my social relationships	2.77	1.272	47	2.80	1.005	20
To take part in an activity that is customary in the circles in which I move	2.55	1.316	47	2.35	1.226	20
To comply with the fact that people of status and prestige attend adult education classes	2.21	1.318	47	2.05	1.050	20

Interpersonal Relations had a pre LTO mean of 3.0638 and a standard deviation of .90390 with an N of 47. Interpersonal Relations also had a post LTO mean of 3.0429 and a standard

deviation of .77015 with an N of 20. Factor 2 had a slight decrease from the pre LTO mean to the post LTO mean.

The third motivation factor was Agricultural Education Professional Service. This factor contained five survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.4

Agricultural Education Professional Service

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To become more effective as a teacher	4.77	.428	47	4.80	.410	20
To improve my ability to participate in the Agricultural Education profession	4.45	.829	47	4.35	.933	20
To improve my ability to serve fellow teachers	4.00	.978	47	4.20	.696	20
To prepare for service to the Agricultural Education profession	3.85	1.142	47	3.30	1.081	20
To gain insight into human relationships	2.70	1.284	47	3.10	1.021	20

Table 4.4 showcases participant motivation related to the factor of Agricultural Education Professional Service. Agricultural Education Professional Service had a pre LTO mean of 3.9532

and a standard deviation of .68043 with an N of 47. In addition, of Agricultural Education Professional Service had a Post LTO mean of 3.9500 and a standard deviation of .48068 with an N of 20. Agricultural Education Professional Service had a slight decrease from the pre LTO mean to the post LTO mean.

Escape from Routine was the fourth motivation factor used in the survey. This factor contained five survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.5

Escape from Routine

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To stop myself from becoming stagnant	3.68	1.218	47	3.40	1.465	20
To gain relief from boredom	2.06	1.292	47	2.00	1.170	20
To provide a contrast to the rest of my life	2.02	1.242	47	2.05	.999	20
To get a break from the routine of home and work	1.81	1.056	47	1.80	.951	20
To have a few hours away from responsibilities	1.66	1.069	47	1.45	.605	20

Table 4.5 illustrates motivation related to Escape from Routine. Escape from Routine had a pre LTO mean of 2.2468 and a standard deviation of .84361 with an N of 47. All total, this factor had a Post LTO mean of 2.1400 and a standard deviation of .71994 with an N of 20. Escape from Routine had an overall decrease from the pre LTO mean to the post LTO mean.

Professional Advancement was the fifth motivation factor was. This factor contained six survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.6

Professional Advancement

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To obtain some practical benefit	4.19	.851	47	4.15	.745	20
To maintain relevancy	4.15	.932	47	4.35	.671	20
To secure professional advancement	3.06	1.292	47	2.55	1.276	20
To keep up with the competition	2.83	1.340	47	2.40	1.273	20
To give me higher status on the job	2.72	1.246	47	2.60	1.142	20
To comply with the recommendations of someone else	2.06	1.205	47	1.30	.571	20

Table 4.6 demonstrates the motivation related to Professional Advancement. Professional Advancement had a pre LTO mean of 3.1702 and a standard deviation of .75780 with an N of 47. Also, Professional Advancement had a Post LTO mean of 2.8917 and a standard deviation of .57551 with an N of 20. Professional Advancement had an overall decrease from the pre LTO mean to the post LTO mean.

Compliance with External Influences was the sixth motivation factor. This factor contained four survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.7

Compliance with External Influence

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To fulfill my professional obligation	2.81	1.191	47	2.90	1.294	20
To comply with the recommendations of someone else	2.06	1.205	47	2.05	.945	20
To carry out the recommendations of some authority	2.04	1.233	47	2.00	1.214	20
To fulfill requirements of a government agency	1.36	.764	47	1.20	.410	20

Table 4.7 identifies motivation related to Compliance with External Influence. This factor had a pre LTO mean of 2.0691 and a standard deviation of .83357 with an N of 47. In addition, Compliance with External Influence had a Post LTO mean of 2.0375 and a standard deviation of .74018 with an N of 20. Compliance with External Influence had a slight decrease from the pre LTO mean to the post LTO mean.

Finance was the final motivation factor. This factor contained five survey statements. The pre-Lead Teacher Orientation (Pre LTO) and post Lead Teacher Orientation (Post LTO) mean, standard deviation, number of responses for each survey statement related to this factor are listed below.

Table 4.8

Finance

Motivation Survey Statement	Pre LTO Mean	Pre LTO Standard Deviation	Pre LTO N	Post LTO Mean	Post LTO Standard Deviation	Post LTO N
To receive financial incentives	3.47	1.213	47	3.30	1.418	20
To provide additional financial support to my family	3.32	1.431	47	2.95	1.468	20
To become more financially stable	3.02	1.391	47	2.90	1.252	20
To provide additional financial support to my Agricultural Education program	2.34	1.323	47	2.15	.988	20
To travel without my personal financial responsibility	2.15	1.161	47	1.90	.968	20

The final motivation factor, Finance, had a pre LTO mean of 2.7074 and a standard deviation of 1.01392 with an N of 47. Finally, Finance had a Post LTO mean of 2.6400 and a standard deviation of .87684 with an N of 20. This factor had an overall decrease from the pre LTO mean to the post LTO mean.

Professional Development Efficacy

The goal of the second objective was to determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation. This was done through the use of a professional development perception efficacy survey completed by Lead and Master Teachers after attending Lead Teacher Orientation and after completing a CASE Institute as a Lead or Master Teacher.

The Effectiveness of Professional Development Survey contained thirty-five survey statements. The post Lead Teacher Orientation (Post LTO) and post CASE Institute (Post CI) mean, standard deviation, number of responses for each survey statement related to this factor are listed below. The overall Effectiveness of Professional Development post LTO had a mean of 4.1614 with a standard deviation of .71186 and an N of 20. The Effectiveness of Professional Development post CI had a mean of 4.2151 with a standard deviation of .678 and an N of 30. There was an increase in mean from the post LTO to the post CI survey.

Table 4.9

Effectiveness of Professional Development Survey Results

Effectiveness of Professional Development Survey Statement	Post LTO Mean	Post LTO Standard Deviation	Post LTO N	Post CI Mean	Post CI Standard Deviation	Post CI N
My professional development activities promote collaboration during the learning process.	4.60	.503	20	4.53	.571	30
I am satisfied with my professional development opportunities provided by CASE.	4.55	.605	20	4.80	.484	30
I value the link between professional learning and increased participant learning.	4.55	.605	20	4.63	.490	30
I promote continuous learning for participant and teachers.	4.55	.605	20	4.60	.498	30
My professional development activities involve on-going support and follow-up from CASE staff and CASE Institute Mentors.	4.55	.605	20	4.37	.809	30
Resources used for professional development provided by CASE Staff increase educator effectiveness.	4.50	.513	20	4.47	.571	30
I am involved in developing learning opportunities for teachers.	4.50	.688	20	4.43	.504	30
My professional development activities allow me to work collaboratively with my peers to address individual needs.	4.45	.605	20	4.33	.758	30
Technology has enhanced my professional development experiences.	4.40	.503	20	4.57	.568	30
My professional development activities help me gain a deeper comprehension of new ideas.	4.40	.598	20	4.43	.568	30

(table continues)

Table 4.9 (continued)

