

What Does that Even Look Like? Professionalism in School-Based Agricultural Education

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Abstract

The topic of professionalism in school-based agricultural education is widely discussed in California yet exceedingly subjective in nature. Agricultural education adds another layer of complexity when considering professionalism across the tripartite components of classroom, leadership development (FFA), and supervised agricultural experience. This phenomenological study aimed at exploring school-based agricultural education teachers' perceptions of professionalism across the three-circle model of agricultural education using photovoice method within the lens of Bandura's Social Cognitive Theory. Submitted photographs and written reflections were analyzed using values coding. Findings indicated the themes of dress and modeling as central to professionalism in school-based agricultural education. The results from this study indicate a need to further explore what professionalism looks like to other agricultural education stakeholders and facilitate pre- and in-service learning sessions where self-reflection is prioritized.

Introduction

“I shall conduct myself with dignity and in a professional manner” are words in the California Agriculture Teachers' Association (CATA) Code of Ethics, underscoring the importance of being

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professional within the career of school-based agricultural education (SBAE) in California (CATA, n.d.-a). The goals of the CATA focus on promoting the improvement of teaching agriculture in California and fostering the welfare of SBAE teachers (CATA, n.d.-b). In 1997, the California Professional Ethics Committee published a position paper to represent their views regarding the ethics of professional teachers in California. The publishers held teachers must be positive role models for their students and exhibit “professionalism through their attire and attitude” (CATA, 1997, p. 2). Similarly, at a national level, The National Council for Agricultural Education (The Council) and National Association of Agricultural Educators (NAAE) (2024) address professionalism via the *Agriculture Teachers’ Resource Guide* and their own Ag Teachers Creed, urging teachers to practice high standards of professionalism, indicating the inherent importance of professionalism at a national level. Yet, neither the CATA nor national SBAE entities define what professionalism is or what it looks like when personified appropriately, nor are there criteria for what is deemed appropriate. Despite the marked importance of professionalism within California and at a national level, there are still concerns about how professionalism manifests itself across the profession.

Historically, literature surrounding SBAE supports the need for the development of professionalism garnering an entire issue of *The Agricultural Education Magazine* dedicated to the matter in 1987. In this issue, Hillison (1987) discussed the importance of upholding all parts of professionalism, including dedication, commitment, and being student-centered. Additionally, practitioners supported professional organizations designed for vocational teachers to demonstrate and develop characteristics associated with professionalism (Snodgrass, 1987). Research concerning the preparation of teachers, cooperating teachers, and working specifically with SBAE students has emphasized professionalism (Hillison, 1987; Radhakrishna & Xu, 1997). Professionalism has been found to maintain administrative and community relationships for SBAE programs (Dixon, 2003). In an exploration of the *Journal of Agricultural Education* and papers presented at National Agricultural Research Education Meetings the 10 years prior to 1997, over 43 papers were found to tackle professionalism as their subject matter (Radhakrishna & Xu, 1997). While Jones (1987) provided a broad definition of professionalism as someone who “does the job well and openly declares support for the profession,” (p. 8), the authors also noted there is a lack of consensus on a definition of professionalism among those involved in SBAE. Further, these findings lead to more questions. What does doing a “job well” look like? How does one declare support for their profession and how does that declaration support the definition of what makes someone professional?

When attempting to understand perceptions of professionalism in the broader educational picture, innovative teaching, self-reflection, effective curriculum implementation, participation in action research, motivating students, lesson planning, and assessing are additional metrics to consider (Tichenor & Tichenor, 2005). Beyond the classroom, those who exhibit professionalism were thought to be able to effectively communicate with various stakeholder groups and participate in professional organizations (Tichenor & Tichenor, 2005), which supported SBAE literature concerning professionalism (Dixon, 2003; Snodgrass, 1987). Existing literature also sought to explore new professionalism versus occupational professionalism within the teaching profession (Weiner, 2020; Wright, 1981). Wright posited professionalism has yielded to unionization, as education was once classified with the professions of law, medicine, and engineering. Many educators still practiced educational professionalism and “considered themselves to be as much as a professional as [a] physician” (Wright, 1981, p. 13). Some actions hindering professionalism included breaking the professional contract, threatening to withhold labor, and not coming prepared for the students (Wright, 1981). The transition from traditional educational professionalism into more unionized spaces required leadership to ensure professionalism was upheld within future generations of teachers. Weiner (2020) emphasized the need for a more nuanced comprehension of the effects of new professionalism and its underlying assumptions. In “old” professionalism, management defined and controlled work priorities, whereas larger policies and narratives of competition and achievement guide “new” professionalism (Weiner, 2020). New professionals value inspection and accountability and further

thrive in schools that promote collaboration and self-efficacy (Weiner, 2020). Further, teachers' understanding and experiences of professionalism varied across tenure, thus understanding elements of modern professionalism can support the ability and desire of teachers to engage in their work (Weiner, 2020).

The inconsistencies in nomenclature and exemplars were also prevalent in recent research efforts. More current SBAE literature purports professionalism is indicative of good teachers and teaching (Coleman et al., 2021; Eck et al., 2019). A longitudinal study measuring growth within student teachers over their 14-week placement found a single category indicative of effective preparation for career success: teacher professionalism (Coleman et al., 2021). In the study, cooperating teachers were expected to “display professionalism through their relationship with other faculty, timeliness, and communication skills” (Coleman et al., 2021, p. 259). The items used to measure professionalism included 1) building professional relationships with colleagues; 2) communicating with parents or guardians about student learning; 3) being professionally responsible (punctual, mature judgment), 4) presenting a professional appearance (dress, grooming, attitude, and demeanor); and 5) having behavior consistent with the code of ethics (Coleman et al., 2021). In a separate national study identifying the characteristics of an effective agricultural education teacher, one of the eight categories that emerged from three rounds of data collection was professionalism (Eck et al., 2019). Those who embodied professionalism were found to be purposeful lifelong learners, demonstrated adaptability, were dedicated professionals, advocated for public education, and engaged in an appropriate professional organization (Eck et al., 2019). A common theme across these articles, spanning over 34 years of SBAE literature, is there is no consistency in what is considered professional.

Outside of SBAE, looking toward broader audiences of Career Technical Education (CTE), similar patterns occur. Adams (2010) found preservice programs for CTE teachers in Georgia supported their candidates in multiple views of professionalism, and their candidates reported gaining skills in professionalism in the areas of reflection and continuous improvement, as well as their role in modeling professional behaviors for learners. From the perspective of the secondary learner, teachers and programs can be considered professional in many ways (Gentry et al, 2005). Professional instruction emerged as a theme at a CTE center where students took the role of apprentice and were expected to act professionally while working under the guidance of their teacher mentor, as well as through curriculum including real world context (Gentry et. al, 2005).

Beyond discrepancies in how professionalism is defined within the scope of SBAE and CTE, there also exist differences in how professionalism is quantified. Dixon (2003) outlined professional actions for teachers as arriving early and being the last to leave, setting the example of a strong work ethic, and maintaining clean facilities. While time-specific items can quantify professional actions, as identified by Dixon (2003), work ethic and cleanliness are more subjective and can be more difficult to assess and compare to distinguish what is professional and what is not. Blezek (1986) sought to identify existing criteria to assess professionalism in education, business, and industry among Nebraska vocational agriculture instructors. Superintendents and teachers found it difficult to provide a concise definition of the word professionalism. They also perceived there to be differences in the levels of professionalism between the vocational agriculture teachers and others deemed as classically professional leading to recommendations for more in service activities focusing on professionalism for SBAE teachers (Blezek, 1986). This clear call to action still rings true nearly four decades later, with no clear way to quantify its success.

SBAE-related organizations offer an array of professional learning opportunities for agricultural educators (Smalley & Smith, 2017). This is essential to ensure teachers are prepared to support student success across the three programmatic components of SBAE: Classroom instruction, leadership development, and SAE. The California Agricultural Teachers Induction Program (CATIP) (2024) helps