My professional development activities enhance participant learning.	4.40	.681	20	4.33	.661	30
I collaborate with other teachers to identify our professional learning needs.	4.40	.883	20	4.17	.699	30
My professional development activities encourage me to routinely assess the effectiveness of new knowledge and skills.	4.35	.671	20	4.33	.547	30
My professional development activities promote a sense of shared responsibility for participant learning among teachers.	4.35	.813	20	4.23	.626	30
My professional development activities allow me to modify instructional ideas and practices to meet the needs of individual participants.	4.30	.657	20	4.37	.669	30
My professional development activities are part of a coherent set of opportunities that support a shared vision for continuous growth and improvement.	4.30	.571	20	4.37	.615	30
My professional development activities introduce new instructional strategies.	4.30	.979	20	4.27	.583	30
I develop effective learning opportunities that produce continuous improvement.	4.30	.657	20	4.27	.583	30
My professional development activities include providing me continuous support over time.	4.25	.550	20	4.40	.563	30
Resources for my professional development activities are prioritized to meet learning needs.	4.25	.716	20	4.20	.714	30
My professional development activities are participant centered.	4.20	.616	20	4.43	.626	30
My professional development activities have improved participant achievement.	4.20	.616	20	4.37	.669	30

(table continues)

Table 4.9 (continued)

My professional development activities address my instructional needs.	4.20	.768	20	4.30	.596	30
My professional development activities occur within Professional Learning Communities (PLCs).	4.20	.616	20	3.97	.928	30
My professional development activities use participant learning outcomes to modify instructional practices.	4.10	.788	20	4.23	.504	30
My professional development activities are aligned with school goals.	4.05	.759	20	4.37	.765	30
My professional development activities focus primarily on specific curriculum and operational issues.	4.05	.826	20	4.13	.681	30
My professional development activities use constructive feedback from formative assessments throughout the learning and implementation process.	3.95	.605	20	4.27	.828	30
My professional development activities combine theory, research, and practice to achieve their intended outcomes.	3.90	.788	20	3.93	.740	30
I use performance standards to specify what teachers need to know and do to be effective.	3.85	.875	20	4.03	.809	30
My professional development activities include input from external sources.	3.70	.979	20	3.93	.828	30
I use data to define learning goals for professional development.	3.65	.745	20	3.73	.691	30
I collect data about the effectiveness of professional learning on participant achievement.	3.50	.827	20	3.47	.937	30

(table continues)

Table 4.9 (continued)

I use well-designed evaluations to collect information about my professional development activities.	3.45	.826	20	3.57	.898	30
I am satisfied with my professional development opportunities provided by my local school district.	2.40	1.273	20	2.70	1.149	30

When overviewing the effectiveness of professional development survey statement, one of the highest means included, “I am satisfied with my professional development opportunities provided by CASE” with a mean of 4.55. Other high ranking survey statements with means of 4.55 or higher included the following statements:

“My professional development activities involve on-going support and follow-up from CASE staff and CASE Institute Mentors.” (post LTO)

“I promote continuous learning for participant and teachers.” (post LTO and post CI)

“I value the link between professional learning and increased participant learning.” (post LTO and post CI)

“My professional development activities promote collaboration during the learning.” (post LTO and post CI)

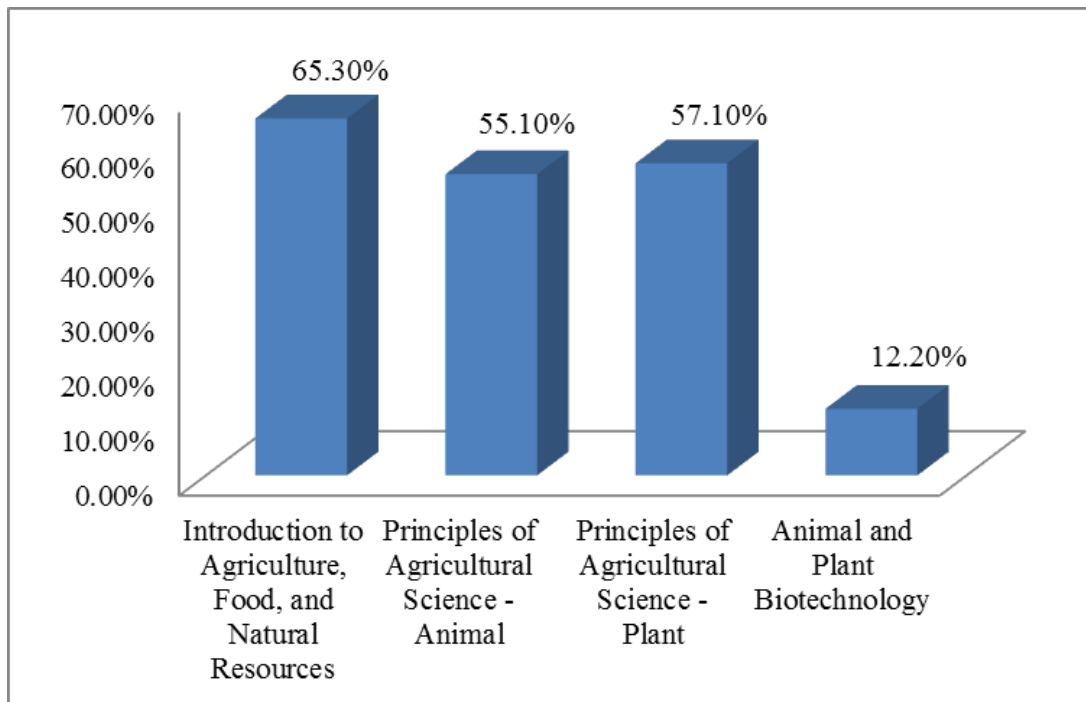
“Technology has enhanced my professional development experiences.” (post CI)

However, the lowest post LTO and post CI means were for the statement that stated “I am satisfied with my professional development opportunities provided by my local school district.”

Demographics

The final objective of this study was to determine the Lead and Master Teachers' demographic information. Only the demographics from the pre-Lead Teacher Orientation survey will be reported as it had the highest response rate of forty-seven out of fifty possible responses. The first demographic question concerned the CASE courses the survey participant is certified in. Lead Teachers may be certified in multiple courses but must be certified in at least one CASE course. Master Teachers are required to be certified in at least two CASE courses. The figure below show the percentages of CASE course certifications based on the survey responded by CASE Lead and Master Teachers.

Figure 4.2. CASE course certifications according to pre-Lead Teacher Orientation survey



Since the pre-Lead Teacher Orientation survey had the highest response rate, it is the most accurate representation of all Lead and Master Teacher CASE course certifications. The percentages in the above chart do not equal 100% because teachers can be certified in multiple courses.

Due to the lower response rate of the post Lead Teacher Orientation survey, this chart is not as accurate as Figure 4.2. However, Figure 4.3 does represent any new certifications CASE Lead and Master teachers could have gained during CASE Institutes as participants.