new agriculture teachers navigate the dynamic field of agriculture education through a mentorship pairing with an established educator. California teachers of all tenures register and attend their annual summer conference, where they immerse themselves in professional sessions centered around classroom instruction, SAE, and student leadership development (CATA, 2024), emphasizing California SBAE's commitment to professional learning. Given the pressing importance of professionalism within SBAE, the expressed commitment of SBAE adjacent professional organizations to the professional growth of their members, consideration should be given to the implications of having no clear picture of what professionalism looks like in the field of SBAE. Further, given the complex nature of SBAE program delivery due to its multi-faceted approach to holistic whole-person development, there may be more nuanced ways to perceive professionalism, depending on the programmatic element: Classroom instruction, leadership development, and supervised agricultural experience. The purpose of this study was to explore perceived professionalism across the three circles of SBAE, among California SBAE teachers who have been identified as exhibiting professionalism by California agricultural education leadership. Understanding more about what SBAE teachers value in being a professional may help create a definition of what professionalism is in SBAE and aid in the advancement of teacher professional learning.

Theoretical/Conceptual Framework

Professionalism involves personal, behavioral, and environmental factors, associated with the framework of Social Cognitive Theory (SCT) (Bandura, 1986, 2001). As these factors are constantly interacting with one another, this study situated itself within the lens of SCT (Bandura, 1986, 2001). Human agency influences SCT as individuals have autonomy over their own behavior (Bandura, 2001). In this case, SBAE teachers exert their own agency in determining what professionalism is and looks like within the profession of teaching SBAE.

In exerting their own agency, SBAE teachers must also engage and question their own moral codes, a topic centric to SCT (Bandura, 2023). Bandura said, "The way people apply moral principles to everyday dilemmas varies depending on situational imperatives, activity domains, and constellations of social influence" (p. 107). SCT acknowledges there is a professional structure or code, which helps develop and reinforces the way people choose to act (Bandura, 2023). In this case, the profession of agricultural education is the structure developing and reinforcing the way SBAE teachers choose to engage professionally. As a teacher engages in the profession, they are subject to the reactions of others (e.g., other teachers, administrators, students, parents, etc.), aiding in the refinement of their view of their own moral judgment.

Adding a layer to these external influences on moral reasoning are the psychological subfunctions of self-regulation, which focus on self: self-monitoring, personal standards, and affective self-reactions (Bandura, 2023). For example, SBAE teachers monitor their own behavior within circumstances they encounter (self-monitoring) and make decisions to act based on their own internal code of values (personal standards), while attempting to seek self-satisfaction and self-worth (affective self-reactions). The complex interplay of these personal factors and structural social norms, familiar to SCT, provides a space for individuals to scaffold perceived professionalism. Particularly, as these individuals are agents of experiences as opposed to one's undergoing an experience (Bandura, 2001). The experiences, processes, and external influences foundational to SBAE teachers' lives provide a backdrop for them to create their own perceptions of phenomena (Bandura, 2001). The complexity of agricultural education, given its inherent tri-partite nature, in conjunction with the varying definitions and depictions of professionalism, aligns as environmental and personal factors influencing the behavior of expressed professionalism among SBAE teachers.

Methods and Procedures

Given the vague and highly personal nature of the concept of professionalism, a qualitative method of inquiry was selected, utilizing a phenomenological perspective. Phenomenology asks us to lay aside our familiarity with a phenomenon and explore participants' experiences and the sense made of those experiences, to gain new understanding of it (Crotty, 2003; Merriam & Tisdell, 2016; Patton, 2002). We chose photovoice methodology as a way for participants to express their perceptions of professionalism within the context of the three-circle model of SBAE through photographs (Wang & Burris, 1997).

Design

This study was designed intentionally to ensure the trustworthiness of our findings with special attention to reflexivity. Specifically, researcher relationships with participants and insider/outsider stances of the research team were of importance (Merriam & Tisdell, 2016). The fact that each researcher approaches information through their own interpretive lens cannot be avoided in qualitative research (Darawsheh, 2014), but reflexivity can be used to drive dialogue attending to awareness of innate biases (Merriam & Tisdell, 2016). To consider this, we implemented reflexivity through discussions as a research team which included member checks, disconfirming evidence, and peer debriefing, which enhanced the rigor of the study (Darawsheh, 2014). Member checks occurred through the summary sharing of various emergent themes with participants. Research team meetings included discussion about alternative justifications for the inclusion of images and items within reflections. This involved continuous collaboration and conversation surrounding research team members' own backgrounds, perceptions, and experiences within SBAE spanning from being SBAE students, teachers, and teacher educators. After each of us spent time individually exploring the reflection statements and photos, we met multiple times via peer-debriefing sessions to discuss our individual budding ideas to construct overall themes.