Figure 4.3. CASE Course certifications according to post CASE Institute survey

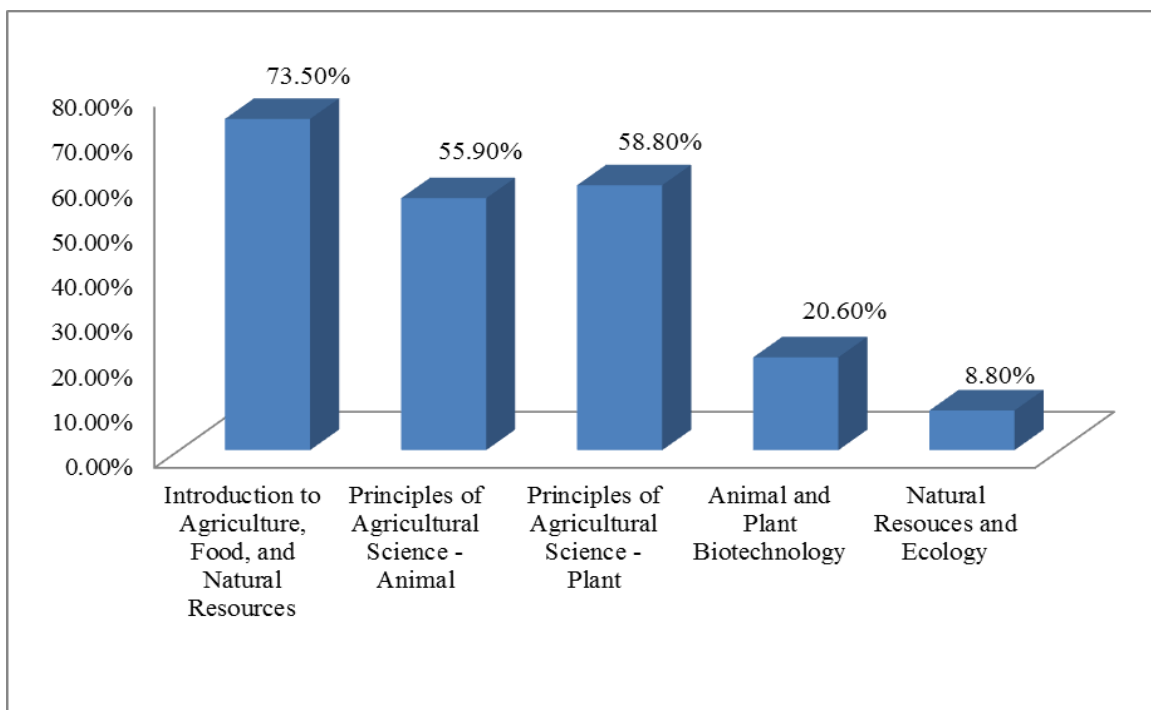


Figure 4.3 includes additional certifications that Lead and Master Teachers may have gained at CASE Institutes they were not lead teaching throughout the summer. This chart also

includes a new course, Natural Resources and Ecology, which was held as a field test Institute in 2013.

The second demographic information collected was the title of the survey participant. Below is a table including the percentages of CASE Lead and Master Teachers as self-identified by survey participants.

Table 4.10

Percentages of CASE Lead and Master Teachers

	Lead Teacher Percentage	Master Teacher Percentages	N
Pre-Lead Teacher Orientation Survey Responses	71.4%	28.6%	47

As seen in Table 4.10, there is a much larger number of Lead Teachers compared to Master teachers. CASE Lead Teachers are primarily secondary level agricultural educators, but can also be middle school or post-secondary level agricultural educators, who serve as teacher trainers. They have attended a CASE Institute for a specific course, provided instruction to secondary students in that course for at least one year, and attended a CASE Lead Teacher Orientation session prior to teaching their first CASE Institute. CASE Master Teachers have served as Lead Teachers for at least two years, serve as mentors, and have been promoted to Master Teacher status after being evaluated based on participant questionnaires (Mensch, 2012).

The third piece of demographic information collected was including 2013, the number of years served as a CASE Lead or Master Teacher. The table below shows the years of experience

of the participants as a Lead or Master Teacher through percentages of responses to each survey as well as the average years of experience and standard deviation.

Table 4.11

Years of Experience as CASE Lead or Master Teacher

	1 Year	2 Years	3 Years	4 Years	5 Years	Average Years of Experience	Standard Deviation	N
Pre-Lead Teacher Orientation Survey Responses	46.9%	22.5%	12.2%	10.2%	8.2%	2.1	1.3	47

As seen in Table 4.11, the majority of participants are first year Lead Teachers followed by second year Lead Teachers.

Another piece of demographic information collected was how many Institutes had the participants previously served as Lead Teachers. The table below shows the CASE Institutes (CIs) the participants have taught as a Lead or Master Teacher as of 2013 through percentages of responses to each survey as well as the average number of Institutes and standard deviation.

Table 4.12

Institutes Lead Taught including 2013

	0 CIs	1 CI	2 CIs	3 CIs	4 CIs	5 CIs	6 CIs	Mean	Std. Dev.	N
Pre-Lead Teacher Orientation Survey Responses	16.3%	34.7%	14.3%	12.2%	12.2%	4.1%	6.1%	2.1	1.7	47

Table 4.12 indicates the largest percentage of Lead Teachers have taught one CASE Institute as of 2013, followed by zero CASE Institutes and two CASE Institutes. The mean was 2.1 CASE Institutes taught as a Lead Teacher including 2013.

Gender and age of the Lead and Master Teachers were the next pieces of demographic information collected. Table 4.13 shows the gender of the participants as a Lead or Master Teacher through percentages of responses to each survey. Table 4.14 shows the age of the survey participants through percentages of responses to each survey. Age was broken into 5 categories, which included ages 22-29, 30-39, 40-49, 50-59, and 60 and over.

Table 4.13

Gender of Lead and Master Teachers

	Male	Female	N
Pre-Lead Teacher Orientation Survey Responses	49.0%	51.0%	47

Table 4.14

Age of Lead and Master Teachers

	22-29 Years Old	30-39 Years Old	40-49 Years Old	50-59 Years Old	Over 60 Years Old	N
Pre-Lead Teacher Orientation Survey Responses	28.6%	44.9%	16.3%	10.2%	0.0%	47

Overall, Table 4.13 shows a fairly even representation of male and female Lead and Master Teachers. Whereas table 4.14 shows the largest percentage of survey participants are in the 30-39 year old range.

The next demographic information collected was years of teaching experience of the Lead and Master Teachers. Years of teaching experience was broken into segments of 5 years based on the individual responses or participants.

Table 4.15

Years of Teaching Experience of Lead and Master Teachers

	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	26-30 Years	31-35 Years	N
Pre-Lead Teacher Orientation Survey Responses	34.7%	22.4%	26.5%	6.1%	2.0%	4.1%	4.1%	47

As seen in Table 4.15, the largest percentage of survey participants are in the 1-5, 6-10, and 11-15 years of teaching experience range. The least amount of teaching experience of a Lead Teacher was three years of experience, which was indicated by six participants in the pre-Lead Teacher Orientation survey responses. The most teaching experience was thirty-five years of experience, which was indicated by two participants in the pre-Lead Teacher Orientation survey responses.

The final piece of demographic information collected was the state the Lead and Master Teachers teaches Agricultural Education.

Table 4.16

State the Lead and Master Teachers teaches Agricultural Education

State	Pre-Lead Teacher Orientation Survey Responses
Colorado	1
Delaware	1
Idaho	1
Illinois	1
Indiana	2
Iowa	10
Kansas	1
Kentucky	2
Louisiana	3
Maryland	5
Minnesota	2

(table continues)

Table 4.16 (continued)

Missouri	4
New Jersey	1
Nebraska	2
New York	1
Ohio	3
Oregon	2
Pennsylvania	1
Tennessee	1
Texas	3
Washington	1
West Virginia	1

As seen in Table 4.16, Iowa had the most Lead and Master teachers with ten teachers total, followed by Maryland with five teachers. The majority of the states represented only had one Lead or Master Teacher.