Participants

Purposive sampling was utilized (Patton, 2002), inviting California agricultural education leadership to nominate participants ($n=60$) who exemplify professionalism. The six staff members in the California Department of Education (CDE) were asked to each submit the names of 10 teachers whom they felt personified professionalism within agricultural education, in their geographic region of oversight. From this list of 60 names, 30 participants were invited, using purposive sampling for age, gender, and geographic location (Ritchie et al., 2003). Those invited were offered the incentive of a \$25 Amazon gift card. When only 4 teachers opted in initially, the remaining 30 were invited. A total of 4 different email requests were sent to all 60 submitted names to solicit participants, resulting in a total of 6 teachers electing to participate. Participants were primarily female (83%), came from 3 different agricultural education geographical regions within California, and had between 3 and 29 years of teaching experience (Table 1).

Table 1

<i>Participant Demographic Information</i>				
Name	Gender	Race and Ethnicity	Year of Teaching ^a	Geographical Region ^b
Danielle	Female	White, non-Hispanic	8	Superior
Janet	Female	White, non-Hispanic	3	Southern
Kristin	Female	White, non-Hispanic	26	Southern
Lauren ^c	Female	White, non-Hispanic	5	South Coast
Patrick	Male	Hispanic or Latino	29	South Coast
Suzanne	Female	White, non-Hispanic	10	Southern

Note. ^aCounted as full years of teaching completed at time of study.

^bIdentified as California Agricultural Education Regions.

^cParticipant only submitted photos and reflections for the classroom component.

Data Collection and Analysis

Our photovoice protocol differed from standard photovoice procedure as participants did not convene as a group to discuss their photographs (Langhout, 2014). Instead, we relied on participants' written reflections to aid in processing of the images collected. To establish a culture for the investigation, as per the recommendation of Wang et al. (1998), participants were given two-part instructions to submit nine photos and reflections, three from each program component of SBAE (classroom, leadership, and SAE). Below is a sample of the language given to participants, by instruction part, using the classroom component as an example:

1. Upload a photo you feel exemplifies professionalism in the classroom instruction component of school-based agricultural education. This photo should serve as evidence to support your reflection in Part II. Your submission should only include photos taken in the public setting. You have the option of blurring portions of your image to hide people, places, names, or any identifiers you would like.
2. Provide a reflection on your photo. Your reflection does not need to include any names, places, or other identifiers. Your reflection should be approximately 250 words long and should provide context as to why you feel this photo exemplifies professionalism within the classroom instruction component of school-based agricultural education.

The above instructions were repeated for the leadership and SAE components. Photos and reflections were collected via the Canvas learning management system where each photo and reflection were treated as an assignment, resulting in nine individual assignments: three for classroom, three for leadership, and three for SAE. Participants were given the option of blurring portions of pictures (e.g., faces, signage, etc.) if they chose to do so. Although no participants elected to blur their images, the researchers elected to blur images and remove identifying information to remove bias from data collection and protect the anonymity of individuals within the photos.

Participants submitted a total of 17 photos and 16 reflections for classroom, and 15 photos and reflections each for leadership and SAE. Participant names were replaced with pseudonyms and photos and reflections were kept together during analysis. Photos and reflections were thematically evaluated, based on the program component they represented (classroom, leadership, and SAE) using values coding. Saldaña (2021) recommended values coding as a first cycle coding method to identify values and attitudes contributing to beliefs. These themes were then compared across programmatic components to look for differences and commonalities.

Subjectivity Statement

This study was conducted by a team of three university faculty and three undergraduate students. Each faculty member had their own agricultural education background from being a past SBAE student, having taught in the SBAE classroom, and currently working in teacher education and/or college of agriculture leadership. Undergraduate researchers were also former SBAE students within California and ranged from first to fourth-year students within the College of Agriculture, Food and Environmental Sciences (CAFES) at Cal Poly, San Luis Obispo (Cal Poly). Additionally, given the research team's involvement in teacher education at the university, our definition of professionalism, guided by university teacher preparation program standards, is important to acknowledge. As such, we believe professionalism is achieved when one proactively implements best practices by, "being appropriately attired for the classroom/lesson context," "meeting deadlines and following directions," "interacting with students and adults appropriately confident," "serving students and seeking resources when needed," and "making concerted effort to challenge negative attitudes or practices ensuring all students, especially those traditionally underserved, are honored in the school" (Cal Poly School of Education, 2024, Professionalism section).

Limitations

The purpose of this study was exploratory in nature to better understand how SBAE teachers in California perceive themselves as those who exemplify professionalism. We used purposive sampling to identify those who are seen by others as examples of professionalism. We recognize that males are underrepresented in this study. While we did solicit a larger number of participants and did not generate additional interest, we did not seek to increase our pool by asking for more names from California agricultural education leadership. We deemed the number of participants acceptable as previous methodological literature concerning photovoice indicated the size of the participant pool is not relevant (Catalini & Minkler, 2010). Further, Lincoln and Guba (1985) advised sample size in qualitative research should seek to maximize information and reduce redundancy. Considering this, we deemed saturation was reached as emerging themes were consistent with previous literature, thus no additional participants were required. We cannot speculate on why those invited did not choose to participate. We do acknowledge the results of this study are not generalizable but still contribute knowledge to the discussion surrounding professionalism among SBAE teachers in California and the broader field of agricultural education.

Findings

The 32 photos and 31 reflections analyzed within their specific programmatic component resulted in themes for classroom, leadership, and SAE. For themes isolated to a single component, we have elected to share quotations only. Some of these themes intersected all three or pairs of programmatic components, and for these we have also selected photos to accompany quotations.

Classroom

Participants ($n = 6$) perceived their classroom professionalism as exemplified by safety. Kristin pointed out when “Students are wearing gloves and following safety procedures,” she perceives her classroom as professional. Janet noted professionalism in the classroom is collaborative as “The presence of professionals from various fields allows students to connect understanding of how their academic knowledge translates into practical skills.” Content expertise was delineated as a professional component by Kristin where “students can learn from the expertise shared...”. The ideas of collaboration and content expertise also transversed as Danielle said it was important, “...that you provide opportunities for them [students] to engage with one another and experience what others may need help with.” Within the classroom space, SBAE teachers perceived professionalism to be demonstrated through safe learning spaces where there was collaboration and learner engagement in the presence of content experts.

Leadership

Within the programmatic component of leadership, two items emerged via participant reflections ($n = 5$) as being specifically tied to professionalism. The first was that a professional SBAE teacher is one that provides opportunities for students. Kristin said, concerning students’ participation in a FFA chapter event, they “...were excited about the new experience, what they had learned, and felt fancy attending the dinner at the conclusion of the event.” The concept of respect also emerged. Speaking of the idea of respect, Janet said, “A strong sense of unity instills a shared commitment to organizational goals, fostering a culture where members support each other...” Teachers perceived their professionalism to be bolstered by providing students opportunities and personifying attitudes of respect in the leadership component.

SAE

Within the scope of SAE, two items surfaced among participants ($n = 5$) as important to professionalism. The quality of student projects was evident across participants, where Janet claimed to be, “Exhibiting professionalism through the creation of a clean and high-quality livestock team...” These types of project experiences are also perceived to be more professional when they mimic the real world, as evidenced by Suzanne: “...one of my ag mech boys started a business making custom feeder calf chutes for small dairy calves exhibited at our fair. With no commercial product available his business boomed.”

The quality of projects and their real-world applicability construct perceptions of what is professional within SAE.

Commonalities

Transversing the three programmatic components, there were themes which emerged in an overlapping fashion with two components. At the intersection of Classroom and Leadership, relationships materialized.

Relationships



"We are helping students to interact...helping them learn boundaries and building relationships with trusted adults." (Kristin)



"...recognizing that education is not just about delivering information...these teachers use humor and enjoyable activities to break down barriers." (Janet)

Across Leadership and SAE, public perception cropped up as a common theme. Whether this outward facing display of professionalism was directed at program sponsors, student recognition, or event promotion, providing a positive public image was one of perceived importance.