Conclusions

Overall motivation Competency-Related Curiosity showed an increase in mean from the pre LTO to the post LTO survey results. However, motivation Interpersonal Relations, Agricultural Education Professional Service, Escape from Routine, Professional Advancement, Compliance with External Influence, and Finances showed a decrease in mean from the pre LTO to the post LTO survey results.

Also, the overall Effectiveness of Professional Development post LTO survey results had a mean of 4.1614 with a standard deviation of .71186 and an N of 20. The Effectiveness of

Professional Development post CI survey results had a mean of 4.2151 with a standard deviation of .678 and an N of 30. There was an increase in mean from the post LTO to the post CI survey.

The overall demographics from the pre LTO survey showed most CASE Lead Teachers are certified in the Introduction to Agriculture, Food, and Natural Resources course. In addition, there are a larger percentage of Lead Teachers than Master Teachers. Most survey participants are first year lead teachers with having taught one CASE Institute as of 2013. There is a fairly even percentage of male to female Lead and Master Teachers. Also, most of the Lead and Master are 30-39 years old. The highest percentage of survey participants have 1-5 years of teaching experience. Finally, the largest number of Lead and Master Teachers are from Iowa.

The implications and recommendations based on the motivation, professional development, and demographic results will be given in Chapter 5.

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS

Conclusion

The purpose of this study was to describe the motivation for CASE certified teachers applying to become CASE Lead and Master Teachers, determine the effectiveness of the professional development provided to Lead and Master Teachers during the Lead Teacher Orientation, and determine the Lead and Master Teachers' demographic information.

By conducting this study, motivation for applying, perceptions of professional development effectiveness, and demographic information were determined. The results of this study will allow CASE to further refine the Lead and Master Teacher application process and professional development at Lead Teacher Orientation.

Motivation

Of the seven motivation factors, participants indicated through the pre and post Lead Teacher Orientation surveys that the strongest influence was Agricultural Education Professional Service. The survey statements relating to this factor indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were highly influenced by their effectiveness as a teacher, ability to participate in the Agricultural Education profession, and ability to serve other teachers. The results from this factor highlighted the participants' desire to be engaged in the Agricultural Education profession while building skills and serving others.

Participants indicated that the second strongest influence was Competency Related Curiosity. This factor was the only factor to show an increase in mean from the pre Lead Teacher Orientation to the post Lead Teacher Orientation survey. The survey statements relating to this

factor indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were highly influenced by increasing the competence in their job, acquiring knowledge to help with other courses, and feeding their appetite for knowledge. The results from this factor showcased the participants' desire to improve their teaching by participating in extended opportunities for professional development.

Participants indicated through averaging the pre and post Lead Teacher Orientation survey means that the third strongest influence was Interpersonal Relationships and the fourth strongest influence was Professional Advancement. The pre and post Lead Teacher Orientation survey means were averaged to decide the rankings because each had a slightly higher mean for one of the surveys. The survey statements relating to Interpersonal Relationships indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were highly influenced by sharing common interests with someone else, participating in group activities, and fulfilling a need for personal associations. The results from this factor displayed the participants' desire to build interpersonal relationships came after increasing their engagement in the Agricultural Education profession and improving their teaching skills. The survey statements relating to Professional Advancement indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were highly influenced by obtaining practical benefit and maintaining relevancy. The results from this factor displayed very polarized means in the survey statements with two statements with a mean above 4 and all other statements with a mean around or well below three. The polarized means of the statements suggested that the teachers were more interested in the practical application of the program rather than its effects of job status in relationship to professional advancement.

Compliance with External Influence, followed by Escape from Routine and Finances were the weakest influence. The survey statements relating to Compliance with External Influence indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were most influenced by fulfilling their professional obligation. The low means of the survey statements related to this factor showed that the Lead and Master Teachers' motivation were not impacted by recommendations of other authorities, someone else, or requirements of a government agency. The survey statements relating to Escape from Routine indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were most strongly influenced by stopping themselves from becoming stagnant. Four of the survey statements had a mean of 2.06 or less. The means of the survey statements for the factor illustrated that escape from routine do not have a strong influence on the Lead and Master Teachers' motivation. The survey statements relating to Finance indicated the participants' motivation to apply for the CASE Lead and Master Teacher program were not as influenced by financial incentives and providing additional financial support to their family. The Lead and Master Teachers are paid \$3,700, which includes \$200 for a travel stipend, and have their flight and lodging paid for during the CASE Institute (Jansen, 2013a). It was unexpected that these financial factors did not have a stronger influence on Lead and Master Teacher motivation. Thus, teachers are motivated by their previously mentioned needs and desires including Agricultural Education Professional Service, Competency Related Curiosity, and Interpersonal Relationships rather than Escape from Routine and Compliance with External Influence.

The following table compares the rankings and means of the factors, means, and ranking found in this study against the factors, rankings, and means found by Mergener in the original motivation study (Mergener, 1978).

Table 5.1

Motivation Factors' Mean and Rankings for Lead and Master Teachers and Mergener's Study

CASE Lead and Master Teacher Motivation Factors	Pre LTO Ranking	Pre LTO Mean	Post LTO Ranking	Post LTO Mean	Mergener Motivation Factors	Mergener's Ranking	Mergener's Mean
Ag. Ed. Profession Service	1	3.9532	1	3.9500	Community Service	3	2.77
Competency-Related Curiosity	2	3.6277	2	3.7188	Competency-Related Curiosity	1	3.81
Professional Advancement	3	3.1702	4	2.8917	Professional Advancement	4	2.44
Interpersonal Relations	4	3.0638	3	3.0429	Interpersonal Relations	5	1.95
Finances	5	2.7074	5	2.6400	n/a	n/a	n/a
Escape from Routine	6	2.2468	6	2.1400	Escape from Routine	6	1.72
Compliance with External Influence	7	2.0691	7	2.0375	Compliance with External Influence	2	2.81

Professional Development

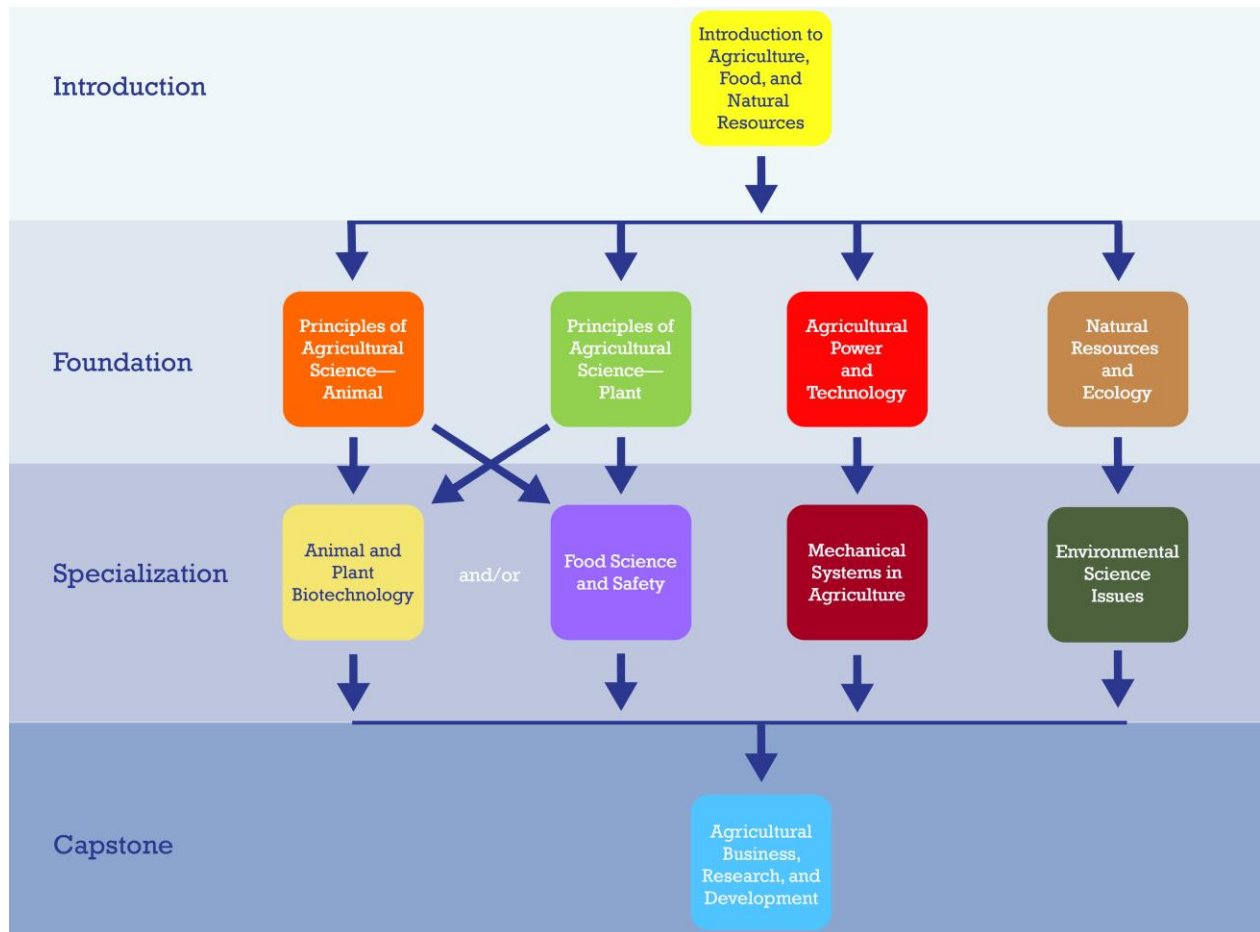
The Effectiveness of Professional Development post LTO survey had a mean of 4.1614 with a standard deviation of .71186 and an N of 20. The Effectiveness of Professional Development post CI survey had a mean of 4.2151 with a standard deviation of .678 and an N of

30. There was an increase in mean from the post LTO to the post CI survey. This may be attributed to the change in N. These surveys indicate the Lead and Master Teachers' level of satisfaction with the professional development provided through the Lead and Master Teacher program. In fact, the only survey statement with a mean below 3.45 was the statement that said, "I am satisfied with my professional development opportunities provided by my local school district". This statement had a mean of 2.40 and 2.70 and was not directly related to the Lead and Master Teacher program.

Demographics

The percentage of Lead and Master Teacher course certifications also accurately represents a national trend that agricultural teachers become certified in courses according to how they are aligned in the CASE Program of Study. Both Lead Teachers and the national trend show teachers becoming certified in the introductory level courses, then foundation level courses followed by the specialization level courses (CASE Operations Coordinator, 2013).

Figure 5.1. CASE Program of Study (Fritsch, 2012)



When looking at the number of Lead Teachers versus Master Teachers, there is a much larger percentage of Lead Teachers at 71.4% compared to Master Teachers at 28.6%. This is due to the lack of experience of many of the Lead Teachers as well as the lack of requirements needed to become promoted to a Master Teacher. The Master Teacher promotion requirements are:

- taught CASE according to design in an agricultural education program for at least two years
- facilitated instruction of at least two CASE Institutes
- served as an experienced Lead Teacher and mentored a new Lead Teacher

- promoted or represented CASE at a regional or national venue, provides leadership at the local, regional, or national level for the development and/or implementation of CASE
- certified in multiple CASE courses
- has positive Lead Teacher evaluations from CASE Institute participants, mentors, and CASE Staff – or has corrected weakness as pointed out by evaluations
- interacts positively with CASE Institute participants, Lead Teaching partners, CASE Institute Hosts, and CASE Staff
- maintains active involvement in Communities of Practice private communities after CI sessions (Jansen, 2013a).

Also, the majority of participants are first year Lead Teachers followed by second year Lead Teachers. As the demand for more CASE Institutes in the past 2 years has increased, so does the demand for Lead Teachers. The lack of experience of Lead Teachers is illustrated by this recent growth.

The number of CASE Institutes facilitated as a Lead Teacher once again indicates the lack of experience of a large percentage of Lead Teachers. The highest percentage indicated they had facilitated one CASE Institute, followed by zero and two CASE Institutes, respectively. The low number of Lead Institutes taught could be the result of the recent increase in demand of Lead Teachers or the lack of teachers returning to the Lead and Master Teacher program due to personal obligations or lack of satisfaction of their success as a Lead Teacher. In addition, the results of this demographic question, particularly the pre and post Lead Teacher Orientation responses might not be as accurate as the post CASE Institute survey responses or the years of Lead Teaching experience in the previous demographic section. In addition, after looking at the

number of participants that responded as zero or one CASE Institutes in relation to the percentage of Lead Teachers with one year of experience, one might inquire if this demographic question caused confusion to the survey participants before they completed a CASE Institute as a Lead Teacher.

Overall, there is a fairly even representation of Lead and Master Teachers with male at 49% and female at 51%. This is a significant accomplishment as Lead and Master Teachers must relate to all CASE Institute participants. By pairing male and female Lead and Master Teachers to co-teach Institutes, participants will be more likely to relate to one of their instructors.

The ages demographic section also relates with the years of teaching experience. When looking at the age of Lead and Master Teachers, the largest percentage of survey participants are in the 30-39 years old range at 44.9% followed by 20-29 years old range at 28.6%. Years of teaching experience showed the largest percentage of Lead Teachers have 1.5 years of experience at 34.7% followed by 11-15 years at 26.5%, and 6-10 years at 22.4%. The years of teaching experience and age of Lead Teachers corresponds when comparing those demographic sections. This is because many teachers will complete a teaching certification program at twenty-two or twenty-three years of age and then begin their teaching careers.

Twenty-two states are represented by Lead and Master Teachers. It is interesting to note that all ten of the original funding states of CASE have at least one Lead or Master Teacher representative. The funding states include Indiana, Iowa, Kentucky, Louisiana, Maryland, Minnesota, Missouri, New Jersey, Pennsylvania, and Texas (Mensch, 2013). These states were some of the early adopters of CASE so it is fitting that they have teachers that are interested in this opportunity for continued professional growth.