Public Perception



“This is a student build [sic] metal project SAE that was donated... The picture shows one of the Elks Princess [sic] and myself in western attire promoting the event.” (Patrick)



“The advisors were given a hat from the sponsor and to show our appreciation. I decided to wear their hat for our team photo.” (Patrick)

Classroom and SAE shared the thematic element of organization. The organization of materials and time were deemed as professional behaviors which benefitted students and parents.

Organization



“Professionalism in SAE looks like planning a calendar of practices, check ins, and skills students need to meet and progress through and sticking with it. Before animals are received a full calendar is planned ahead of time.” (Suzanne)



“...if parents and students know exactly how to find out what students are missing/working on, that shows you have professionalism and respect for those who care about their students and grades.” (Danielle)

At the core of all three programmatic components, two themes appeared as indicative of perceived professionalism for all components: modeling and dress.

Modeling



“...the horticulture class is learning to correctly secure a large cactus after it sustained damage from a wind event.” (Kristin)



“...verbal instruction and demonstrations are acceptable and demonstrate how to be a professional in the SAE show world.” (Danielle)



“Our students are watching us.” (Danielle)

Dress



"...members and advisors should be representing the chapter proudly and appropriately at all times...This includes wearing the correct attire for a livestock show..." (Janet)



"Professionalism is making sure your students are dressed appropriately and that you are dressed appropriately at conferences." (Suzanne)



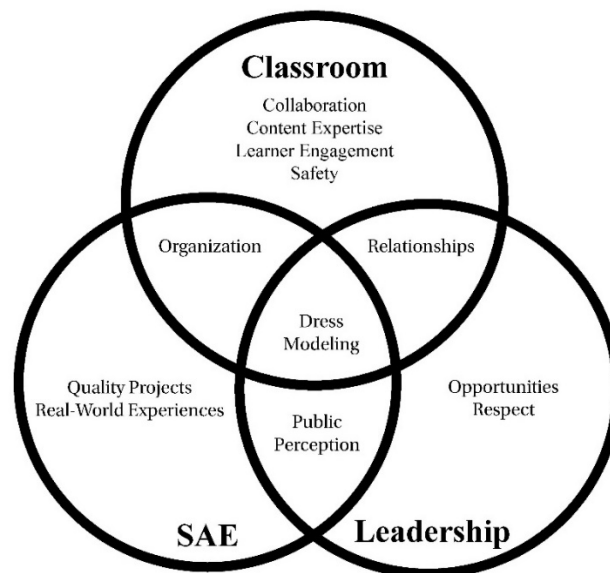
"I teach my students how to tie a professional looking tie and encourage each of them to wear a tie on test day as well." (Patrick)

Conclusions, Implications, and Recommendations

The purpose of this phenomenological qualitative study was to explore teacher perceptions of their own professionalism across the three components of SBAE: classroom, leadership development, and SAE. Professionalism appeared to differ across the three components with specific themes revealed commonly at specific overlaps across the agricultural education three-ring model. While dress and modeling were found commonly across all three components, organization surfaced in classroom and SAE, relationships appeared in classroom and leadership, and public perception appeared in leadership and SAE. Additional themes were isolated within each component. Using the themes identified and considering the prompts used to guide SBAE teachers' photovoice activity, Figure 1 was created to provide a visualization of the findings across the three-ring model of agricultural education.

Figure 1

Perceived Values of Professionalism in SBAE Teachers by Programmatic Component



SBAE teachers, identified as demonstrating professionalism, saw themselves as role models being organized, following safety practices, and dressing appropriately for the varied needs of their classroom spaces. Being engaging and collaborative educators who remember the importance of relationship building was important to the professional image they portrayed in the classroom. Within the leadership facet of Agricultural Education, SBAE teachers saw themselves as professional when they were modeling to students, dressing appropriately, focusing on relationships, providing opportunities to students, and portraying a specific image to the public including being respectful and exhibiting good sportsmanship. Within the SAE arena, teachers saw themselves as role models who organize experiences for students to have quality, real-world applicability. They felt their appropriate dress was important and focused on outward appearances which influenced public perceptions.