Recommendations

Motivation

The Lead and Master Teachers involvement during the three-day Lead Teacher Orientation and nine day CASE Institute should satisfy their desire relating to Agricultural Education Professional Service. However, engaging Lead and Master Teacher in state and national Agricultural Education meetings as a representative of CASE is a great way to continue to fulfill this aspect of their motivation. It is also important that opportunities remain during Lead Teacher Orientation and CASE Institutes for teachers to acquire knowledge and increase their competency while participating and interacting with other teachers. This will fulfill the motivation related to Competency Related Curiosity, and Interpersonal Relationships. The survey statements related to Professional Advancement suggested that practical benefits and relevancy gained through the Lead and Master Teacher program were more important than job status and professional advancement.

Since the survey statements relating to Finances were not particularly high rating, compensation levels should remain the same and an increase in compensation based on work is not recommended at this time. In addition, less emphasis should be put on activities relating to Escape from Routine and Compliance with External Influence as those showed to have the least impact on Lead and Master Teacher Motivation.

Professional Development

Due to the high means of the Effectiveness of Professional Development post LTO and post CI surveys, professional development activities which are included in the Lead and Master

Teacher program should remain the same or increase to continue to increase the effectiveness of the professional development. In fact, the means for the survey statement, which said, “I am satisfied with my professional development opportunities provided by CASE” were a 4.55 and 4.80, respectively. This statement along with the other survey statements suggest the program is satisfying professional development needs. While there are no recommendations for changes at this time, further research should be conducted to evaluate areas of weaknesses of Lead and Master Teachers during the CASE Institutes. This research could impact future Lead Teacher Orientation professional development.

Implications

As additional teachers express interest in CASE and sponsors offer support for course development, it will be crucial that CASE has quality Lead and Master Teachers to facilitate the professional development during the CASE Institutes. Knowing what motivates teachers to become and stay involved in the CASE Lead and Master Teacher program is crucial to ensure the supply of Lead and Master Teachers can meet the demand. In addition, it is crucial that the professional development provided to Lead and Master Teachers meets their professional learning needs so that they can be more effective at facilitating CASE Institutes.

Finally, tracking the demographics of the Lead and Master Teachers to ensure the diversity of Lead Teachers is crucial. In order to connect with diverse participants through commonalities such as age, teaching experience, gender, geographical location, etc., Lead and Master Teachers must fill these diversities. Having Lead Teachers certified in multiple CASE courses is also important to not only increase perspective and knowledge of CASE, but also availability to facilitate the variety of Institutes needed.

Concluding Remarks

As CASE Staff and State Leaders continue to recruit and retain Lead and Master Teachers, it is important to note Lead and Master Teachers are more strongly motivated by their desire to be engaged in Agricultural Education Professional Service followed by Competency Related Curiosity, Interpersonal Relationships, and finally Professional Advancement. However, less emphasis should be put on activities relating to Finances, Escape from Routine, and Compliance with External Influence as those showed to have the least impact on Lead and Master Teacher Motivation.

Lead and Master Teachers indicated a high satisfaction with the effectiveness of the professional development. However, further research should be conducted to evaluate areas of weaknesses of Lead and Master Teachers during the CASE Institutes in relationship to their needs for additional professional development during Lead Teacher Orientation and as they are mentored by CASE Institute Mentors, CASE Staff, and fellow Lead and Master Teachers.

APPENDIX A: IRB APPROVAL



Office of Research Integrity
IRB, IACUC, RDRC
315 Kinkead Hall
Lexington, KY 40506-0057
859 257-9428
fax 859 257-8995
www.research.uky.edu/ori/

EXEMPTION CERTIFICATION

MEMO: Rebekah Epps
Community and Leadership Development
708 Garrigus Bldg.
PI phone #: (859)257-3275

FROM: Institutional Review Board
c/o Office of Research Integrity

SUBJECT: Exemption Certification for Protocol No. 13-0162-X4B

DATE: February 25, 2013

On February 22, 2013, it was determined that your project entitled, *Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education (CASE) Lead and Master Teachers*, meets federal criteria to qualify as an exempt study.

Because the study has been certified as exempt, you will not be required to complete continuation or final review reports. However, it is your responsibility to notify the IRB prior to making any changes to the study. Please note that changes made to an exempt protocol may disqualify it from exempt status and may require an expedited or full review.

The Office of Research Integrity will hold your exemption application for six years. Before the end of the sixth year, you will be notified that your file will be closed and the application destroyed. If your project is still ongoing, you will need to contact the Office of Research Integrity upon receipt of that letter and follow the instructions for completing a new exemption application. It is, therefore, important that you keep your address current with the Office of Research Integrity.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" from the Office of Research Integrity's Guidance and Policy Documents web page [<http://www.research.uky.edu/ori/human/guidance/htm#PIresp>]. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site [<http://www.research.uky.edu/ori/>]. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at (859) 257-9428.

APPENDIX B: SURVEY COMMUNICATION

To CASE Lead or Master Teacher:

All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers, and analyze how these aspects relate to successful teaching during the CASE Institutes.

Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program.

We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey, but if you do participate, you may discontinue at any time. The survey will take about 8 minutes to complete.

Thank you in advance for your assistance with this important project. This survey must be completed by April 26, 2013. Please complete the survey at the link below.

<http://www.surveygizmo.com/s3/1157474/CASE-Lead-Teacher-Orientation-Pre-Survey>

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

CASE Lead or Master Teacher:

As a reminder, please see the email below and if you have not already, please complete the research survey by April 26, 2013.

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

To CASE Lead or Master Teacher:

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Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program.

We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey, but if you do participate, you may discontinue at any time. The survey will take about 8 minutes to complete. This is the second of three surveys to be utilized in this research project.

Thank you in advance for your assistance with this important project. This survey must be completed by May 15, 2013. Please complete the survey at the link below.

<http://www.surveygizmo.com/s3/1157591/CASE-Lead-Teacher-Orientation-Post-Survey>

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

CASE Lead or Master Teacher:

As a reminder, please see the email below and if you have not already, please complete the research survey by May 15, 2013.

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

To CASE Lead or Master Teacher:

All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers, and analyze how these aspects relate to successful teaching during the CASE Institutes.

Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program.

We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey, but if you do participate, you may discontinue at any time. The survey will take about 6 minutes to complete.

We are requesting that all Lead or Master Teachers that completed a CASE Institute in June. This is the third of three surveys to be utilized in this research project and your responses are requested regardless of your participation in the two previous surveys.

Thank you in advance for your assistance with this important project. This survey must be completed by July 15, 2013. Please complete the survey at the link below.

<http://www.surveygizmo.com/s3/1296486/CASE-Lead-Teacher-Post-Institute-Survey-Final>

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

To CASE Lead or Master Teacher who completed a CASE Institute in July:

All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers, and analyze how these aspects relate to successful teaching during the CASE Institutes.

Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program.

We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey, but if you do participate, you may discontinue at any time. The survey will take about 6 minutes to complete.

We are requesting that all Lead or Master Teachers that completed a CASE Institute in July. This is the third of three surveys to be utilized in this research project and your responses are requested regardless of your participation in the two previous surveys.

Thank you in advance for your assistance with this important project. This survey must be completed by August 24, 2013. Please complete the survey at the link below.

<http://www.surveygizmo.com/s3/1296486/CASE-Lead-Teacher-Post-Institute-Survey-Final>

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

To CASE Lead or Master Teacher who completed a CASE Institute in August:

All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers, and analyze how these aspects relate to successful teaching during the CASE Institutes.

Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program.

We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey, but if you do participate, you may discontinue at any time. The survey will take about 6 minutes to complete.

We are requesting that all Lead or Master Teachers that completed a CASE Institute in August. This is the third of three surveys to be utilized in this research project and your responses are requested regardless of your participation in the two previous surveys.

Thank you in advance for your assistance with this important project. This survey must be completed by August 30, 2013. Please complete the survey at the link below.

<http://www.surveygizmo.com/s3/1296486/CASE-Lead-Teacher-Post-Institute-Survey-Final>

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

CASE Lead or Master Teacher:

As a reminder, please see the email below and if you have not already, please complete the research survey by July 15, 2013.

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

CASE Lead or Master Teacher:

As a reminder, please see the email below and if you have not already, please complete the research survey by August 24, 2013.

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

CASE Lead or Master Teacher:

As a reminder, please see the email below and if you have not already, please complete the research survey by August 30, 2013.

Sincerely,

Miranda Chaplin
Community and Leadership Development, University of Kentucky
Graduate Student
Phone: (859)802-3881
Email: mrscha2@uky.edu

and

Dr. Rebekah Epps
Community and Leadership Development, University of Kentucky
Phone: (859) 257-3275
Email: rebekah.epps@uky.edu

APPENDIX C: SURVEY INSTRUMENTS

CASE Lead Teacher Orientation Pre-Survey

Page One

To CASE Lead or Master Teacher: All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers during the Lead Teacher Orientation, and analyze how these aspects relate to successful teaching during the CASE Institutes. Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program. We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey/questionnaire, but if you do participate, you may discontinue at any time. The survey/questionnaire will take about 8 minutes to complete. There are no known risks to participating in this study. Your response to the survey will be kept confidential to the extent allowed by law. When we write about the study you will not be identified. Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies. If you have questions about the study, please feel free to ask; my contact information is given below. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. Thank you in advance for your assistance with this important project. This survey must be completed by Lead Teacher Orientation on April 26, 2013. Sincerely, Dr. Rebekah Epps Community and Leadership Development, University of Kentucky Phone: (859) 257-3275 Email: rebekah.epps@uky.edu and Miranda Chaplin Community and Leadership Development, University of Kentucky Graduate Student Phone: (859)802-3881 Email: mrscha2@uky.edu

Next

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CASE Lead Teacher Orientation Pre-Survey

New Page

Please answer the following demographic questions that will be used only for comparison purposes.

1. Courses you are currently CASE certified in: *

- Introduction to Agriculture, Food and Natural Resources
- Principles of Agricultural Science - Animal
- Principles of Agricultural Science - Plant
- Animal and Plant Biotechnology

2. CASE Title: *

3. Including 2013, how many year(s) have you been a CASE Lead or Master Teacher: *

4. Including the Institutes in 2013, how many complete Institutes have you Lead Taught? *

5. Gender: *

6. Age: *

7. Years of teaching experience completed as of June 2013: *

8. What state do you teach agricultural education in? *

Back

Next

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CASE Lead Teacher Orientation Pre-Survey

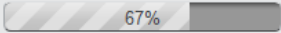
New Page

Thinking back over your past CASE professional development, please indicate the extent to which each of the following reasons influences your decision to participate in the CASE Lead and Master Teacher Program. Please answer all items using the scale where 5=very much influence, 4=much influence, 3=moderate influence, 2=little influence, 1=very little influence. There are no right or wrong answers and all responses are anonymous. The validity of this measurement depends on your candid response.

9. Please select the number that corresponds to the extent of influence each statement had on your reason for participating in the CASE Lead and Master Teacher program. *

	5-very much influence	4-much influence	3-moderate influence	2-little influence	1-very little influence
To satisfy my intellectual curiosity *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in group activities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase my competence in my job *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To feed my appetite for knowledge *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fulfill a need for personal associations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To satisfy my inquiring mind *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To carry out the recommendations of some authority *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my ability to participate in the Agricultural Education profession *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To comply with the fact that people of status and prestige attend adult education classes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To share my common interest with someone else *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become acquainted with congenial people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give me higher status on the job *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To seek knowledge for its own sake *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain relevancy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To obtain some practical benefit *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain relief from boredom *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become more effective as a teacher *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To receive financial incentives *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain insight into human relationships *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become more financially stable *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To supplement my previous narrow education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To take part in an activity that is customary in the circles in which I move *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide a contrast to the rest of my life *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a few hours away from responsibilities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide a contrast to my previous education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare for service to the Agricultural Education profession *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get a break from the routine of home and work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide additional financial support to my family *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my social relationships *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my ability to serve fellow teachers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

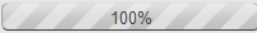
To provide additional financial support to my Agricultural Education program *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To stop myself from becoming stagnant *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To acquire knowledge that will help with other courses *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To keep up with the competition *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To secure professional advancement *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To comply with the recommendations of someone else *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To travel without my personal financial responsibility *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fulfill my professional obligation *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To comply with my employer's policy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fulfill requirements of a government agency *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CASE Lead Teacher Orientation Pre-Survey

Thank You!

Thank you for participating in this study. Your response is very important to us.



CASE Lead Teacher Orientation Post Survey

Page One

To CASE Lead or Master Teacher: All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers during the Lead Teacher Orientation, and analyze how these aspects relate to successful teaching during the CASE Institutes. Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program. We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey/questionnaire, but if you do participate, you may discontinue at any time. The survey/questionnaire will take about 8 minutes to complete. There are no known risks to participating in this study. Your response to the survey will be kept confidential to the extent allowed by law. When we write about the study you will not be identified. Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies. If you have questions about the study, please feel free to ask; my contact information is given below. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. Thank you in advance for your assistance with this important project. This survey must be completed by Lead Teacher Orientation on April 26, 2013. Sincerely, Dr. Rebekah Epps Community and Leadership Development, University of Kentucky Phone: (859) 257-3275 Email: rebekah.epps@uky.edu and Miranda Chaplin Community and Leadership Development, University of Kentucky Graduate Student Phone: (859)802-3881 Email: mrscha2@uky.edu

Next

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CASE Lead Teacher Orientation Post Survey

New Page

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2. CASE Title: *

-- Please Select --

3. Including 2013, how many year(s) have you been a CASE Lead or Master Teacher: *

-- Please Select --

4. Including the Institutes in 2013, how many complete Institutes have you Lead Taught? *

-- Please Select --

5. Gender: *

-- Please Select --

6. Age: *

-- Please Select --

7. Years of teaching experience completed as of June 2013: *

8. What state do you teach agricultural education in? *

Back

Next

25%

CASE Lead Teacher Orientation Post Survey

New Page

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To comply with the fact that people of status and prestige attend adult education classes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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To provide additional financial support to my family *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my social relationships *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my ability to serve fellow teachers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To provide additional financial support to my Agricultural Education program *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To stop myself from becoming stagnant *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To acquire knowledge that will help with other courses *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To keep up with the competition *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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To travel without my personal financial responsibility *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fulfill my professional obligation *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To comply with my employer's policy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fulfill requirements of a government agency *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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CASE Lead Teacher Orientation Post Survey

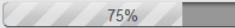
New Page

Thinking back over your past experiences during the 2013 Lead Teacher Orientation, please choose the response that best describes your perception of each statement in relation to your professional development experiences in the CASE Lead and Master Teacher Program. Please answer all items using the scale where 5=Strongly Agree, 4=Agree, 3=Neither Agree or Disagree, 2=disagree, 1=Strongly Disagree. There are no right or wrong answers and all responses are anonymous. The validity of this measurement depends on your candid response.