Implications

Using SCT to frame these observations provides insight into how teachers of SBAE perceive professionalism (Bandura, 2001) and construct their own moral codes (Bandura, 2023). The observations of the behaviors of others were important in the perceptions of SBAE teachers' views of their own professionalism. In this exploration, the concept of human agency, where individuals make intentional decisions to enact change (Bandura, 2001), was evident by the photos and reflections participants chose to

share as representations of their professionalism. The photographs collected further illustrate how teachers construct their own view of what professionalism is within the structural social norms of SBAE.

Previous literature points to a lack of clarity in the definition of professionalism, what it looks like, and how it is assessed with no distinction of how professionalism might manifest across the components of SBAE. The findings in this study serve as a starting point for discussions concerning what professionalism is within the profession of teaching agriculture in California and nationally. Consistent with previous literature, and with certainty, the findings highlight the subjective and complicated nature of professionalism within SBAE. Additionally, when taking a more magnified look at SCT, it is important to consider the modes of human agency that present themselves: individual, proxy, and collective (Bandura, 2006). The concerted interaction of these modes as a component of everyday life for SBAE teachers, across their multi-faceted programmatic responsibilities, may be contributing to the complexity of trying to articulate a definition of professionalism within agricultural education.

Recommendations

Future research should include attention to how the participants for this study were identified. Given that the leadership of California agricultural education identified the participants in this study, soliciting their perspectives of what professionalism is, would be of use. These leaders aid in the development of the SBAE structure and their perceptions may be reinforcing the way teachers within the system elect to show their professionalism. Also, the nomination process may have been influenced by other extraneous relationship-based factors the researchers were not aware of. Additionally, the submitted photos should be evaluated via a framing lens. Analyzing the photos using media framing strategies could provide additional interpretations of the SBAE teachers' perceptions of their own professionalism as framing is used to get to "the essence of the issue" (Gamson & Modigliani, 1987, p. 143).

Why some themes did not surface in some components is a research area deserving of future probing. Pointedly, why did public perception not emerge as a theme within the classroom component? Investigating why public perception does not appear as a perceived indicator of professionalism within the classroom is critical, specifically in California where current proposed ballot measures place public school curriculum in the hands of voters (Blad, 2024). Beyond California, The Council and NAAE (2024) provided language about professionalism where specific tips for ethics and public image are denoted. Consistent with the findings presented in this study, the classroom is not explicitly mentioned as relevant when discussing public image; public image is addressed in the broader school or local community contexts. Given the proxy and collective mechanisms of human agency (Bandura, 2006), is the exclusion of classroom from literature concerning public perception and professionalism perpetuated by broader directives concerning SBAE?

Future practitioner programming might include creating spaces for discussing the subjective nature of professionalism within pre-service and in-service teacher learning spaces. In creating professional learning segments concerning professionalism within SBAE, focusing on the overlapping themes would have the broadest impact. Thus dress, modeling, organization, public perception, and relationships are perhaps the themes on which such professional learning sessions for pre-service and in-service teachers should focus. However, consistent with SCT (Bandura, 1986, 2001), these themes should be used cautiously as they are only emblematic of the individuals who participated in the photovoice activity and the experiences they have encountered. Exploring the alignment or misalignment of the moral judgment voiced by this study's participants with others who construct the social norms of SBAE would be of interest.

With specific consideration to SCT and the implicit human agency involved, professional learning should lean on intentionality, forethought, self-reactiveness, and self-reflection as properties of importance for planned teacher learning around the topic of professionalism (Bandura, 2006). As there is concern at upper levels of agricultural education leadership in California concerning the professionalism of its teachers, collective intentionality may be of key consideration in increasing professionalism statewide. This

collective intentionality will be best guided by forethought (Bandura, 1986). State leaders may wish to consider their own motivations and anticipated outcomes for the implementation of any professional learning. Emphasizing why professionalism is important may help explore biases and motivations when implementing teacher learning segments. Last, those responsible for implementing any pre-service and in-service learning in the space of professionalism should approach the topic via their own experiences. Self-reactiveness refers to the ability of each person to select and employ an appropriate course of action and, similarly, self-reflection allows individuals to make observations about their own behaviors (Bandura, 2006). Given the literature and this study's corroboration of the murkiness of professionalism defined within the scope of SBAE, modeling inward reflection might prove to be beneficial in creating spaces to discuss what professionalism looks like in outward appearance.

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