10. Please choose the response that best describes your perception of each statement in relation to your professional development experiences in the CASE Lead and Master Teacher Program *

	5- Strongly Agree	4- Agree	3- Neither Agree or Disagree	2- Disagree	1- Strongly Disagree
My professional development activities are participant centered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities address my instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities introduce new instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other teachers to identify our professional learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in developing learning opportunities for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities focus primarily on specific curriculum and operational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities allow me to work collaboratively with my peers to address individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My professional development activities involve on-going support and follow-up from CASE staff and CASE Institute Mentors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities include input from external sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities encourage me to routinely assess the effectiveness of new knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities allow me to modify instructional ideas and practices to meet the needs of individual participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities enhance participant learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities occur within Professional Learning Communities (PLCs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities promote a sense of shared responsibility for participant learning among teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities are aligned with school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I promote continuous learning for participant and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the link between professional learning and increased participant learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop effective learning opportunities that produce continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for my professional development activities are prioritized to meet learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources used for professional development provided by CASE Staff increase educator effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use data to define learning goals for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collect data about the effectiveness of professional learning on participant achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use well-designed evaluations to collect information about my professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities combine theory, research, and practice to achieve their intended outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities help me gain a deeper comprehension of new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities promote collaboration during the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities include providing me continuous support over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities use constructive feedback from formative assessments throughout the learning and implementation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use performance standards to specify what teachers need to know and do to be effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities use participant learning outcomes to modify instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities are part of a coherent set of opportunities that support a shared vision for continuous growth and improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities have improved participant achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my professional development opportunities provided by my local school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my professional development opportunities provided by CASE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology has enhanced my professional development experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CASE Lead Teacher Orientation Post Survey

Thank You!

Thank you for participating in this study. Your response is very important to us.

100%

CASE Lead Teacher Post Institute Survey-Final

Page One

To CASE Lead or Master Teacher: All 2013 CASE Lead and Master Teachers are selected to participate in this important research study, "Evaluation of Motivation and Achievement of Curriculum for Agricultural Science Education™ (CASE) Lead and Master Teachers". The purpose of this study is to analyze the motivation for CASE certified teachers applying to become Lead and Master Teachers, determine the effectiveness of the professional development provided to CASE Lead and Master Teachers during the Lead Teacher Orientation, and analyze how these aspects relate to successful teaching during the CASE Institutes. Although you will not get personal benefit from taking part in this research study, your responses may help us understand more about the CASE Lead and Master Teacher program. We hope to receive completed questionnaires from about 50 people, so your answers are important to us. Of course, you have a choice about whether or not to complete the survey/questionnaire, but if you do participate, you may discontinue at any time. The survey/questionnaire will take about 8 minutes to complete. There are no known risks to participating in this study. Your response to the survey will be kept confidential to the extent allowed by law. When we write about the study you will not be identified. Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies. If you have questions about the study, please feel free to ask; my contact information is given below. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. Thank you in advance for your assistance with this important project. This survey must be completed by Lead Teacher Orientation on April 26, 2013. Sincerely, Dr. Rebekah Epps Community and Leadership Development, University of Kentucky Phone: (859) 257-3275 Email: rebekah.epps@uky.edu and Miranda Chaplin Community and Leadership Development, University of Kentucky Graduate Student Phone: (859)802-3881 Email: mrscha2@uky.edu

Next

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Please answer the following demographic questions that will be used only for comparison purposes.

1. Courses you are currently CASE certified in: *

- Introduction to Agriculture, Food and Natural Resources
- Principles of Agricultural Science – Animal
- Principles of Agricultural Science – Plant
- Animal and Plant Biotechnology
- Natural Resources and Ecology

2. CASE Title: *

-- Please Select --

3. Including 2013, how many year(s) have you been a CASE Lead or Master Teacher: *

-- Please Select --

4. Including the Institutes in 2013, how many institutes have you Lead Taught? *

-- Please Select --

5. Gender: *

-- Please Select --

6. Age: *

-- Please Select --

7. Years of teaching experience completed as of June 2013: *

8. What state do you teach agricultural education in? *

Back

Next

33%

CASE Lead Teacher Post Institute Survey-Final

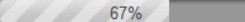
New Page

Thinking back over your past experiences during the 2013 CASE Institute, please choose the response that best describes your perception of each statement in relation to your professional development experiences in the CASE Lead and Master Teacher Program. Please answer all items using the scale where 5=Strongly Agree, 4=Agree, 3=Neither Agree or Disagree, 2=disagree, 1=Strongly Disagree. There are no right or wrong answers and all responses are anonymous. The validity of this measurement depends on your candid response.

9. Please choose the response that best describes your perception of each statement in relation to your professional development experiences in the CASE Lead and Master Teacher Program *

	5- Strongly Agree	4- Agree	3- Neither Agree or Disagree	2- Disagree	1- Strongly Disagree
My professional development activities are participant centered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities address my instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities introduce new instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other teachers to identify our professional learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in developing learning opportunities for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities focus primarily on specific curriculum and operational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities allow me to work collaboratively with my peers to address individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities involve on-going support and follow-up from CASE staff and CASE Institute Mentors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities include input from external sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities encourage me to routinely assess the effectiveness of new knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities allow me to modify instructional ideas and practices to meet the needs of individual participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities enhance participant learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities occur within Professional Learning Communities (PLCs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities promote a sense of shared responsibility for participant learning among teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities are aligned with school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I promote continuous learning for participant and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the link between professional learning and increased participant learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop effective learning opportunities that produce continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for my professional development activities are prioritized to meet learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources used for professional development provided by CASE Staff increase educator effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use data to define learning goals for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collect data about the effectiveness of professional learning on participant achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

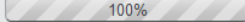
I use well-designed evaluations to collect information about my professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities combine theory, research, and practice to achieve their intended outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities help me gain a deeper comprehension of new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My professional development activities are part of a coherent set of opportunities that support a shared vision for continuous growth and improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development activities have improved participant achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my professional development opportunities provided by my local school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my professional development opportunities provided by CASE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology has enhanced my professional development experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CASE Lead Teacher Post Institute Survey-Final

Thank You!

Thank you for participating in this study. Your response is very important to us.



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VITA

Miranda Rose (Schack) Chaplin grew up in California, Kentucky and attended Sts. Peter and Paul grade school and Bishop Brossart High School before receiving her Bachelor of Science in Career and Technical Education at the University of Kentucky. Miranda was formally the Meeting Planner for the National Association of Agricultural Educators (NAAE) and since May of 2012 has been the Operations Coordinator for Curriculum for Agricultural Science Education (CASE). Miranda graduated Summa Cum Laude with her Bachelor of Science degree and currently holds a 4.0 GPA in her Master of Science coursework. Miranda co-authored a poster abstract for the Association of Leadership Educators entitled “Connecting your community to your classroom: using curriculum to develop agricultural advocates” and has presented workshops at several state and national conferences.